



ALL LEARNING IS AN ARCHWAY TO SUCCESS

# **Curriculum Impact Analysis**

## **2023-24**

**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.

Martyn Steel – Vice Principal

### **Key curriculum priorities for 2023-24:**

- Ensure that reading is further developed across the curriculum and beyond, especially in Key Stage 4, so that pupils begin to appreciate reading for pleasure.
- The development of a personal development curriculum/pathway to support pupils

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.

**'The school has carefully planned an ambitious curriculum for its pupils. It matches the national curriculum expectations. It also considers what pupils should know in each subject by the end of Year 11. This helps pupils achieve success in a range of qualifications. It also ensures they can move back into mainstream education if it is appropriate to do so. In lessons, staff help pupils learn the intended curriculum well.'**

**Ofsted report 2024**

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 is embedded into our curriculum and our reward system recognises success across the individual ARCHES strands to help ensure that pupils develop the skills they need for the next stage of education.

**‘The school’s approach to pupils’ wider development builds on the ‘arches’ framework. This sets out the qualities the school wants pupils to develop. It includes aspirations, resilience, citizenship, being healthy, employability and success. Subject leaders ensure this framework links to the curriculum areas they oversee. Staff take every opportunity to promote ‘arches’ in the classroom. Staff also give out weekly ‘arches’ awards. Pupils can choose to spend their ‘arches’ immediately or save them up. This helps pupils learn about budgeting. It also teaches an important lesson about prioritising long-term goals over instant reward.’**

#### **Ofsted report 2024**

Through English, Mathematics and Science, we develop our students to have a functional grasp of mathematics, science, writing, reading and speaking & listening, 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.

***Archway Academy helps expand pupils' horizons. The trust strapline of 'providing infinite opportunities' underpins this aim. Pupils are enthusiastic about the trips the school provides. They enjoy theatre visits and trips to museums to enhance the curriculum. They also relish rewards trips, such as go-karting and white-water rafting.***

**Ofsted report 2024**

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: 100 % of the Outreach cohort attained a qualification in both mathematics and English. With 67% (4/6) achieving GCSE accreditation.**

All students receive in-house high quality careers education, so they are fully equipped to make informed decisions regarding their post 16 destinations. An example of some of the activities that students were offered include:

- a careers week with Year 11 pupils attending Tees Barrage, Tees works and Middlesbrough FC,
- Wind Farm Company careers talk with Year 11
- 1:1 meeting with a career advisor for all y11 pupils

**KPI Indicator for Gatsby Benchmarks achieved. Archway is above the national average across all the Gatsby Benchmarks and 7/8 are rated as 100% achieved.**

**Impact of careers education: 96% (26/27) of the 2023 and 96% of the 2023 Y11 cohorts successfully transferred to either education, employment or training.**

***‘Pupils are also supported to develop aspirations for future employment or training. This blending of learning and careers education helps pupils take successful next steps.’***

**Ofsted report 2024**

Additionally, we continuously review and develop our PSHE offer so that weekly themes are introduced and emphasised during form time or during one off specific event. PSHE Association membership ensures that our whole-school offer is comprehensive and in line with national recommendations and that themes are sequenced to 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 access to an allotment which enhances our Outdoor Education offer with the view to introducing a horticulture qualification in the future.

Reading is prioritised to ensure it is a strong and effective element of the curriculum. We have a new intervention learning space which houses our library, and it is used to provide 1:1 individual reading interventions, by a dedicated teaching assistant, to students who are not functional readers.

**Impact of reading interventions: 55% (37/67) of cohort have improved their reading ages.** This figure increases to 67% if you dis-apply the year 11s on the grounds that they receive less intervention due to a reluctance to engage, at this stage, and the primary focus shifting towards preparation for examinations.

**Analysis of the Reading Thing intervention for non-functional readers, receiving 1:1 support, showed that 87% (26/30) improved their reading ages from between 4 months to 3 years 8 months.** The reasons that some students did not making progress were one student going onto Outreach for several weeks

before returning to mainstream school, so the intervention was not completed, and the other students were due to a combination of poor attendance and refusal to engage.

Reading for pleasure is for all students in Archway, regardless of reading age. Its purpose is to encourage a love of reading and to support student exploration with different authors, genres and topics which will suit their taste. The reading sessions take place in the library, students are encouraged to pick a book and read with an adult up to four times a week. All students have reading journals to record their progression through a book. This helps students recall previous reading sessions and offers all staff the ability to read with a student, if required. This has been an immense success and has increased student enjoyment in simply reading for pleasure, without the constraints of questioning or examining what has been read.

***‘The school increasingly places reading at the centre of the curriculum. They are implementing a strategic plan with many aspects already in place. Pupils read high-quality texts in English lessons. Some of these texts are brought to life through workshops and visits to the theatre. For example, pupils enjoy seeing ‘The Woman in Black’ live on stage. Pupils who lack fluency and confidence in reading receive extra support. Trained staff put in place well-chosen interventions. Pupils value these sessions.’***

**Ofsted report 2024**

Curriculum developments are underpinned by the commitment and dedication of a strong staff team who are always looking for ways to improve either through their engagement in continued professional learning or the undertaking of national



professional qualifications such as Senior Leadership (NPQSL), Leading in Literacy (NPQLL) and Leading in Teaching (NPQLT).

Formal parent/carer and pupil surveys were carried out in Oct 2023 showing some extremely positive statistics, the results showed that:

- 100% of parents/carers stated that their child is happy at Archway
- 100% of parents/carers stated that their child feels safe at Archway
- 96% of parents/carers stated that they receive valuable information on learning and social needs
- 96% of pupils stated they felt safe in Archway
- 94% said bullying was not a problem 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:

- Lessons start effectively with an explicit emphasis on the lesson objective, word of the day/key vocabulary and a relevant starter/recap activity.

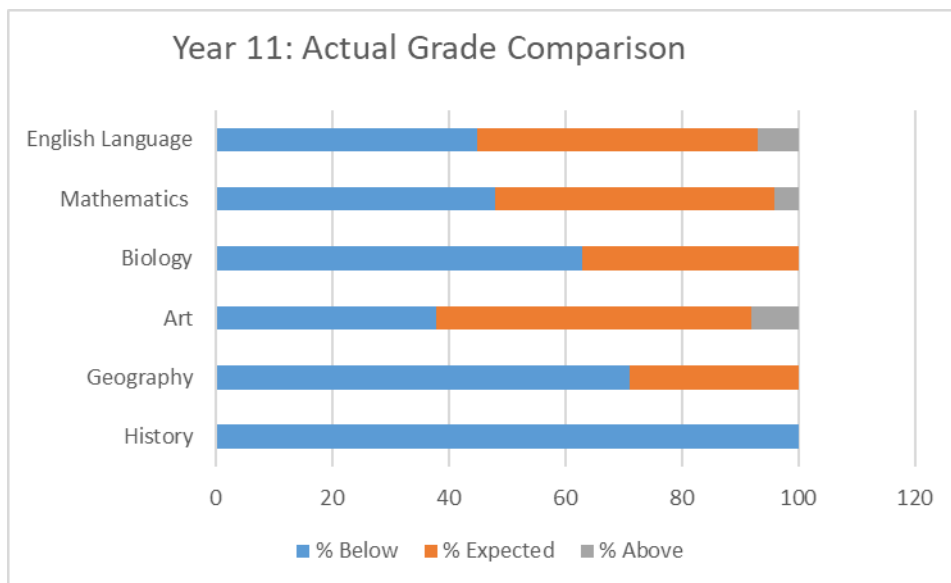
- Systematic feedback and checking for understanding by teacher
- Pupils making progress from their individual starting points

HSAT's Key Performance Indicators (KPI), relating to Archway, informs our overall curriculum intent. For example, a KPI that requires 45% of our Year 11 students achieve five GCSE or Level 1/2 Qualifications. **59% (+19%) of our students achieved five or more GCSEs or equivalent qualifications, with 41% (+15%) achieving six or more and 19% (+5%) achieving seven. Note: Due to individual starting points and ability no students were entered for English Literature.**

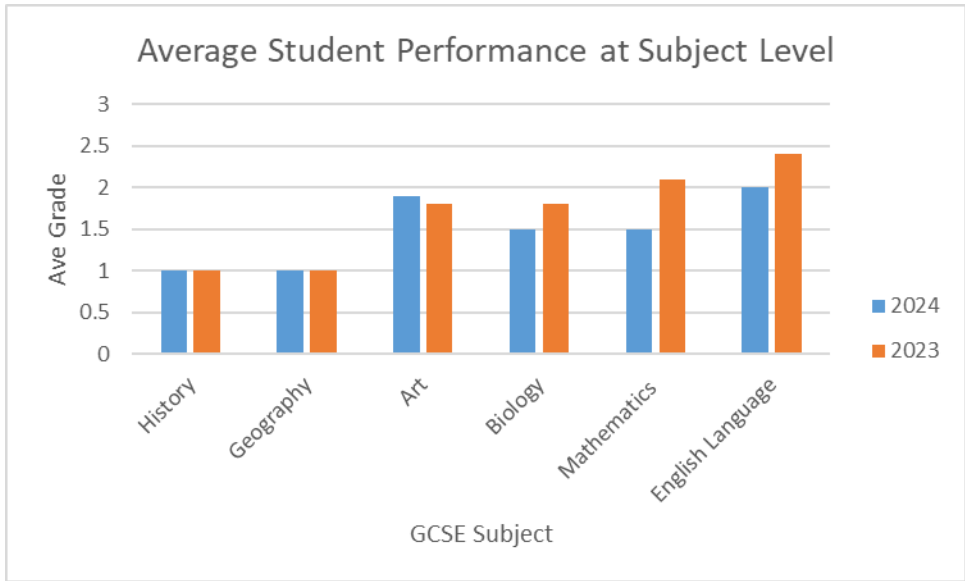
Additionally, students received 4.7(+ 0.6) qualifications on average across the cohort compared to the 2023 average. For onsite only pupils, the average rose to 5.2 (+0.1). The graph below displays how year11 students performed against their aspirational targets. A breakdown of the percentage of students who achieved their target grade can be found in table 3 at the end of this report. Results have been analysed to compare attendance percentages and achievement of target grades, but no positive correlation can be reported. However, it is fair to assume that the conversion of target grades has been hindered due to low levels of attendance across the year group. For example, (55%, 15/27) of year 11 students had an attendance figure of 50% or below and the average cohort attendance figure was 44%. To avoid an over interpretation of the effect of attendance, on achieved target grades, a review of baseline assessments and target setting will be carried out so that we can assure their effectiveness going forward. Efforts to secure improved attendance must also continue as the new 2024/25-year 11 cohort only achieved an average attendance of 52%. We will also continue to work hard to mitigate against

the following barriers that inhibit academic success in the socioeconomically disadvantaged communities that many of our students come from:

- complex social factors,
- poor levels of engagement with education,
- a lack of resilience,
- poor levels of parental support,
- a lack of aspiration
- and low self-esteem.



The graph below shows average grade scores across the GCSE subjects and 2023 comparisons. Although, this year's average grade scores across maths and English are lower than those achieved in 2023 it is important to consider the individual starting points of students and therefore the deviation from their target grades. To do this the following Value-Added KPI can be used as a simple measure/comparator.



**The KPI for GCSE value-added measures for English and maths requires the average target grades to be with 0.4 of a grade. For English, the average grade achieved was  $-0.32$  of a grade below target and maths was  $-0.36$  respectively.**

**So, this indicator has been achieved.** It is worth noting that despite the overall average grade scores for Maths and English being lower this year, the value-added measure for maths improved compared to last year's figure of  $-0.8$ , indicating that on average students achieved more closely in line with their target grade. The English value-added measure decreased compared to last year's strong measure of  $-0.1$  and therefore, students were slightly further adrift from their target grades this year.

Over the past couple of years, we have been aware of examination underperformance across History and Geography GCSEs and as a result started discussions with stakeholders regarding potential alternatives. Suitable alternatives were found, and the decision was made to introduce them in place of History and Geography if the examination results achieved did not improve. Analysis has shown that results did not improve so we have made the decision to cease offering History and Geography at GCSE level. The new qualifications to be introduced are:

- Pearson BTEC Level 1/Level 2 First Award in Public Services
- Pearson BTEC Level 1/Level 2 Personal Growth and Wellbeing

**The KPI that requires 100% of leavers at the end of Key Stage 4 to achieve accreditation in English and Maths was achieved.** This is a cause for celebration as staff have worked extremely hard offering alternative routes to accreditation and multiple windows to sit examinations to get students over the line. This represents an increase of 24% compared to last year's percentage achieved.

**The KPI 97% of onsite students attain both English and maths GCSE was achieved with 95% (19/20) achieving this indicator.**

Our recent Ofsted Inspection (June 2024) highlighted the following recommendation:

***'The school should continue its work to implement the strategic plan for SEND and ensure staff are equipped to support the most vulnerable pupils to achieve strong outcomes.'***

The leadership had already identified this as an area of improvement across the curriculum and as a result signed up to join a SEND Improvement programme initiated by the local authority and funded by the Department for Education. The programme aims to develop the leadership capacity of SENCOs and to create a network of support and professional challenge. Our SENCO has completed an evaluation of the SEND Provision at Archway and formulated an action plan. In line with our Ofsted recommendation one of our key priorities is to upskill our teaching

team in the use of strategies to support pupils with foci on adaptive teaching, provision mapping and deployment of teaching assistants. To ensure this development work is embedded across the curriculum we will work towards gaining accreditation of the SEND Inclusion Award.

**Table 1: Year 11 Student Context**

<b>Cohort</b>	<b>Number of Students</b>
Students	27
Pupil premium	20
Looked After Child	1
Students started since Autumn 2023	8
Anxious school refusers	5

**Table 2: Time on roll at Archway**

<b>Number of terms on roll</b>					
1	2	3	4	5	6 or more
1	7	6	5	6	2

### **Qualification Summary**

- 100% of students achieved a qualification in both English and maths
- 85% of students achieved a GCSE English qualification
- 85% of students achieved a GCSE Maths qualification
- 100% of Travel and Tourism students passed the qualification.
- 96% of the Y11 cohort attained a L1 home cooking qualification
- 93% of GCSE ART students gained a pass
- 80% of GCSE Biology students gained a pass
- 59% of the Y11 cohort achieved 5 or more GCSE or equivalent passes

**Table 3: Overview of Year 11 School Leavers Results by Subject**

<b>Archway Academy Results 2023-2024</b>															
<b>Subject</b>	<b>Cohort</b>	<b>Number of GCSE Grades Achieved</b>											<b>Academy Target Grades</b>		
		<b>X</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>% Below</b>	<b>% Expected</b>	<b>% Above</b>
English Language	27	1	3	7	11	3	2						45	48	7
English Literature	N/a														
Mathematics	27	2	2	12	9	1	1						41	55	4
Biology (* x1 Sci Double)	19	4		10	4	1							63	37	0
Art	13			3	8	2	0						38	54	8
History	5	2	2	1									100	0	0
Geography	7	2	1	4									71	29	0
<b>Subject</b>	<b>Cohort</b>	<b>Number of Non-GCSE Level 2 Qualifications Achieved</b>											<b>% Below</b>	<b>% Expected</b>	<b>% Above</b>
Home Cooking Skills	11	11											0	100	0
Hospitality	2	2											0	100	0
<b>Subject</b>	<b>Cohort</b>	<b>Number of Non-GCSE Level 1 Qualifications Achieved</b>											<b>% Below</b>	<b>% Expected</b>	<b>% Above</b>
Home Cooking Skills	7	7											0	100	0
Travel and Tourism	5	5											0	100	0
Child's Play and Development	5	5											0	100	0



**Table 4: Anonymised Pupil Examination Results**

Anonymised Pupil Examination Results and Analysis																																												
Pupil	Form group	Attendance %	Pupil Premium	CIOC	No. of terms on roll	School Refuser	ELC English Pass	FS English L1	English gcse Target	Eng Actual	Diff	Eng Literature Actual	FS Maths L1	ELC Maths	Maths gcse Target	Maths Actual	Diff	Bio Target	Bio Actual	Diff	Art gcse Target	Art Actual	Diff	History gcse Target	History Actual	Diff	Geo gcse Target	Geo Actual	Diff	Home Cooking L1	Home Cooking L2	Tourism L1	Child Dev.L1	Work Skills Target	Work Skills Actual	Hospitality Target	Hospitality Actual	Total no. of quals.						
1	11AH	16			2	Y	p		2D1	2	0	N/A		p	3E	2	0							2E	u	-1			L1												3			
2	11AH	20	Y		2	Y	L1	3E2	2	0		L1	p	3D	2	-1	2D	1	-1					2D	x				L1													4		
3	11AH	24	Y		4		P	L1	3E1	1	-2			p	2E	1	0	2D	x									2E	x	0	L1											3		
4	11AH	45	Y		5				2E2	1	0			p	2D	1	-1	2D	1	-1	3E	2	0						L1													5		
5	11AH	35	Y		4		P		2S	1	-1			p	2E	u	-1	2D	1	-1	3E	2	0						L2		L1						L2	L2			6			
6	11AH	74	Y		2			L1	3E1	3	0		L1	p	2D	2	0	2e	2	0	2E	2	0												L1	L1						5		
7	11AH	30	Y		3			L1	3E1	2	0		L1	p	2D	1	-1	2D	1	-1				3S	1	-2			L2								L1	L2			6			
8	11AM	67			3				3D1	4	1		L1	p	4E	4	0	3D	3	0	3D	3	0						L2	L1	L1										7			
9	11AM	41	Y		2		P		2D1	x	0			p	2D	x	0	3E	x									2E	x	0	L1										3			
10	11AM	76	Y	Y	7				4E1	2	-1		L1	p	2S	1	-1	2E	1	0	4E	3	0	2D	u	-2			L2	L1											6			
11	11AM	64	Y		4		P	L1	3E1	3	0			p	2D	2	0	3E	1	-1	3E	2	0					2D	1	-1	L2				L1	L1						7		
12	11AM	89	Y		3				3E2	2	0		L1	p	2D	1	-1	3D	1	-2	3E	2	0					2E	1	0	L2				L1	L1							7	
13	11LC	56	Y		2		P		2E2	2	0			p	2S	1	-1	2E	1	0										L2	L1											6		
14	11LC	72	Y		5				3S	2	-1		L1	p	3E	2	0	2D	2	-1	3D	2	-1					2E	U	-1	L1					L1	L1					6		
15	11LC	59	Y		4			L1	2S	2	0			p	2E	1	0	2D	u	-2	3E	1	-1						L2		L1											5		
16	11LC	53	Y		5		P		3D1	4	1		L1	p	2D	2	0	3E	2	0	3E	1	-1					2E	1	0	L1				L1							7		
17	11LC	64			2				3E1	1	-1		L1	p	2D	2	0	3D	1	-2	3E	1	-1	2D	u	-2			L2	L1												6		
18	11LC	76			3				3D1	2	-1		L1	p	2D	1	-1	2D	1	-1	3E	2	0						L2	L1	L1												7	
19	11LC	65	Y		5				2S	1	-1		L1	p	2E	1	0	2E	1	0	2D	2	0						L1						L1	L1						5		
20	11LC	15	Y		1		P	L1	2E2	u	-1		L1	p	1S	1	0																									3		
21	Outreach	44	Y		5	Y	P	L1	2D2	2	0			p	2E	2	1	2E	2	0																						4		
22	Outreach	22	Y		5		P	L1	3E2	uX	0		L1	p	2E	x	0																									3		
23	Outreach	7			4	Y	P	L1	2D2	u	0			p	2E	1	0																									3		
24	Outreach	20			2		P		2E2	1	0			p	2E	u	-1																									3		
25	Outreach	21	Y		8			L1	2D1	2	0		L1	p	2D	2	0																									3		
26	Outreach	10	Y		3	Y	P	L1	3E2	1	-1			p	2S	1	-1																									3		
27	Outreach	20	Y		3				2E2	2	0		L1	p	1S	1	0																									3		
	Ave. %	44							% Above	7						4			0			8			0			0																
									% On target	48						55			37			54			0			29																
									% Below	45						41			63			38			100	-7		71																
	Average grade achieved and ave difference:									2.0	-0.3					1.52	-0.4				1.5	-0.8		2	-0.3		1	-1.8		1	-0.6							Total no. of quals achieved	129					
																																											Av quals/student	4.8

