



Westlands Academy
Forward Together

Curriculum Impact Analysis
2022/23

Introduction

In an ever-evolving educational landscape, the fundamental goal of any school is to provide its students with a holistic and enriching learning experience. For schools in the United Kingdom such as Westlands, this mission takes on a unique and vital significance. We cater to students facing diverse emotional, social, and behavioural challenges, ensuring that they receive the specialised support required to unlock their potential and thrive academically, emotionally, and socially.

This Curriculum Impact Analysis document delves into the heart of a SEMH school's educational journey, examining the profound effects of its curriculum on the students it serves, whilst also celebrating their successes. Westlands plays a pivotal role in nurturing the well-being and educational progress of students with varying emotional and mental health needs. This analysis seeks to shed light on the ways in which the curriculum offered by Westlands influences student outcomes, promotes personal growth, and fosters an inclusive and supportive learning environment.

Through rigorous assessment and thoughtful reflection, this document aims to illuminate the impact of the SEMH school's curriculum on the overall development of its students, with an emphasis on academic achievements, emotional well-being, and social integration. By exploring the strengths and areas for improvement in the curriculum, we can better understand how to optimise the learning experience for SEMH students and enhance their chances of success both within and beyond the school environment.

At Westlands, we recognize that the curriculum is more than just a set of subjects; it is a dynamic force that has the power to shape the lives of students who often face unique and complex challenges. This document seeks to show the potential of the curriculum and guide the ongoing efforts of the school to provide a nurturing and empowering education for all its students.

Intent

Westlands Academy aims to provide the best education for our students. To do this we will:

- Clearly set out the knowledge and skills that students will gain at each stage and understand and be able to explain the rationale for the curriculum we offer using data to justify the appropriate curriculum
- Recognise individual needs and academic and social starting points
- Promote an understanding of personal safety through positive decision making
- Be broad and balanced, meeting the needs of all learners
- Support students by providing them with the appropriate knowledge and skills that they need to be successful in life
- Include a variety of learning activities and be rich in experiences
- Ensure that progress is measured and recorded so that targeted support can be implemented
- Provide access to counselling and other agencies where necessary

Curriculum Impact Analysis

Curriculum Overview

At Westlands Academy we offer a broad learning base with a result of producing students with knowledge and life-skills that will allow them to progress when they leave us.

It is our aim to provide a bespoke education for every learner who attends Westlands. This personalised education package will meet an individual's needs providing the opportunity for stimulating educational and social growth and pave the way for lifelong learning. This is achieved by allowing students to study mixture of "traditional" GCSEs with more practical-based qualifications.

We aim to ensure that our learners have the best possible chance when they leave school by ensuring that everyone progresses with accreditation that is meaningful to the individual.

Reading is promoted through a targeted system that highlights areas of strength and uses these to help with those which have opportunities to improve. We offer several tutor-led activities including the use of "First News", a student-friendly newspaper for use as discussion-starters and enhanced literacy exposure, and the well-stocked school library.

The development of social and community skills is recognised as being important and these skills are taught through the PSHE curriculum and through cross-curricular links in other subjects. These are further enhanced using group, team and social time activities in our Enrichment Programme.

All the pupils can gain accreditations at the end of KS4 and these are graded to reflect the individual ability. We offer Entry Levels, Level 1 and 2, Functional Skills and full GCSE's across a range of subjects. These qualifications can then be taken forward to gain entry to further education college, apprenticeships and securing that first paid employment. The awarding bodies for the Academy include Open Awards, Edexcel and AQA.

Key Stage 3

In Key Stage 3 we offer a range of traditional subjects which are taught by subject specialists. These subjects are supported by lessons and activities that are designed to support learners by, hopefully, raising self-esteem, developing social and emotional skills and fostering positive caring relationships .

Subjects :

- Science
- Maths
- English
- Art

- Computing
- P.E.
- PSHE
- Food Technology
- Design and Technology
- Outdoor Education

Key Stage 4

At Key Stage 4 we offer a mix of traditional GCSE subjects complimented with a suite of vocational options. We aim to ensure that every students accesses and achieves as many qualifications as they possibly can. All qualifications are nationally recognised accreditation

- GCSE Art
- GCSE English
- Functional Skills English (Entry Level, Level 1 and Level 2)
- GCSE Maths
- Functional Skills Maths (Entry Level, Level 1 and Level 2)
- Open Awards Hospitality and Catering
- Open Awards Design and Technology
- Open Awards Entry Level in IT Skills
- Open Awards Technical IT Skills
- Open Awards Creative Industry Skills
- Open Awards Science
- Open Awards Digital Photography
- Open Awards Employability
- LIBF Finance
- BTEC Sports

Year 11 Leavers 2023

Overview

Our Year 11 leavers this year were made up of a cohort of 21 students:

Cohort	Number of Students
Students	21
Pupil Premium	14
Looked After Child	5

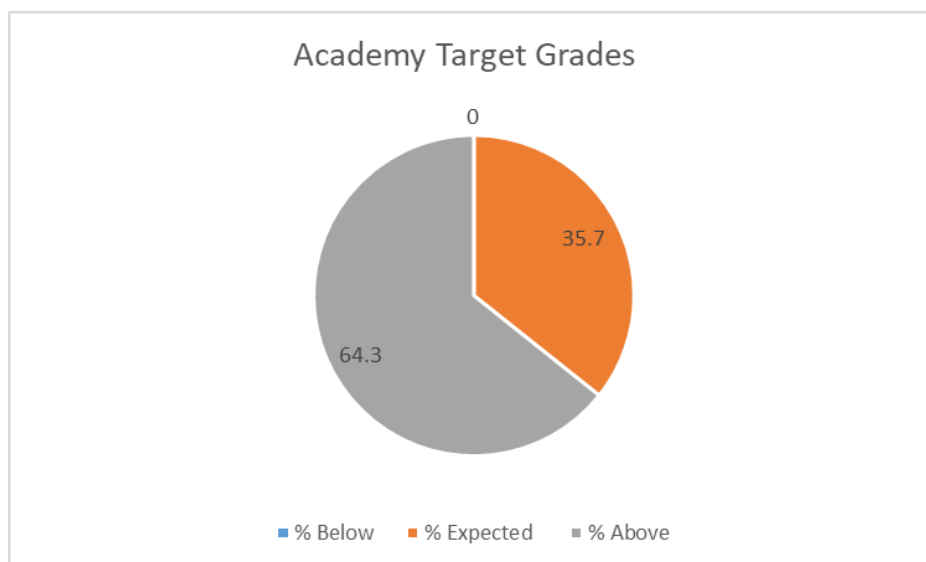
The points of notice that should be taken from our students' results include:

- 100% of students achieved a Maths and English qualification
- A total of 201 qualifications ranging from Entry Level to Level 2
- 110 Level 1 qualifications (or equivalent)
- 42 Level 2 qualifications (or equivalent)
- 85.7% of all students gained at least Level 1 Qualification (Last Year 77.8%)
- 66.7% of all students gained at least 1 Level 2 Qualification (Last Year 50%)
- In 2021-2022 50% achieved 6+ L1 or L2 qualifications – this increased to 57.1% in 2022-23.

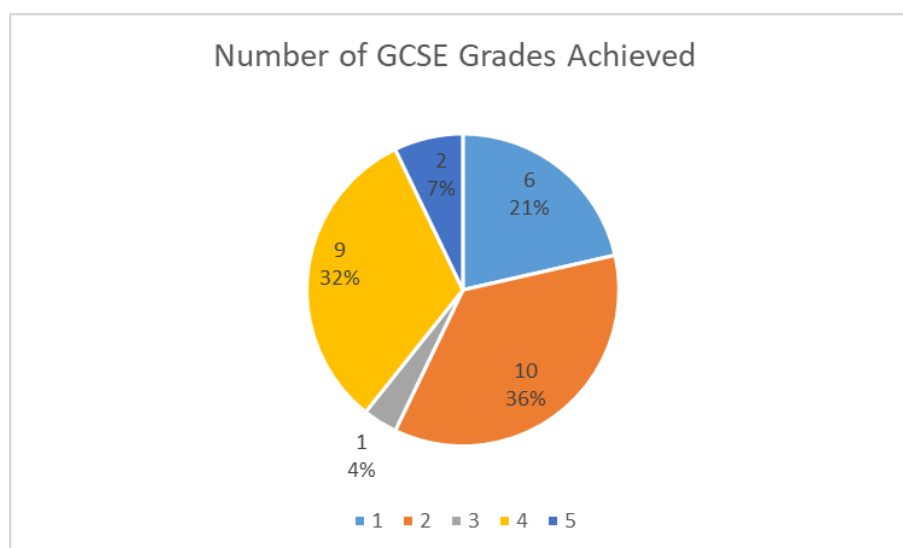
GCSE Performance

Subject	Cohort	Number of GCSE Grades Achieved											Academy Target Grades		
		X	U	1	2	3	4	5	6	7	8	9	% Below	% Expected	% Above
Maths	9			3	5		1						0	66.7	33.3
English	9			3	4	1	1						0	44.4	55.6
Art and Design	10				1		7	2					0	30	70

In the last academic year, we had a total of 28 GCSE entries, with all students achieving a pass. This includes 100% of students obtaining their expected target or exceeding their predicted grade.



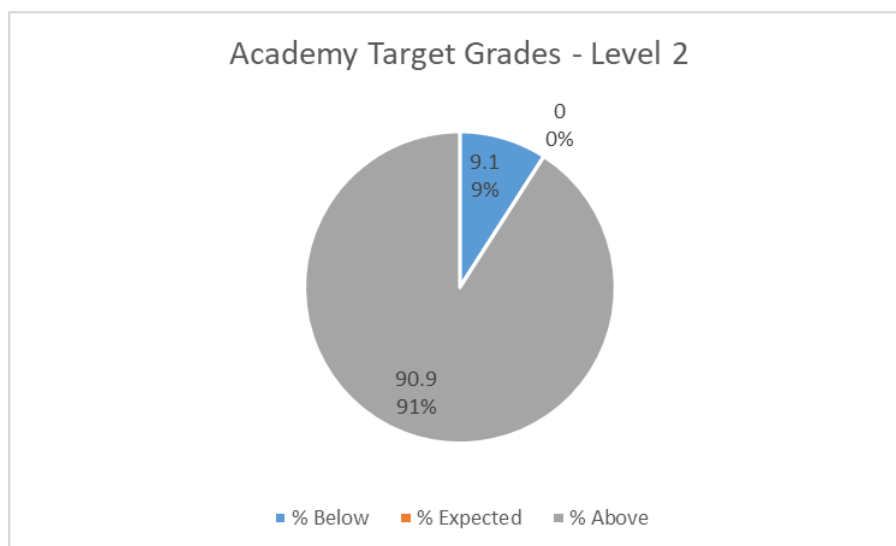
Students whose predicted grade was in line with GCSE entry achieved a range of grades with 100% of entries achieving a GCSE grade.



Level 2 (Non-GCSE) Qualifications Performance

Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved	% Below	% Expected	% Above
Functional Skills English	3	3	0	0	100
Open Awards Hospitality and Catering (Food)	8	7	14.3	0	85.7

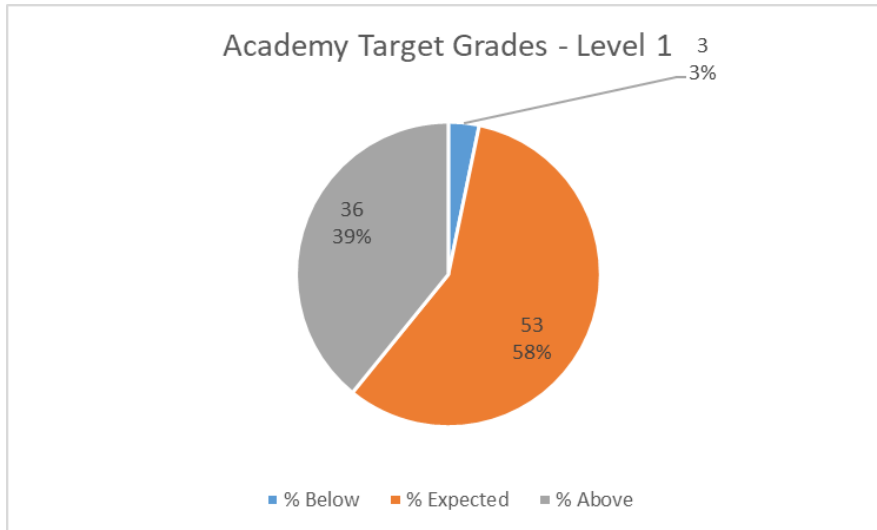
11 entries were made to Level 2 non-GCSE qualifications from AQA and Open Awards. 10 qualifications were achieved with 90.9% at expected or above expected performance over their targets.



Level 1 (Non-GCSE) Qualifications Performance

Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved	% Below	% Expected	% Above
Functional Skills Maths	9	9	0	55.6	44.4
Functional Skills English	10	10	0	40	60
Open Award Creative and Cultural Industries (Music)	11	11	0	63.6	36.4
Open Award Creative and Cultural Industries (Photography)	10	10	0	100	0
Open Awards Science	11	9	18.2	54.5	27.3
Event Planning in the Hospitality Sector	1	1	0	100	0
L1 Hospitality and Catering	3	3	0	0	100
Physical and Emotional Health (PSHE)	13	13	0	38.5	61.5
ICT Technical Skills	6	6	0	50	50
BTEC Introductory Sport	9	8	11.1	88.9	0
Certificate in Exploring Construction and Building Crafts	9	9	0	44.4	55.6

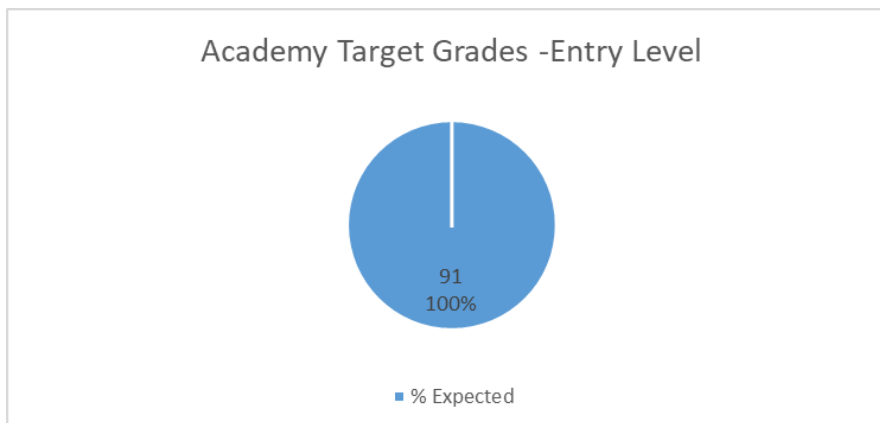
92 entries were made to Level 1 non-GCSE qualifications from AQA, Edexcel and Open Awards. 89 qualifications were achieved with 96.7%% of students at expected or above expected performance over their targets.



Entry Level Qualifications Performance

Subject	Cohort	Number of Entry Level Qualifications Achieved	% Below	% Expected	% Above
English	21	21	0	100	0
Mathematics	21	21	0	100	0
Geography	7	7	0	100	0
History	8	8	0	100	0
ICT User Skills	11	11	0	100	0
Open Awards Employability and Professional Development	13	13	0	100	0
PSHE	10	10	0	100	0

91 entries were made to Entry Level qualifications from AQA, Edexcel and Open Awards. All students achieved the qualifications with 100% at expected performance over their targets.

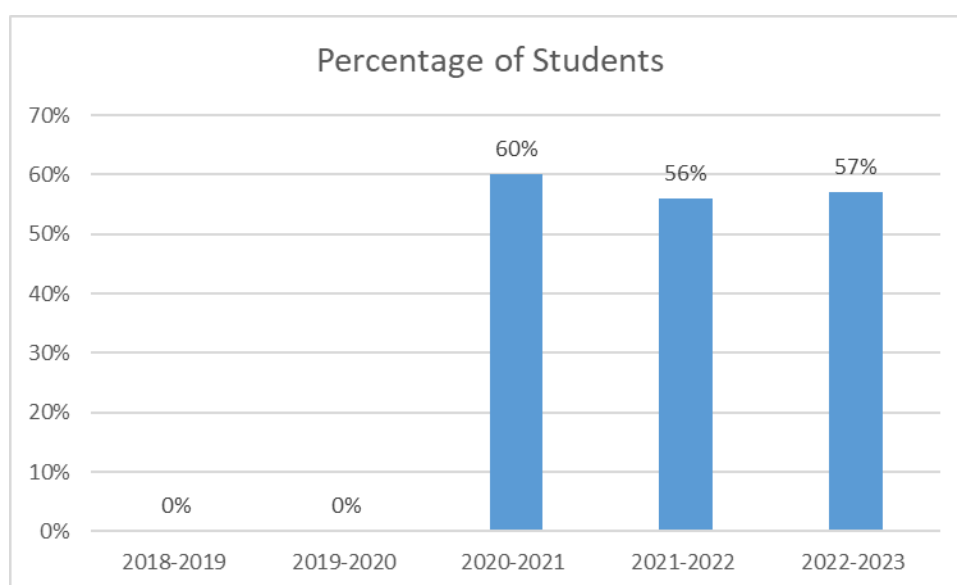


Trend Analysis

The following trends within the achievement data have been identified and this allows us to make several inferences and changes to the curriculum.

- **Percentage of students gaining 6 or more Level 1 Qualifications**

Academic Year	Percentage
2018-2019	0%
2019-2020	0%
2020-2021	60%
2021-2022	56%
2022-2023	57.1%



Westlands continues to offer a significantly enhances curriculum which allows our students to access qualifications that they were not previously capable of accessing at GCSE Level. With several ongoing adjustments being made to the curriculum from student feedback, standardisation events and analysis of curriculum effectiveness, staff can ensure that students leave with the necessary skills and qualifications to be successful post-16.

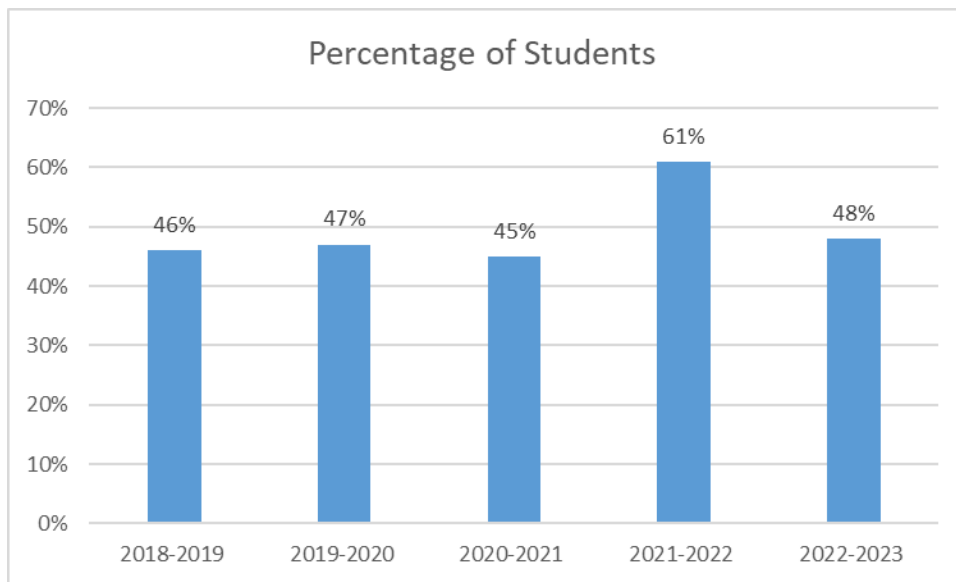
A significant drop has been noted in those obtaining Level 1 minimum in both Maths and English from the previous year which is largely due to the higher numbers of the cohort that were accessing Alternative Provision – 48% compared to 39% in 2021-22. Students accessing Alternative Provision (for several reasons outside of the control of the Academy) had a combined attendance of just 14.3% over the year. 12 (57.1%) of the entire Year 11 cohort were also classed as severely absent (having an attendance percentage of below 50%). For the 2023-24 year, Westlands have already put steps in place to deal with the other issues observed with Alternative Provision.

However, those students who have achieved both English and Maths at Level 2 as increased significantly with 42.9% of the cohort being successful. This can be partly

attributed to the development of the English curriculum that now ensures regular assessment and monitoring of skills building that is akin to the model used in Maths. This allows for the students to become more familiar with the needs and goals of assessment whilst continually rewarding students for progress (through qualification) at key points throughout their education.

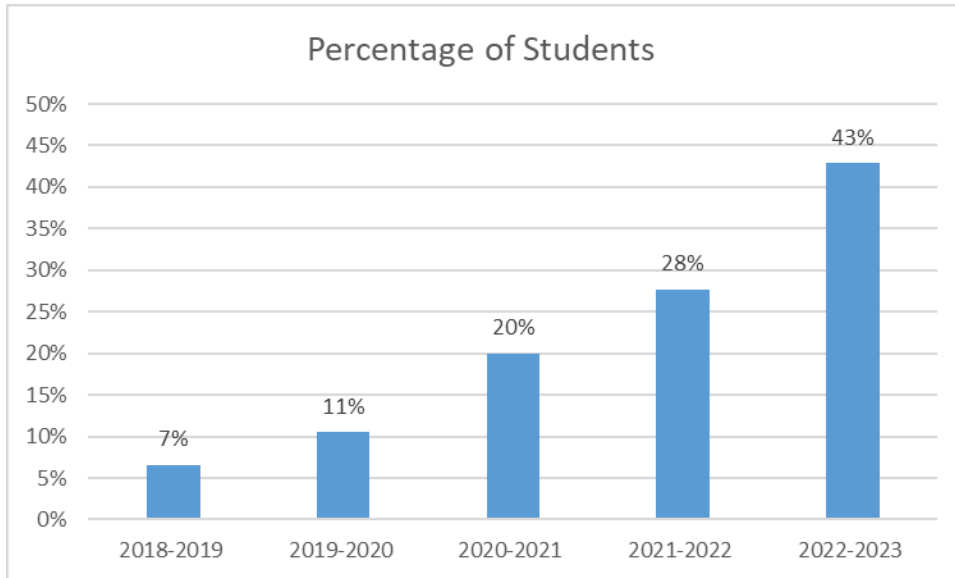
- **Percentage of students gaining at least Level 1 in English and Maths**

Academic Year	Percentage
2018-2019	46%
2019-2020	47%
2020-2021	45%
2021-2022	61%
2022-2023	48%



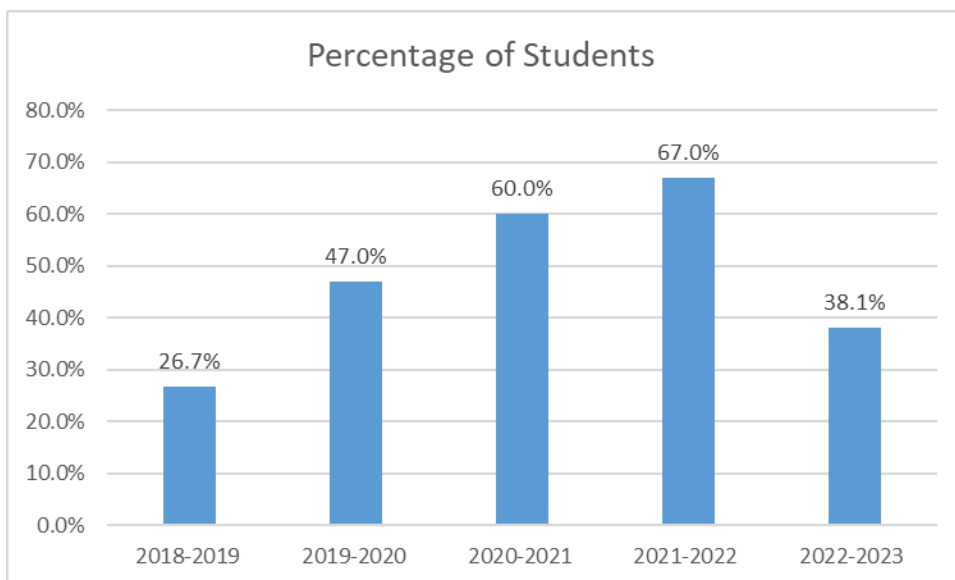
- **Percentage of students gaining at Level 2 or equivalent in Maths and English**

Academic Year	Percentage
2018-2019	6.6%
2019-2020	10.5%
2020-2021	20%
2021-2022	27.7%
2022-2023	42.9%



- **Percentage of students gaining at least Level 1 in English, Maths and Science**

Academic Year	Percentage
2018-2019	26.7%
2019-2020	47%
2020-2021	60%
2021-2022	67%
2022-2023	38.1%



Summary

Work undertaken by the English department has ensured a wider curriculum offer for students which has led to a noticeable effect on their progress and end of year outcomes – especially at Level 2 (GCSE and Functional Skills). This is also mirrored by the hard work staff have put in to ensure that all students leave Westlands with a qualification in both Maths and English.

Staff have identified a need to be proactive with the students when they conduct linear assessments. As with the nature of students in the SEMH area, we find that the attention levels can fall off in the longer exams and that the students are not equipped with the skills that required for them to be successful in obtaining a qualification they can achieve. With further enhancements made to the curriculum models of each subject, we should be able to ensure that students become more familiar with the method of assessment used in linear qualifications. The case is not for more exams but to empower the students with the skills that let them know what to do and what the paper is asking of them.

In response to the issues around Alternative Provision, Westlands has reduced the offering and, subsequently, the number of students accessing this has dropped significantly. By ensuring that our students are educated in our buildings, we are able to have more control over their attainment and progress whilst ensuring that the students are attending regularly to achieve (either in the main school or as part of our Part-Time Group). Though we may lose those relevant skilled qualifications (such as Motor Mechanics and Sports Achievement Awards) we are able to enhance the students' overall quality of education which leads them to being able to access higher levels of learning post-16; consequently, bridging the gap more effectively.

Year 11 Leavers' Destinations

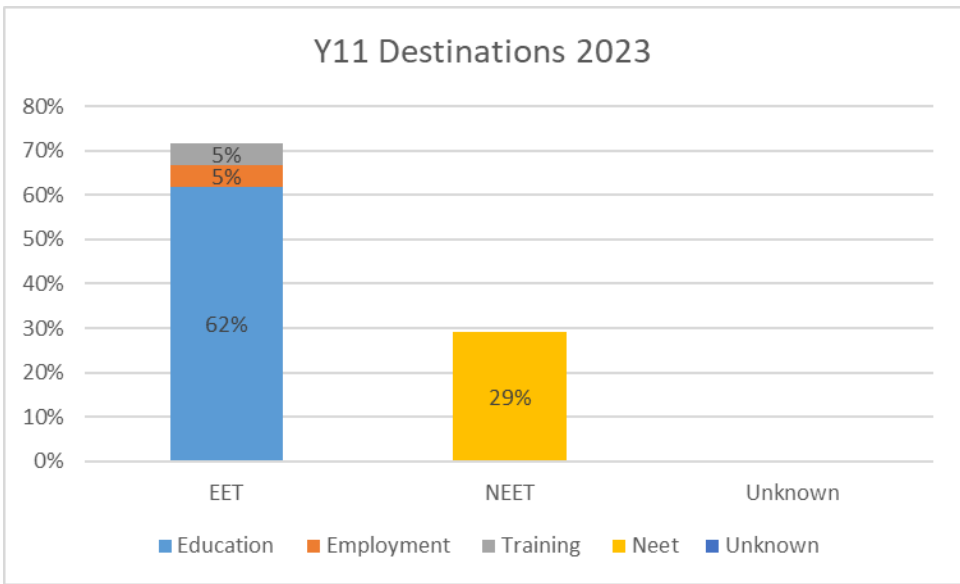
All students in Year 11 are provided with a comprehensive support package to enable them to access a suitable Post 16 placement in an educational, employment or training session. This included:

- At least one interview with an external careers adviser from Youth Directions to ensure they receive independent advice about their Post 16 options. Many students receive more than one session as the advisor makes herself available throughout the year both in school and, if required at the family home.
- 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, careers coffee morning where providers, parents and students are able to discuss options more informally and school visits.
- 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 which enables them to access different Post-16 options

Below is an anonymised breakdown of the destination and category for each leaver. In some cases, it has not been possible for school or Youth Directions to contact the leaver or their families to gain an up-to-date picture of what the student is currently doing.

Student	Destination
1	NACRO
2	Middlesbrough College
3	Hartlepool College
4	Hartlepool College
5	Stockton Riverside College
6	NEET
7	Stockton Riverside College
8	Stockton Riverside College
9	Stockton Riverside College
10	NEET
11	NEET
12	NEET
13	Employment
14	Stockton Riverside College
15	Stockton Riverside College
16	Stockton Riverside College
17	Middlesbrough College
18	NEET
19	Stockton Riverside College
20	Stockton Riverside College

Category	% of Cohort
EET	71.4
Education	61.9
Employment	4.8
Training	4.8
NEET	28.6
Unknown	0



The number of students going on to study at Stockton Riverside College reflects our close ties with that provider. Many of the students will be studying construction and catering once again, which further supports why we deliver these popular options at KS4.

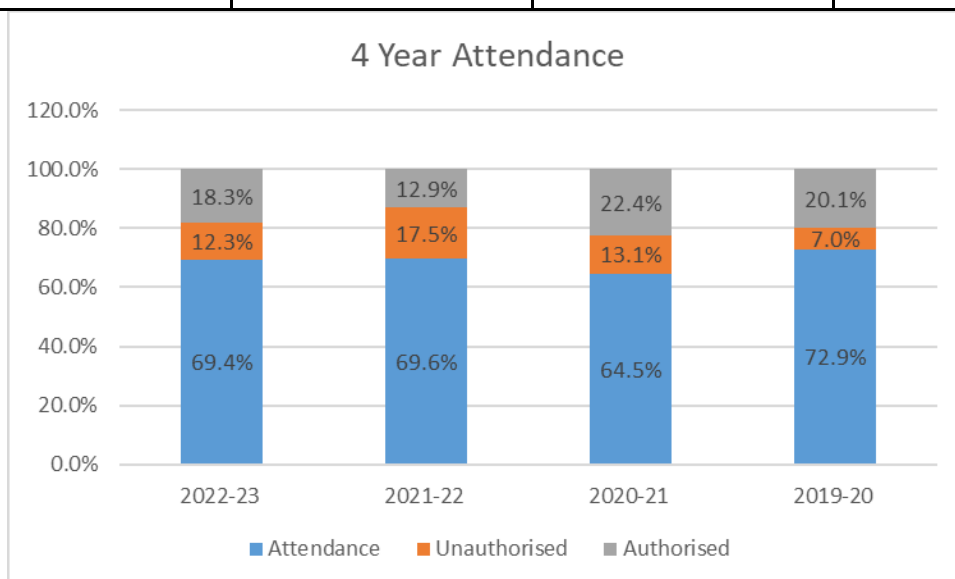
We do have concerns over those six students who are currently NEET. We are aware that issues within the community and concerns over home life/care placements exists for most of these students. We will continue to provide support to the teams that are involved with these young people to ensure that their long-term future is not impacted by their short-term decisions.

Attendance

This year's attendance has, once again, been adversely affected by Covid-19 absences, as has the whole of the country. These absences are not directly because of the virus effecting the student but the longer-term effects of disengagement and educational apathy caused by previous, long episodes of withdrawal from school. This has been reinforced by the figures collated; it is clear to see that the number of authorised absences has been reduced dramatically, whilst the unauthorised percentage has moved in the other direction.

Attendance remained a key focus of Westlands Academy and all staff are focused on ensuring good attendance for all students. Many students who join Westlands have had negative experiences throughout their education, with some missing months and whole years of formal schooling, and others receiving a small amount of education through home tutoring.

Whole School	Attendance	Unauthorised	Authorised
2022-23	69.4%	12.3%	18.4%
2021-22	69.6%	17.5%	12.8%
2020-21	64.5%	13.1%	22.4%
2019-20	72.9%	7.0%	20.1%



Wider Curriculum Activities

Along with the traditional taught curriculum, Westlands Academy offers different activities designed to develop and engage our students, providing them with a range of skills, experiences and enjoyment.

Personal Development Lessons

This academic year, we continue to take advantage of data collated through our BehaviourWatch system to help us inform our teaching and learning through highlighting patterns and trends in behaviour. Thanks to the analysis, we have identified that our pilot scheme, introducing a range of “personal development” lesson for our Period 5 lessons, did not support us in managing challenging behaviour and enriching the curriculum. In response to this, we have again adapted our curriculum and changed the offering to our students.

Our period 5 lessons have been reintegrated into the timetable and a new allocated lesson containing the enhanced set of skills-based learning has been timetabled. In these lessons students will learn a range of new skills that will prepare them for a post-16 life and give them an advantage over the students taught in a mainstream environment. The classes currently being delivered still include:

- Careers Help, Guidance and Support
- Community Safe
- First Aid
- Independent Living
- Personal Finance
- Personal Health

These lessons are now to be delivered by a single teacher that has full accountability and ownership of this part of the curriculum. With a defined drive to deliver within a clear remit, we hope to help bridge the gap and ensure that they have the necessary skills for the future.

Outdoor Education

This is delivered by highly trained and experienced members of staff and is carried out on a Form-by-Form basis every Tuesday and Thursday. Students take part in a wide range of activities such as walking, scrambling, gorge walking and bush craft. Outdoor Education takes place throughout the year and although activities change depending on the weather, students are expected to face all types of the elements. Students generally enjoy these activities, and the benefits are highlighted below:

- Teamwork
- Resilience
- Awareness of the natural world
- Awareness of local places

- Exercise
- Experience of open and quiet places
- Endurance and challenge

Summer Camp

Summer Camps continued to be successful in 2023, with two camps taking part in the Lake District. Students took part in several activities including wild swimming, ghyll scrambling, bushcraft and outdoor camping. Alongside these, students were encouraged to take part in social activities such as group cooking, community living and resource sharing.

SHAPE Framework

As well as mapping SHAPE (Safety, Healthy, Attendance, Progress and Employability) into the formal curriculum, Westlands has developed an enrichment and rewards system where students are recognised for their SHAPE actions. The students have shown motivation to achieve through the framework which has manifested itself in improved behaviour and great levels of progress and achievement in lessons.

Enrichment Activities

Throughout the week, students earn points for every lesson, based upon the ethos of SHAPE. At the end of the week, the points are totalled up and students are able to choose an enrichment activity – the more points a student earns, the more likely he/she is to receive their first choice. Activities include swimming, ice skating, cooking, visit to a snooker centre, DVD Club, Xbox club and football. The aims of the enrichment activities are to:

- Work towards a longer-term goal
- Experience different activities
- Enjoy school and learn it isn't all about 'work'
- Give time to calm down so that they are better prepared for the weekend

SHAPE Rewards

Students who earn enough points to finish towards the top of the weekly totals get rewarded with access to the Games Room at break time with those whose attendance has improved gain access at lunch times.

A select group can also access "Winsday" - a period off-timetable on a Wednesday where the student can choose from a variety of activities. The group is chosen from the top point earners or the most improved point earners on a rotating 2-week basis.

Sporting Competitions

Westlands likes to take part in sporting competitions against similar schools to ours. As well as enabling students to have an enjoyable time, sporting competitions provide the following benefits to our students.

- Exercise
- Builds pride and belonging within the school
- Resilience against setbacks and defeat (unless they win)
- Fair play and following rules
- Mixing with different people
- A sense of pride with their own performance
- The importance of teamwork

Westlands continues to allow sport for all students to be at the core of the offering with teams rotating regularly and opportunities for students to represent the school with skills learnt in lessons being demonstrated.

Feedback

At the heart of every SEMH school's mission lies a commitment to nurturing the holistic development of every student, and this cannot be achieved in isolation.

In recognition of this, we carry out a survey to highlight the profound importance of parents and caregivers as essential partners in the educational journey of our students. The insights, experiences, and perspectives helps Westlands to create supportive environments that enable every child to thrive. Together, we can pave the way for a brighter future for our SEMH students and the communities they are a part of.

Our latest survey in March of 2023 gave the Academy a 96.4% approval rating with key areas scoring 100%:

- "My child is happy when at school."
- "My child feels safe when at school."
- "My child has made good progress since attending this school."
- "My child is well looked after by this school."
- "My child is taught well at this school."

"I receive valuable information and support from the school about my child's learning and social needs."

However, we are aware that there are areas in which we can focus to improve those points and bring them up to 100%. The survey has been a great tool in being able to highlight how we can support the educational journeys better.