



Westlands Academy
Forward Together

Curriculum Impact Analysis
2023/24

Introduction

Westlands has been catering to students who face diverse emotional, social, and behavioural challenges for a number of years; ensuring that they receive the specialised support required to unlock their potential and thrive academically, emotionally, and socially.

To ensure that the aspirational educational targets have been met, this Curriculum Impact Analysis document has been created. It will show how the school delivers an educational journey, ensuring positive 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 can be seen in quantitative data such as student outcomes, alongside the more qualitative areas that promote personal growth and fosters an inclusive and supportive learning environment.

We aim to deliver a curriculum that is tested through rigorous assessment and teacher-led reflection. By exploring the strengths and areas for improvement in the curriculum, we better understand how to optimise the learning experience for the students and enhance their chances of success both within and beyond the school environment.

Although it is beyond the scope of this document, at Westlands, we are aware that the curriculum is more than just a set of subjects and a group of results. The range of pastoral and behaviour management techniques employed by the staff ensure that the students are equipped with the necessary skills to be successful at post-16 level and beyond.

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. This is to be further enhanced within the coming year with opportunities to improve oracy with the school.

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.

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
- Personal Skills and Qualities (PSQ)
- 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
- Open Awards Personal Finance
- BTEC Sports

Academy Curriculum Targets

Overview

The Academy set targets through the Academy Improvement Plan, from key performance indicators analysed within the Trust, and as part of a Senior Leadership Team drive to improve soft and hard outcomes. Targets were drawn up for three key areas: attainment, strategic and delivery.

Attainment

- Raise GCSE success rates
- Improve the overall GCSE grades

Strategic

- Remove the reliance on Alternative Provision
- Reduce the number of students classed as severely absent (SA – attendance less than 50%)

Delivery

- Improve the delivery of subjects within the curriculum by monitoring through focused quality assurance
- Introduce exam practice sessions to ensure resilience around examinations

Year 11 Leavers 2024

Overview

Our Year 11 leavers this year were made up of a cohort of 17 students:

Cohort	Number of Students
Students	17
Pupil Premium	12
Looked After Child	3

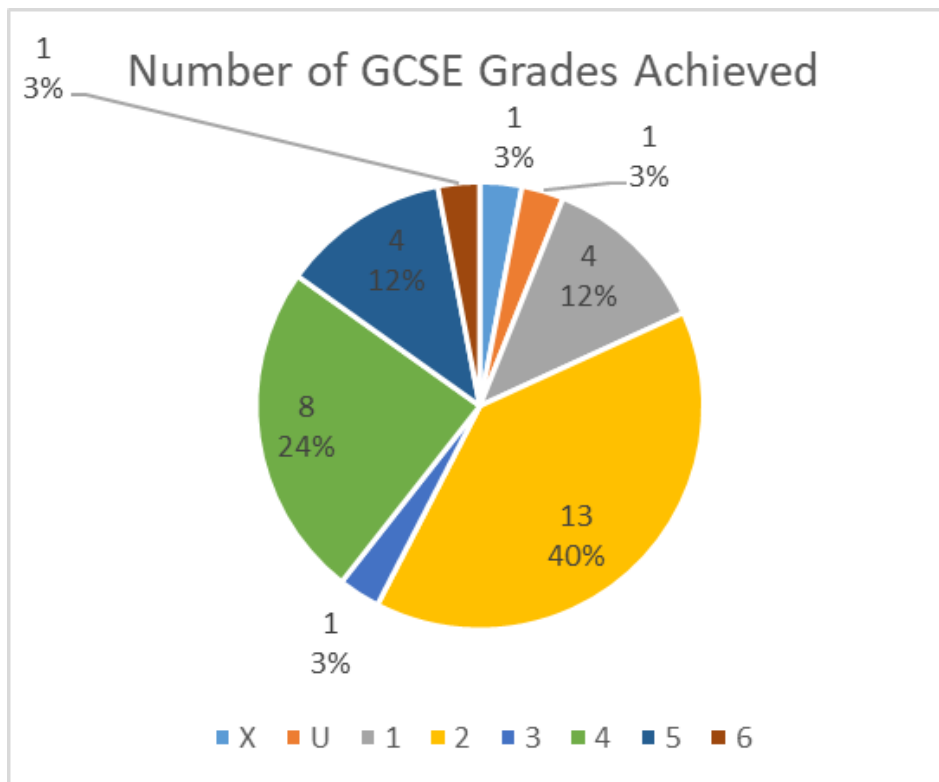
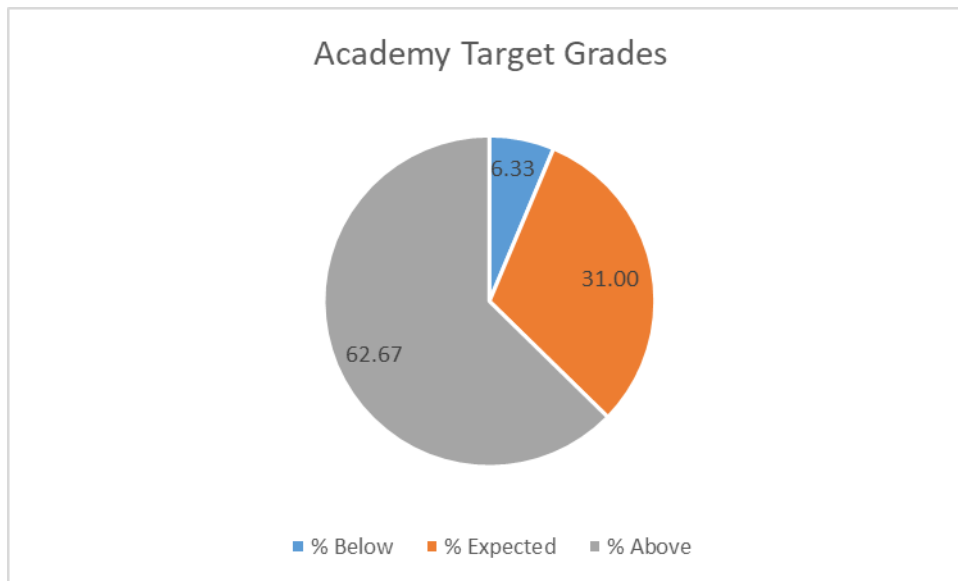
When considering the following information one should note that:

- Tragically, a student died in their final year with us. Subsequently, all the figures have been calculated on a student cohort of 16 students.
- 220 qualifications were obtained by the cohort.
- 100% of students received qualifications in both English and Maths
- 94% of students achieved or exceeded their Maths target - English has the same figure.
- 81% of students achieved 7 or more qualifications.
- 3 students amassed 20 or more qualifications each.
- 39% of GCSE grades were at Grade 4 or above.
- 3 students outperformed their targets in 10 subjects.
- 87.5% of all students gained at least Level 1 Qualification (Last Year 85.7%)
- 81.3% of all students gained at least 1 Level 2 Qualification (Last Year 66.7%)
- In 2021-2022 50% achieved 6+ L1 or L2 qualifications – this increased to 57.1% in 2022-23 and again to 68.8% in 2023-24.

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	11			2	6	1	1						9	36	55
English	10	1	1	2	5		1						10	40	50
Art and Design	12				2		6	3	1					17	83

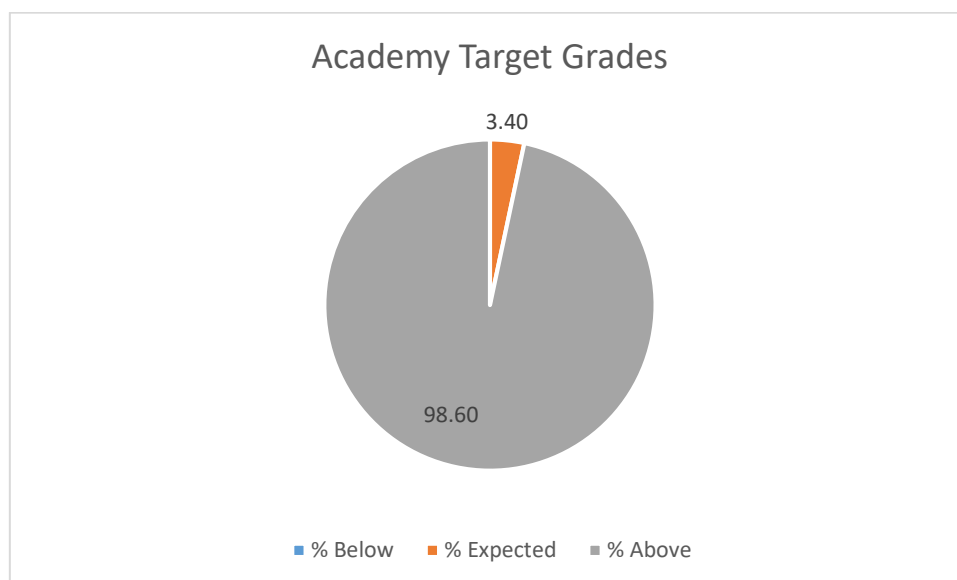
In the last academic year, we had 33 GCSE entries (up from 28 last year) with a reduction in in cohort (16 down from 21). This includes 93.5% of students obtaining their expected target or exceeding their predicted grade.



Level 2 (Non-GCSE) Qualifications Performance

Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved	% Below	% Expected	% Above
Functional Skills Maths	3	3		33	67
Functional Skills English	4	3		25	75
Open Awards - Hospitality and Catering	8	8		13	87

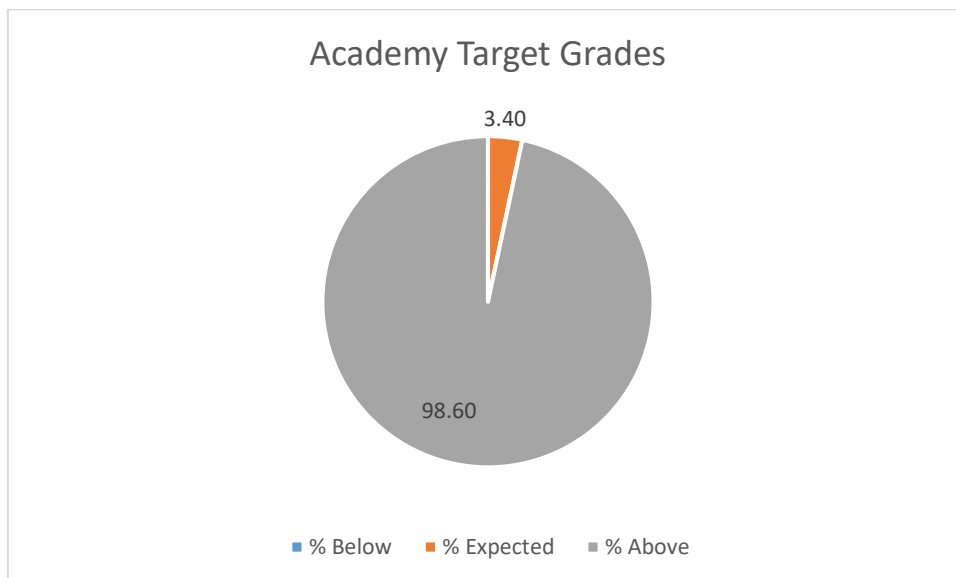
15 entries were made to Level 2 non-GCSE qualifications from AQA, Pearson and Open Awards. 100% of qualifications were achieved with all at expected or above expected performance over their targets.



Level 1 (Non-GCSE) Qualifications Performance

Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved	% Below	% Expected	% Above
Functional Skills Maths	8	8		75	25
Functional Skills English	12	11		58	42
Open Awards Creative and Cultural Industries (Music)	12	12		42	58
Open Awards Creative and Cultural Industries (Digital Photography)	10	10		40	60
Open Awards Science	11	11		46	54
Open Awards Technical ICT Skills	7	7		43	57
Open Awards - Hospitality and Catering	1	1		100	
Open Awards Skills for Further Learning and Employment - PSHE	12	12		42	58
BTEC Introduction to Sport	12	12		40	60
Open Awards Certificate in Exploring Construction and Building Crafts	10	10		100	

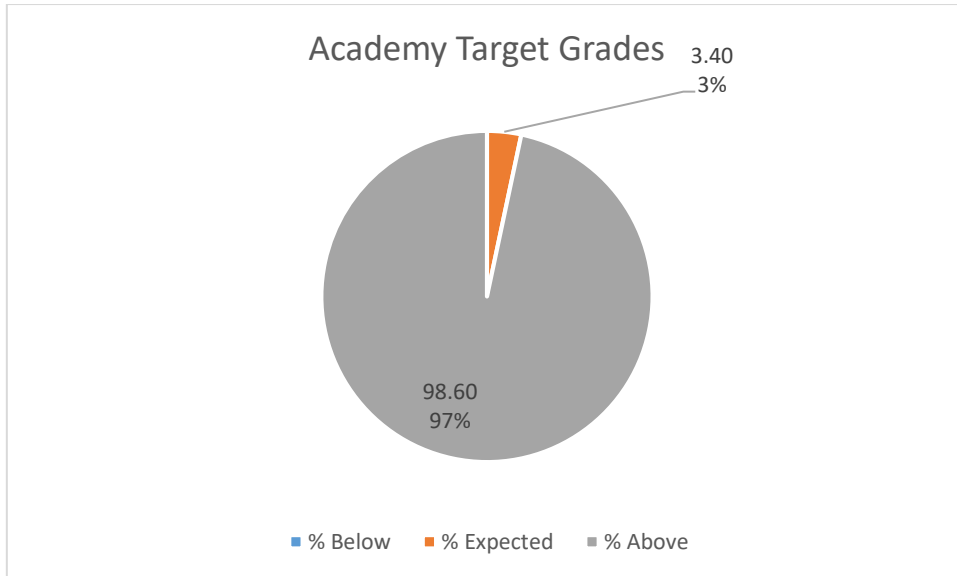
95 entries were made to Level 1 non-GCSE qualifications from AQA, Pearson and Open Awards. 94 qualifications were achieved with 100% of students at expected or above expected performance over their targets.



Entry Level Qualifications Performance

Subject	Cohort	Number of Entry Level Qualifications Achieved	% Below	% Expected	% Above
Functional Skills English	16	16		100	
Functional Skills Mathematics	16	16		100	
Open Awards ICT User Skills	8	8		100	
Certificate in History	12	11	8	92	
Certificate in Geography	11	11		100	
PSHE	9	9		100	

72 entries were made to Entry Level qualifications from AQA, Pearson and Open Awards. 98.6% of qualifications were passed which was in line with their expected performance

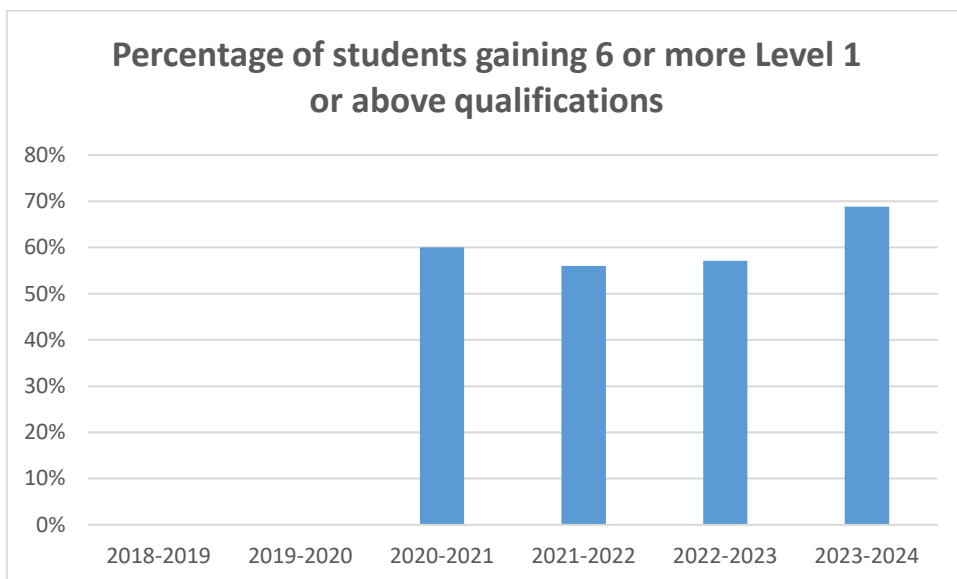


Trend Analysis

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 or above qualifications**

Academic Year	Percentage
2018-2019	0%
2019-2020	0%
2020-2021	60%
2021-2022	56%
2022-2023	57.1%
2023-2024	68.8%



Westlands continues to offer a differentiated curriculum which allows our students to access qualifications that they were not previously capable of accessing at GCSE Level. The range of subjects offered give our students the opportunity to be successful in the post-16 arena by allowing them to gain practical and relevant qualifications which gives them an advantage over those from a mainstream background.

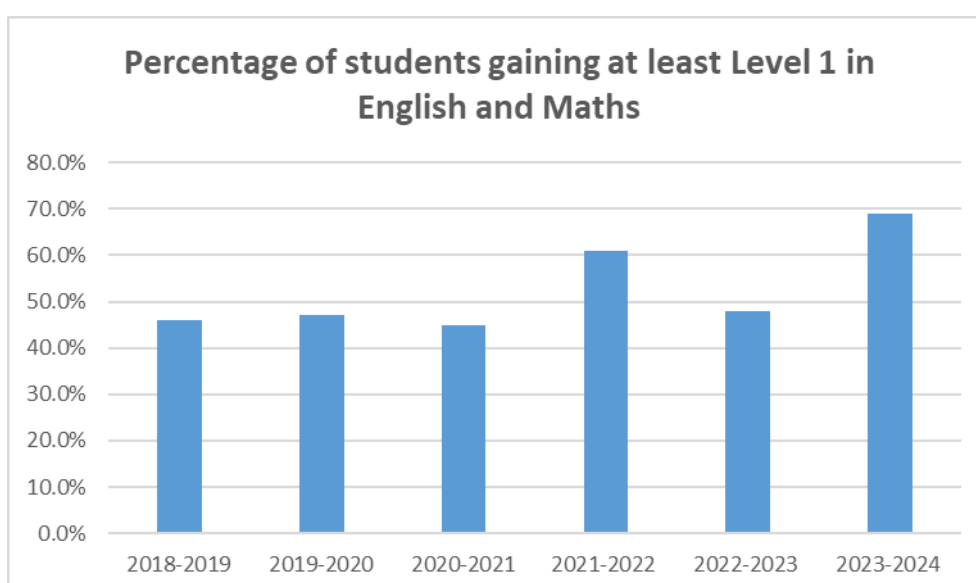
Those students obtaining Level 1 minimum in both Maths and English were up significantly from the previous year – 68.8% compared to 48% last year. This figure represents a new record for Westlands beating the figure set in 2021-22 (61%)

A target for the 2023-24 year at Westlands was to put steps in place to deal with the issues around Alternative Provision and the SA. 5 students (31.3%) of the Year 11 cohort were classed as severely absent (SA – having an attendance percentage of below 50%). The work conducted has seen the number of students on AP drop, their attendance increasing by nearly 50%, and SA drop for Y11 students from 51.7%.

Those students who have achieved both English and Maths at Level 2 as increased significantly once again with 50% 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.

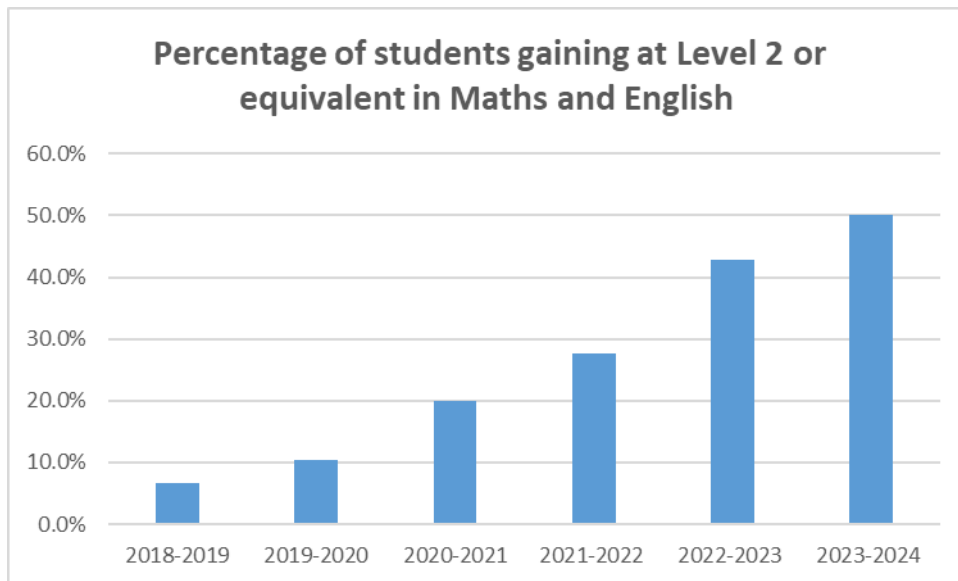
- **Percentage of students gaining at least Level 1 in English and Maths**

Academic Year	Percentage
2018-2019	46%
2019-2020	47%
2020-2021	45%
2021-2022	61%
2022-2023	48%
2023-2024	69%



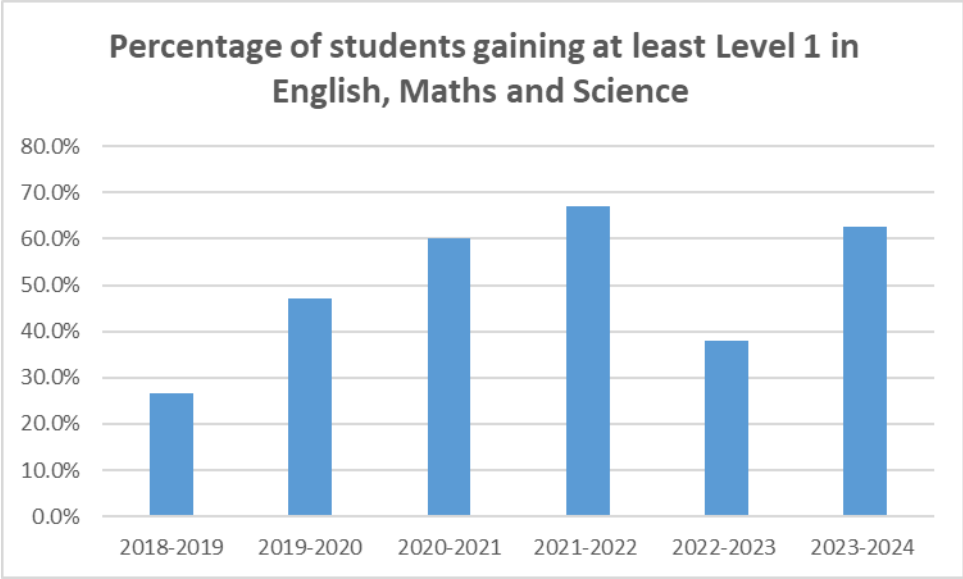
- **Percentage of students gaining at Level 2 or equivalent in Maths and English**

Academic Year	Percentage
2018-2019	6.6%
2019-2020	10.5%
2020-2021	20%
2021-2022	27.7%
2022-2023	42.9%
2023-2024	50%



- **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%
2023-2024	62.5%



Summary

GCSE results have outperformed those of last year with a smaller cohort sitting and obtaining more passes. 39.3% of the GCSEs obtained at Westlands were at grade 4 and above compared to the national average of all schools at 67.6% – further closing the gap between our SEMH students and their mainstream counterparts.

The Senior Leadership Team have identified a need to be proactive with the students and educate them in the Academy rather than use alternative provision. The data shows that the students who study in school will outperform those who are educated offsite. 'Traditional' schooling is not always, however, the most effective pedagogical approach for all; and, with that in mind, the staff at Westlands offer a flexible curriculum that meets the needs of the students whilst allowing for certification of their work. 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). We are able to enhance the students' overall quality of education which leads them to being able to access higher level post-16 courses; consequently, bridging the gap more effectively.

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. We have introduced enhancements to the curriculum models in each subject 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.

All of the changes, to ensure that our targets have been met, have been made under the improved rigour and robustness delivered through quality assurance processes. The Senior Leadership Team have worked in partnership with the staff at Westlands to ensure that the students benefit from the high quality teaching and learning, that the school strives to offer.

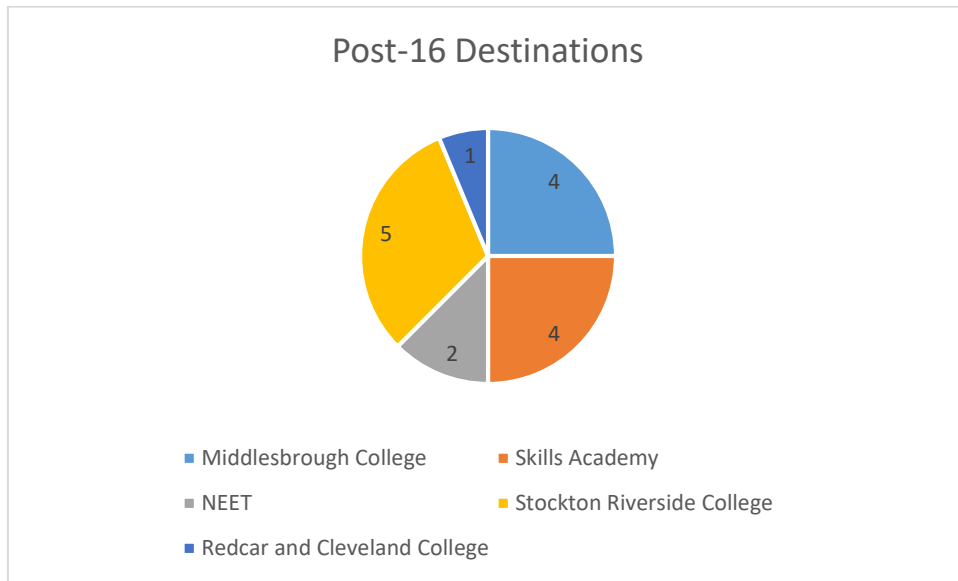
Year 11 Leavers' Destinations

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 provision. This included:

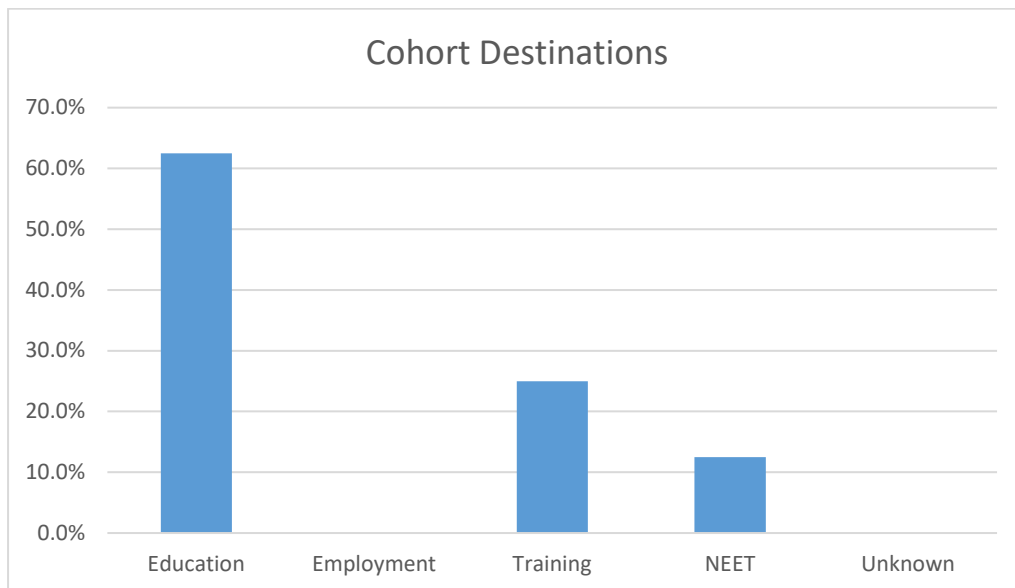
- At least one interview with an external careers adviser from Youth Directions to ensure they receive independent advice about their Post 16 options. Many students receive more than one session as the advisor makes herself available throughout the year both in school and, if required at the family home.
- 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 when 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 engaging with.

Student	Destination
1	Middlesbrough College
2	Middlesbrough College
3	Skills Academy
4	NEET
5	Middlesbrough College
6	Stockton Riverside College
7	Middlesbrough College
8	Redcar and Cleveland College
9	Skills Academy
10	Stockton Riverside College
11	Stockton Riverside College
12	Stockton Riverside College
13	Stockton Riverside College
14	Skills Academy
15	NEET



Category	% of Cohort
EET	87.5
Education	62.5
Employment	0
Training	25
NEET	12.5
Unknown	0



The number of students going on to study at Stockton Riverside College continues to reflect 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, thus facilitating this 'pathway'

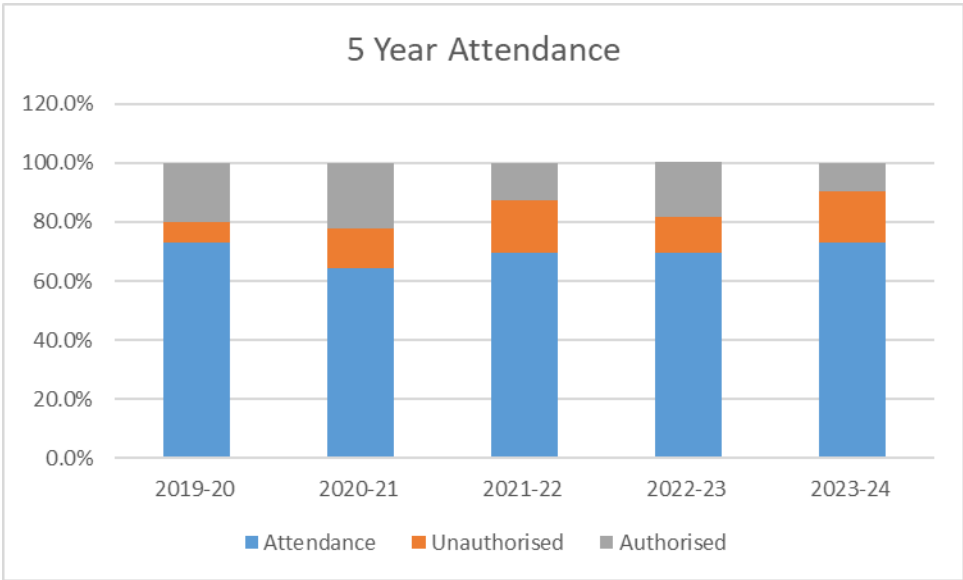
We continue to provide support to the teams that are involved with those young people who have not secured a post-16 option. We help through EHCP discussions and support plans to ensure that their long-term future is not impacted by their short-term decisions.

Attendance

Attendance remained a key area for 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.

We understand that, due to the school population being relatively small in comparison to mainstream counterparts, small variations in individual attendances can have a disproportionately large effect on the overall school figure. For example, with just 32 combined extra sessions (16 days) by four students, the attendance would rise to over 73% and the number of students classed as persistently absent would fall to below 50%

Whole School	Attendance	Unauthorised	Authorised
2019-20	72.90%	7.00%	20.10%
2020-21	64.50%	13.10%	22.40%
2021-22	69.60%	17.50%	12.80%
2022-23	69.40%	12.30%	18.40%
2023-24	72.9%	17.3%	9.8%



Wider Curriculum Activities – Personal Development

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 Skills and Qualities Lessons

Our allocated lesson containing the enhanced set of skills-based learning has been timetabled and renamed Personal Skills and Qualities. 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 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 2024, 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.

Further plans are to be incorporated into the framework to ensure that each student has the ability to take ownership of their targets and highlight their own progress.

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 set of surveys in January of 2024 gave the Academy a 97.1% approval rating with parents/carers. Key areas that scored 100% included:

- "Communication between home and school is good."
- "I know who to speak to if I have any issues and the school responds well to any concerns I raise"
- "I receive valuable information and support from the school about my child's learning and social needs"
- "My child is taught well at this school."

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.

2024/5 Academy Curriculum Targets

Overview

Over the next academic year, the Academy will strive to meet the following targets as we aim to raise attainment and improve the outcomes of our young people. Once again, the targets based around three key areas: attainment, strategic and delivery.

Attainment

- Review the baseline assessment methodology to ensure that targets are relevant to the subject and student
- Improve the number of KS3 students that know more and remember more

Strategic

- Reduce the time spent out of lessons and therefore improve the amount of time spent learning
- Create more links between classroom and the workplace through the effective use of a targeted careers program.

Delivery

- Further enhance the delivery of subjects through new quality assurance activities and accountability
- Move towards an individualised personal target program for students to improve classroom behaviour.