



HOLBROOK ACADEMY

ACADEMY IMPROVEMENT PLAN

2020-2021

The Quality of Education						
PRIORITY	ACTIONS	LEAD	MONITORING	TIMESCALE	SUCCESS CRITERIA	Impact/ Evidence
QE1 Implementation of whole school curriculum intents and Department Intents	<ul style="list-style-type: none"> Provide refresher CPD for department leads regarding expectations of curriculum models SLT to monitor and evaluate with subject leads through link meetings Standardised agenda for SLT to use in LM meetings Ensure that curriculum maps are shared with parents termly 	RLY	RLY	Spring 2021	<ul style="list-style-type: none"> All department's curriculum models are mapped to both NC and KS4 assessment criteria, with an emphasis on knowledge and skills 	<p>Standardised agenda has been created for use in LM meetings.</p> <p>Curriculum intents proforma disseminated to all departments.</p> <p>Refresher CPD course planned for early 2021.</p>

<p>QE2</p> <p>All subjects plan for stretch, challenge and differentiation and lessons conform to revised "toolkit" and structure.</p>	<ul style="list-style-type: none"> • Bespoke CPD programme that is tailored to staff needs • Updated PM cycle that emphasises sharing best practice • Collaboration with other schools and departments through joint CPD. • Monitor marking and feedback through lesson observations and homework monitoring 	<p>RLY</p>	<p>RLY</p>	<p>Spring 2021</p>	<ul style="list-style-type: none"> • Lesson observations and regular drop-ins demonstrate the effective implementation of the Holbrook T&L toolkit lesson structure. • Monitoring demonstrates whole consistency across departments / cohorts • Data captures reveal improvement in progress 	<p>Lesson observations of all staff are partially complete and will be finalised once schools re-open.</p> <p>Staff strength and areas for development have already been identified.</p> <p>CPD programme updated to reflect staff needs.</p> <p>PM cycle targets focus on sharing best practice.</p> <p>'Jedi Council' of staff masters in place for staff to observe best practice.</p> <p>Monitoring of homework reveals good practice across the school.</p> <p>'No hands up' approach to questioning to be adopted by all staff, ensuring that question stems are bespoke and relevant to students' abilities.</p>
<p>QE3</p> <p>To create an overview of Teaching and Learning using formal lesson observations</p>	<ul style="list-style-type: none"> • Update lesson observation forms to reflect T&L toolkit structure • Observe all teaching staff and provide feedback • Evaluate staff strengths and areas for development accordingly and provide support where needed through mentoring; team teaching; sharing best practice; 'staff masters' programme and regular drop ins with feedback. 	<p>RLY</p>	<p>RLY</p>	<p>Spring 2021</p>	<ul style="list-style-type: none"> • All teachers' strengths and areas for development identified • support measures put in place for staff who do not meet Academy's Expectations / Teacher Standards 	<p>Observing all teachers by SLT began in Autumn 2020</p> <p>Staff strengths and areas for development identified; staff CPD programme updated to reflect areas for development.</p>

<p>QE4</p> <p>Ensuring personalised response to intervention; with sharp focus on effective use of PP and catch up</p>	<ul style="list-style-type: none"> Plan assessment cycle for data capture Use data to ensure that intervention is targeted and in small group setting Sign up to National Tutoring Programme and implement when effective Map individual spending of PPG grant Evaluate effectiveness of intervention 	<p>RLY / FPY/PHT</p>	<p>RLY/ FPY</p>	<p>Summer 2021</p>	<ul style="list-style-type: none"> Later assessment cycles demonstrate good progress GCSE results demonstrate good progress for PP students Individual progress and outcomes (eg reading age improvement) Pupil voice as evidence of impact and engagement 	<p>Assessment cycles planned and implemented; data analysed and students identified for intervention.</p> <p>Intervention programme in place since October 2020.</p>
<p>QE5</p> <p>Ensure all department's curriculum models meet the needs of the 2021 examination series and beyond</p>	<ul style="list-style-type: none"> Provide refresher CPD for all staff following on from previous year's session Monitor progress of delivery model through Pre-mortems and link meetings Use assessment data to ensure students are on track and plan intervention accordingly Use of WTMs by all departments to support staff and students for 2021 exam series 	<p>RLY</p>	<p>RLY</p>	<p>Summer 2021</p>	<ul style="list-style-type: none"> 2021 GCSE results demonstrate that students have made good progress with a curriculum model that has met their needs. 	<p>Mocks planned and delivered on the basis of updated assessments.</p> <p>WTMs to be delivered in March mocks.</p>
<p>QE6</p> <p>Implement 6 point action targeted on improving boy's attainment in Year 11 as well as that of LPA students.</p>	<ul style="list-style-type: none"> Use assessments to pinpoint students' gaps in knowledge. Post half-term analysis to inform mentoring programme and use of NT Deliver CPD on boys' attainment Liaise with RLY in delivering bespoke intervention plan. Use of alumni to motivate male students. Development of strategies/initiatives designed to support the progress of LPAG students. 	<p>PHT</p>	<p>PHT / RLY</p>	<p>Summer 21</p>	<ul style="list-style-type: none"> Gaps in attainment between girls and boys will have closed on previous years. LPA students will make similar progress to that of MPA/HPA peers. 	<p>Intervention plan in place for students identified from October assessments.</p> <p>CPD session planned for February 2021.</p> <p>NTP about to commence with identified students.</p> <p>Alumni group created, DTR in regular contact.</p>

<p>QE7</p> <p>Governor Subject priority focus on Science, Languages, Computer Science,</p> <p>SLT priorities PE, PD</p>	<ul style="list-style-type: none"> • Data analysis to identify areas of need.. • Underperforming subjects identified; support plans in place and monitored • CPD opportunities to be explored with middle/subject leaders. 	<p>PHT</p>	<p>PHT Govs SLT</p>	<p>Summer 21</p>	<ul style="list-style-type: none"> • Gaps in both attainment and Progress will be closed in relation to other students, particularly the residual outcomes. 	<p>Data analyses have been completed, shared with staff and followed up in discussion with departmental leaders. Key underachieving students identified.</p>
<p>QE8</p> <p>To ensure curriculum development aligns with our rationale</p>	<ul style="list-style-type: none"> • Regular monitoring of curriculum plans through link meetings • Provide models to all departments to ensure consistency • Provide time for departments to develop curriculum models • Establish links with other schools for one-person departments 	<p>RLY</p>	<p>SLT</p>	<p>Spring 2020</p>	<ul style="list-style-type: none"> • All departments' curriculum models are mapped to both NC and KS4 assessment criteria, with an emphasis on knowledge and skills • All departments' curriculum models conform to model examples / other school's successful models 	<p>Ebacc numbers have increased to 35% as a result of the Ebacc taskforce.</p>

Behaviour and Attitudes

PRIORITY	ACTIONS	LEAD	MONITORING	TIMESCALE	SUCCESS CRITERIA	Impact/ Evidence
<p>BA1</p> <p>Behaviour Logs to track patterns of behaviour and include overview of sanctions and support</p>	<ul style="list-style-type: none"> Continue to update behaviour log, sharing information with teaching staff. Use analysis of the log to prompt intervention strategies who pose a significant and continued risk to their own learning and that of others. Promote a culture of high expectations Promote consistency across the school through staff training Ensure there is a formal resolution to any incidents of bullying; including anti-bullying log 	VMY	VMY / MLC	Spring 21	<ul style="list-style-type: none"> Overall patterns of behaviour show a decrease in measurable statistics: red cards, negative points issued etc. Instances of repeat incidents will be reduced 	<p>New monitoring procedures in place</p> <p>Lunchtime detentions and punctuality to lessons log created.</p> <p>On call log to be produced that can scrutinize data further to pinpoint students regularly needing intervention.</p>
<p>BA2</p> <p>Improve attendance with focus on PA students to below NAV</p>	<ul style="list-style-type: none"> Create template for personalised provision mapping targeted at PA students 	TMY	TMY/MJN	Spring 21	<ul style="list-style-type: none"> PA to be below NAV 	<p>Template completed and informing priorities.</p> <p>Improvements in attendance but PA remains comparable to same time last year</p>

Personal Development

<p>PD1</p> <p>Pupils are ready for the next stage of education, employment or training.</p> <p>The Academy uses the Gatsby Benchmarks to support students.</p> <p>The Academy tracks destinations and strengthens alumni programme</p>	<ul style="list-style-type: none"> • Further support DTR and SSY in delivery of Post 16 information events. • Develop tracking system of ex-students to strengthen ties with progression beyond Post 16. • Create an alumni programme in collaboration with supporting governors. 	<p>PH T TM Y</p>	<p>PHT & TMY / DTR</p>	<p>Spring 21</p>	<ul style="list-style-type: none"> • Database of ex-students' destinations and contact details will be in evidence and maintained. • Active alumni groups and events will be created, supporting current students. 	<p>All students have a 1:1 careers interview with a level 6 independent careers advisor. Introduced three year monitoring of destinations. We audit our provision against the Gatsby Benchmarks. We have the Future First alumni platform; we have used them so far in interview videos and also starting a mentoring program.</p>
<p>PD2</p> <p>Implementation of equalities action plan including focus to reduce number of racist and homophobic comments</p>	<p>Our action plan is on website and priorities include:</p> <ul style="list-style-type: none"> • Reduce number of racist and homophobic incidents • To audit resources to ensure representation of minority groups • CPD on unconscious bias • Setting of student equality groups • Monitoring rewards and sanctions based on protected characteristics • Raising aspirations for girls 	<p>TMY</p>	<p>TMY</p>	<p>Summer 2021</p>	<ul style="list-style-type: none"> • Reduction in homophobic and racist incidents • Successful implementation of action plan • A school culture where resources and images reflect the diversity of our community and nation • Direct and explicit link to British values 	<p>The Equalities committee has met and set priorities. There has been a decrease in number of prejudiced incidents; including homophobic incidents but racist incidents remain unchanged. Equality statement produced and visible across the school.</p>
<p>PD3</p> <p>To embed Holbrook characteristics in our curriculum planning and pastoral support</p>	<ul style="list-style-type: none"> • Ensure departments are aware of Holbrook characteristics through CPD and audit links to curriculum planning • Use assemblies to raise awareness and revisit characteristics and transition brochure, induction days 	<p>RLY / FPY</p>	<p>RLY / FPY</p>	<p>Summer 2021</p>	<ul style="list-style-type: none"> • All curriculum models explicitly demonstrate Holbrook characteristics • Map of assembly foci 	<p>Holbrook characteristics explored in enrichment time and new display of characteristics has been created to promote. Start of Holbrook kindness awards</p>

	<ul style="list-style-type: none"> • Provide staff with model example of embedded characteristics and ensure all models are updated accordingly through link meetings and monitoring 				<ul style="list-style-type: none"> • Measure impact through range of quantitative and qualitative outcomes • launch of Gradu8 programme for 2021-22 cohort 	
<p>PD4</p> <p>Review and promote our personal development programme</p>	<ul style="list-style-type: none"> • To lead audit on PD curriculum • To ensure staff embed SMSC and British values into the curriculum and the wider school environment. • Use assemblies to raise awareness of SMSC and British Values 	VMY/ RLY	VMY/RLY	Summer 2021	<ul style="list-style-type: none"> • Audit of SMSC and British Values. • Next steps identified and implemented 	<p>Audit of SMSC, British Values and Holbrook characteristics created to show implementation across the school through pastoral support and the curriculum.</p>

Leadership and Management TMY / FPY

PRIORITY	ACTIONS	LEAD	MONITORING	TIMESCALE	SUCCESS CRITERIA	Impact / Evidence
LM1 To build strong collaboration with leadership teams in local schools	<ul style="list-style-type: none"> Partnership work with local schools Debenham to support with QA for internal moderation of teacher assessments Focus on cross centre moderation for assessment 	TMY / PHY	TMY	Spring 2021	<ul style="list-style-type: none"> Partnerships which are mutually beneficial Greater assurance on current and predicted assurance data 	Collaboration with Debenham High School has begun. See moderation calendar
LM2 Safeguarding All school leaders fulfil their duties to keep the school safe.	<ul style="list-style-type: none"> Establish and monitor MyConcern Proactive and prompt responses to safeguarding concerns Full training and refresher sessions A 'shared' responsibility ethos Safeguarding audit Safeguarding priorities shared and actioned H&S training required External audit of safeguarding required 	FPY	Weekly safe-guarding meeting with DSL and ADSLs Safeguarding audit	On-going	<ul style="list-style-type: none"> Safeguarding is secure and meets the priorities / needs of our organisation 	Safeguarding audit and action plan
LM3 To monitor implementation of Covid-19 RA and planning for potential phase 2 remote learning	<ul style="list-style-type: none"> Weekly monitoring of RA Additional governor support to review lunchtimes 	TMY / VMY	TMY	On-going	<ul style="list-style-type: none"> Assurance that our RA is secure and meets the specific requirements of our site, students and workforce. 	RA is regularly updated with governor support. Remote learning provision published on website
LM4 Establish a 5-year strategic plan for Holbrook academy.	<ul style="list-style-type: none"> Monthly SWP meeting to formulate and drive 5-year action planning for our Academy using agreed priorities for change 	TMY Govs	TMY Govs	On-going	<ul style="list-style-type: none"> A 5-year strategic plan in place which identifies priorities over a 1, 3 and 5-year period Clear impact in regards to 1 year priorities. 	This has been completed and in process of sharing with key stakeholders

<p>LM5</p> <p>To ensure governance is prepared for Ofsted inspection</p>	<ul style="list-style-type: none"> • TMY to lead governance training on new Ofsted framework • Governors understand their role and carry this out effectively • Review of roles and responsibilities and remote visits scheduled 	TMY	TMY Govs	Spring 2021	<ul style="list-style-type: none"> • Clarity in regards to governors role and responsibilities and agreed action planning • Overview of role and responsibilities of school governance 	<p>Agreement that a paper to be shared with Governors on roles and responsibilities by Head as the next step. Use of Micro. Teams to communicate.</p> <p>Key document folders to be shared with Governors and updated routinely</p>
<p>LM6</p> <p>Ensure consistent and systematic approach to review of policies.</p>	<ul style="list-style-type: none"> • LCN to link key policies with governors • SBY to provide overview of which policies will be reviewed by which committee and what time of the year • Ensure there is clear calendar of when policies will be reviewed in academic year • Introduction of new cover sheets for policies to monitor impact 	TMY, LCN, SBY	LCN	Spring 2020	<ul style="list-style-type: none"> • A systematic approach to reviewing Academy policies which aligns with governors specialist experience and interests 	<p>Action plan in process of being agreed with governors</p>
<p>LM7</p> <p>To monitor staff-well-being; including well-being of school leaders</p>	<ul style="list-style-type: none"> • Ensure there are robust procedures in place to support staff wellbeing • To ensure that whistleblowing policy is clearly communicated to all staff • To ensure staff contribute to the school equality committee • To ensure governors systematically monitor wellbeing of school leaders • Governor link meeting with wellbeing lead • Seeking external validation of schools wellbeing procedures 	TMY, LCN	All staff - staff survey TBT, TMY, LCN	On-going	<ul style="list-style-type: none"> • Clear systematic procedures are in place to monitor staff wellbeing and support as needed. 	<p>Clear procedures are in place</p> <p>Need for governors to strategically monitor staff wellbeing; including leadership</p>
<p>LM8</p> <p>To enhance communication with families in response to parental survey findings</p>	<p>PHT to lead review methods of communication regarding how we inform parents of progress of their child</p>	PHT	PHT	Summer Term	<ul style="list-style-type: none"> • Parents feel the Academy has enhanced communication regarding the progress of the child 	