



# HOLBROOK ACADEMY

## SCHOOL SELF EVALUATION

2020-2021

Updated: Summer Term 2021

### Strengths

- Data & Outcomes: Holbrook Academy has posted a positive P8 score every year since the inception of this progress measure, other than 2019. (2017, +0.17; 2018, +0.09; 2019, -0.44)
- The % of students who stated they are currently being bullied has reduced from 7% to 3% following our anti-bullying programme
- Introduction of new monitoring procedures for Performance Management linked directly to CPD
- The setting and monitoring of homework and home-learning is consistent and of a high standard
- NQT development is positive with a strong support network and CPD
- We know the students well and take individual needs into account when managing PPG and catch-up money
- Level of care and support for SEND students from support staff is a real strength of our Academy
- Strong working relationships with feeder schools on peninsula and beyond; this enables good information sharing about students in Year 7
- Strong relationship with Debenham C/E High School, including cross centre moderation
- A strengthened and effective team of DSL / ADSLs with specific focuses
- ELSA and FLO provision provided within the Academy
- Embedded culture of sharing and referrals with the transition to online system 'MyConcern' successful
- An effective senior leadership team making significant changes to monitoring procedures within the Academy
- A more effective distributive leadership model in place
- Introduction of Saturday morning Governors workshops to promote strategic involvement and to further contribute to the Academy's long-term vision
- Ensuring that key documents are updated and monitored regularly and "speak to each other"
- Updated school website and weekly communication to parents from Headteacher

- The Academy NOR has continued to increase and reached 590 in November 2020.
- There has been a slight reduction in no. of days absence for teaching staff (Autumn Term 2020 compared to Autumn Term 2019) and a significant reduction in no. of days absence for support staff (Autumn Term 2020 compared to Autumn Term 2019)
- The number of students following the Ebacc pathway has increased from 14% to 35% as a result of a new Options Pathway
- The school has successfully audited the effectiveness of our remote learning through parental surveys, monitoring of engagement and attendance.
- In Parent Survey February 2021, 96% of parents said that their child is happy, 94% responded that their child feels safe at school and 92% of parents believe that Holbrook academy provides a good range of subjects
- In Parent Survey January 2021, 68% of parents ranked our remote learning as Good / Excellent and over 90% believes it was satisfactory or better
- In Parent Survey, 80% of parents believed our lockdown provision improved from the first lockdown (only 5% responded that they felt there had been no improvement)
- PASS survey showed that overall there is a significant high satisfaction amongst student body and no themes were judged to be low moderate or low satisfaction
- PASS survey showed high satisfaction from Year 7 cohort across every theme; an endorsement of our strong transition programme
- The number of whole days students spent in isolation has decreased from 168 days in 2019-20 to 58 days (currently) this academic year.
- There has been a significant reduction in PA from 16% to 14%.
- Analysis of KS3 data shows that students in Year 9 have made more sustained progress this year compared to last (currently -0.34 compared to -0.44 at this point last year). All sub-cohorts in Year 9 have made better progress than last year with significant improvement for SEN and PP students (-0.59 to 0.23 and -0.56 to -0.41 respectively). The gaps in prior attaining students are almost eradicated in Year 9 (H: -0.24, M: -0.24, L: -0.30). Gender gap has also closed (0.22 to 0.14).
- In Year 7, girls continue to make better progress than boys but only by 0.10 of a grade. Encouragingly, PP students are performing in line with their non-PP counterparts with barely any gap between them (0.02 of a grade).
- Qualitative information received from students who have undertaken the NTP this year shows that 100% of them feel it was beneficial in enabling them to make progress in the areas they were tutored in.
- 85% of staff believe leaders have a clear and ambitious vision.

### **Areas for Development *SLT (linked to numbers on AIP)***

- To extend use of Restorative approaches (BA3)
- To extend collaboration with local school to enhance cross-centre moderation
- To reduce our PA % (BA2)

### “The Holbrook 3” our whole school priorities:

- To prioritise safety and wellbeing in response to Covid-19 emergency
- To understand gaps in student knowledge, using external collaboration to support, and then adapt our curriculum accordingly
- To use additional finances to respond to the individual needs of our students; including improving attendance

### Context

Holbrook Academy is a non-selective secondary phase converter Academy on the outskirts of Ipswich. It converted to academy status in August 2011.

It has capacity for 590 students and in September 2020, the academic year started with 584 on roll. By November 2020, the number on roll had increased to 590; the first time the school had reached full capacity. In July 2021, the number on roll is 581:- Year 7 – 120, Year 8 - 113, Year 9 - 116, Year 10 - 114, Year 11 - 118.

In the whole school body, there is a fairly equal spread of boys and girls, although in Year 9 there are more girls than boys (54%:46%) and in Year 11 there are more boys than girls (60%:40%).

The student body in the past was traditionally made up of students from the local surrounding villages on the Shotley Peninsula. In recent years, families from out of catchment have chosen to send their children to Holbrook Academy. In September 2020, our Year 7 intake joined us from 23 different primary schools.

#### July 2021

- PP = 24.8%
- EAL = 5.9%
- SEN and/or a disability = 13.3%
- Ethnicity = (% tbc) non-white British
- Deprivation: = 15.8%
- Mobility factors - proportion of pupils who have attended our school continuously = 87%
- Attendance = 92.4% (*week ending 25/06/2021*)
- There are 31.4 fte teachers and 29.4 fte support staff at Holbrook Academy.

<p><b>Budget information</b></p>	<p><b>Budget 2019/20</b></p> <p>The latest reports produced for the Finance and Personnel committee in August are predicting an expected surplus carry forward into the 2020/21 budget of £140,888. The approved budget for the year was set with an expected in year surplus of £73,464 this has improved by £44,703.</p> <p>There has been additional income from Pupil Premium and SEN grants as the need within the Academy has increased. Within expenditure there have been unexpected savings relating to the Covid 19 pandemic, as the Academy has not been open for most pupils and staff since March. Savings in areas such as heating, lighting, transport and consumables. Plus the government's direct funding of Free School Meals.</p> <p><b>2020/21</b></p> <p>The budget approved by the Full Governing Body for 2020/21 shows an in year deficit of £27,694. The Governors agreed they would like to use some of the current year's predicted surplus carry forward balance to fund whole school capital projects including ICT upgrades and has therefore agreed an amount of £100k to be spent during 2020/21. The building in of the £100k in the 2020/21 expenditure has meant an in-year deficit is shown in the budget, but this will come from the carry forward balances and will not cause an issue with the ESFA. The predicted carry forward into 2021/22 is £105k. Cash flow is ahead of predictions due to our current year's financial improvement and we have paid back the first £50,000 instalment of our cash advance to the ESFA on time. The remaining £105,000 will be repaid over the next two years.</p>
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**Progress against previous inspection:**

In February 2019, Ofsted Inspectors visited the Academy and awarded a '**Good**' rating. The visit was the first short inspection carried out since the school was judged to be good in October 2015.

The lead Inspector identified that the leadership team 'has maintained the good quality of education in the school since the last inspection.'

Areas to improve	Progress
<p>Leaders and those responsible for governance should ensure that:</p> <ol style="list-style-type: none"> <li>they develop a better understanding of why some groups of pupils do not attend regularly, so that their actions can be more effective;</li> <li>the use of pupil premium funding is linked to the profile of each disadvantaged pupil.</li> </ol>	<p>1. Systems for improving attendance have been a priority.</p> <p>2019-2020 data tells us:</p> <ul style="list-style-type: none"> <li>Whole school attendance improved by 0.52% from 92.97% (2018/19) to 93.49% (2019/20). An improvement year on year for the second year running.</li> <li>Girls attendance improved year on year by 0.15% (93.74% 2018/19, 93.89% 2019/20)</li> <li>Boys attendance improved year on year by 0.88% (92.21 2018/19, 93.09% (2019/20)</li> <li>The year group breakdown shows an improvement for years 7, 8, 10 and 11 with year 9 showing a decline of 1.6%</li> <li>PP slightly improved year on year by 0.2% (83.31% 2018/19, 89.51% (2019/20)</li> <li>SEN decline year on year of 2.78% (91/14% 2018/19, 88.36 2019/20)</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Appointment of a Family Liaison Officer and additional capacity within the attendance team has increased parental contact and meetings with those of 85% or less this term.</li> <li>Attendance letters sent to parents from EWO / EWO involvement with key families students.</li> <li>Creation of a new absence response mapping tool to promote personalised response, to track groups of learners and analyse any patterns in absence</li> <li>Use of the hub to facilitate reintegration after absence or school refusal</li> </ul> <p>Impact in 2020-21:</p> <ul style="list-style-type: none"> <li>Use of the hub to facilitate reintegration after absence or school refusal - 89% of year 11's that use the hub agree that the Learning Support Hub supports their attendance at school. One student noted that, "one to one support is incredible, the staff are also medically trained and know about all different types of mental health issues, the hub is a safe place and has made me feel comfortable to come to school".</li> <li>The only term that both years were unaffected by was the autumn term and 2019 (93.53%) and 2020 (93.94%) showing an increase. ,</li> </ul>

- In years 7-10 the rate of attendance has dramatically improved with 93.69% in 2019-20 increasing to 94.25% in 2020-21.
- Year 7 are our best attendees
- Attendance for year 10 has improved in the last half term by 0.22%.
- Persistent absence is 13.69% compared to 16.23% in 2019-20 which signifies a dramatic improvement but remains an area of focus moving into next year.
- Attendance of pupils eligible for the Pupil Premium Grant has stayed relatively the same from last year (89.51%) compared to 89.45%
- Attendance of pupils with SEND have increased from last year by going from 89.51% to 89.71%.

2. The SENCo/PPG lead has a deep knowledge of each disadvantaged student in the school. There is a comprehensive programme of support in place covering academic, social, emotional and behavioural needs. This is tracked in a live document which clearly links the PPG to the profile of each student. Students and their parents are involved in decisions about the support which is provided for them. The PPG lead is very clear about the barriers that need to be overcome by PP students. The need for each member of staff to have a better knowledge of the needs of disadvantaged pupils has been identified. Mentoring support is available so that students have the opportunity to be supported to overcome barriers. There is detailed tracking of academic assessment measures and this influences the provision of support. (QE2)

The PPG lead coaches each Year 10 and Year 11 students and helps them make decisions about the support they receive. This includes the provision of revision materials and equipment for lessons. This approach has been very popular with the students. Pupils are provided with tutoring where required. This approach will be used in Year 10. There are effective transition arrangements into Year 7 so that students' needs can be met when they join the school.

The Hub provides social and emotional support and has had a positive impact on attendance - see impact above.

All PPG students, apart from one, transferred to a college in 2020. The PPG lead liaised with the careers team, outside agencies and Further Education providers to help pupils make the best choices about their futures. Curriculum enhancement has been provided to enable disadvantaged to access additional activities, such as music lessons. (QE2)

## QUALITY OF EDUCATION

### Overview

Holbrook Academy offers a broad range of subjects at both key stages that meet the needs of the school community (Ofsted 2019). The curriculum is broad and balanced and based on the national curriculum with an enhanced enrichment offer; this links to the Academy's curriculum intents. In addition, a small number of learners are offered bespoke alternative provision (AP). Leaders identified the need for a more diverse offer at KS4 to best match the range of learners taking their options. In response, new courses in KS4 such as Business Studies, Imedia, Music Technology, Health & Social Care and Sociology have been introduced.

Subject leads have also prioritised transition from KS2-3 to ensure that there are no assumptions about coverage in KS2 and also that KS3 teachers have a good understanding of teaching and learning in the subject prior to secondary education. Further transition projects between KS2 and KS3 are planned to further map the curriculum for learners and ensure continuity.

Academy leaders monitor and evaluate the curriculum offer and work closely with subject leads to ensure that the curriculum is coherently planned and sequenced. This links to the Academy's whole school curriculum intents. Further links with colleagues delivering KS2 and KS5 enable subject leads to set their curriculum against prior learning from primary education and fully

prepare pupils for post-16 education or training. Some subjects need to better articulate the journey through their curriculum so that all learners can contextualise what is being taught; this priority is being addressed in our CPD programme (QE5).

In recent years, English and mathematics were prioritised to ensure good progress in these areas and, with improved literacy and numeracy, this focus has had a positive impact on all subjects (Ofsted 2019). Continued sharing of good practice remains a priority for leaders. The SSC (Student Success Centre) has offered students excellent quality targeted intervention in maths and English and leaders want to build on the success to impact positively on the progress students make in other areas.

Holbrook Academy's curriculum is designed ensure that every student we teach is equipped with the knowledge, skills and cultural capital required to succeed; students at Holbrook Academy receive an education that allows them to attain the highest levels of academic success, whilst promoting our core characteristics of kindness, tolerance, respect, resilience, and determination; our Curriculum Rationale outlines the details of our commitment to delivering a broad and balanced curriculum that is tailored to meet the needs of our students.

In KS3, students have access to a full range of EBacc subjects. In KS4 students are encouraged to follow the EBacc route although only a small proportion of pupils complete this essentially because too few pupils study a modern foreign language in KS4. Changes in the delivery of MFL, for example by switching from the teaching of German to the more popular Spanish, have been made to enable more students to achieve the EBacc. In recent years some instability in staffing in MFL has impacted on the popularity of the subject and subsequent take up at GCSE. To assist, leaders have moved MFL into the teaching block but further collaborative work is planned to assist in the development of MFL. Leaders are committed to the development of MFL and the successful delivery of a full EBacc suite. An EBacc 'Task Force' has been set up by members of history, MFL and geography departments to ensure that a strategic approach is employed to boost EBacc numbers; this has resulted in an increase in students following the EBacc pathway from 14% to 35%.

Careers guidance and support is effective. Leaders use the Gatsby Benchmarks to evaluate the careers offer and establish targets. To build on this, Academy leaders have identified that development of an active alumni will support students' transition to further education and life beyond Holbrook Academy.

The Life skills and a tutor programme focus on developing self-awareness and citizenship. The school supports all pupils in making their option choices at GCSE and all pupils receive a careers interview. Disadvantaged pupils receive additional career guidance to ensure that they are taking subjects in which they can achieve.



The SEN/D offer is inclusive and personalised. The Academy has a much higher proportion of SEND students than schools nationally (3.8% with an Education Health and Care Plan (EHCP) in 2020 compared to 1.8% nationally). The Academy is recognised for its supportive environment and many parents choose Holbrook for the support that children receive.; children with EHCPs travel far and wide to be part of the Academy. In order to ensure that all students can access learning at an appropriate level, the SENCo and Academy leaders prioritise quality first teaching. Targets in this area include ensuring that staff CPD addresses individual teacher needs so that all staff are able to adapt their curriculum to meet the needs of all learners, regardless of the nature of the learning need or barrier to learning. There is also an increased focus on making the best possible choices for children with SEN/D at Key Stage 4.

24.5% of students at Holbrook Academy are eligible for the PPG. Leaders are working 'smarter' in how they track and evaluate the impact of how the PPG spend impacts on individual students' progress and experience of education. (QE2)

Subject Leads structure their curriculum so that students know what knowledge and skills are to be gained at each stage of learning and this informs long term curriculum planning

The *Six Steps to Success* programme - developed to support Year 11 students - was a success and will be rolled over to 2021/2022 to support the next cohort. (QE3):

1. Identification of gaps in knowledge in all subjects through assessment
2. Intervention plans agreed and implemented (with the NTP)
3. Mentoring of key identified students
4. CPD in supporting boys' attainment
5. Working with alumni students with the aim of raising success for boys through inspiration
6. Forward planned delivery of revision sessions from content covered before lockdown / during school-closure for core subjects.

## **IMPLEMENTATION**

### ***Quality of Teaching and Learning / Assessment***

All teachers are being observed against the Teaching Standards and areas of strength and weakness across the staffing cohort have been identified and compared with 2019-20. As a result, the CPD programme has been updated to reflect where areas of strength have been identified so these teachers can support and mentor staff where areas of weakness have been found. Whole school teaching issues, such as level as challenge, will be met through the school CPD programme (QE3).

Where areas of improvement are identified, for example where teachers are not meeting the Teachers' Standards / Academy's expectations, personalised and bespoke CPD sessions have been planned to support those members of staff, along with the introduction of a teacher development group and mentoring programme (QE3).

Walking, Talking Mocks were introduced last year to all subjects and students have developed confidence and skills from this approach. Exam board exemplars are being used to support teacher assessment and subject knowledge; teachers will be encouraged to be examiners and to disseminate this information to their departments. This has worked well in both the English and maths departments where there are multiple examiners for differing papers and specifications. Links with partnership schools allow leaders to establish meaningful links to support teaching, learning and assessment and these will continue in 2020 (QE1).

The Teaching and Learning Toolkit is also being updated; for example, starter activities have been modified to reflect the need for lesson sequencing and mastery. 'Review-it Now' tasks are now used to begin every lesson; these tasks require students to review previous learning and ensure that even when classes are split between teachers, sequencing is still effective. Seating plans have also been updated to ensure that they are forward facing; this has meant that some departments and subjects have had to adapt their teaching styles to accommodate these changes. CPD has been given to staff to assist them with updating SOWs to reflect this and will be ongoing throughout the year. Lesson observations demonstrate that in pedagogical areas such as subject knowledge, sequencing, effective and professional relationships with learners and seating plans, there are areas of real strength. Performance management reviews have also demonstrated that teachers adhere to the Academy's Teacher Toolkit, which outlines the standard for effective teaching practice that is expected.

The Academy's marking policy and feedback policy has also been updated to ensure that it is consistent across all subjects and departments; students receive feedback every three weeks in form of WWW and EBI; this ensures that students understand their strengths and how to improve their learning. This also ensures that AFL feedback given to students is used to improve their learning and not just to prove their understanding. In KS4, GCSE mark schemes are also used to ensure students

understand the requirements to 'move to the next level' and that key wording is broken down and understood. Bloom's Taxonomy is used to supplement this throughout the school (QE1).

A 'blended' approach to teaching is also employed through the use of ICT and a 'quality over quantity' approach to home learning; the new homework guidelines issued to staff, students and parents ensures that homework meets the needs of learners and is: differentiated to suit the needs of learners; matched to the curriculum requirements; allows opportunities for mastery and/ or revision of key skills/knowledge gained in class; designed to allow students to work independently; allow students to demonstrate effective time management and allow students to gain knowledge to prepare for them for the next sequence in their SOWs. A new whole-school sanction system for repeated failure to complete homework tasks has also been put in place to ensure students understand the requirements and importance of completing homework to the best of their ability. This has also been coupled with a standardised reward system for students who consistently complete homework to the best of their ability.

A bespoke, personalised and differentiated CPD offer has been planned and adapted to suit the needs of all staff; this involves UPS and senior staff delivering CPD sessions to smaller groups, ensuring that best practice is shared throughout the academy. ICT is also being used to ensure social distancing takes place and that CPD can continue 'online' or in smaller groups of staff. UPS and senior staff have become 'Masters' of differing areas of pedagogy, allowing others to observe their practice in order to drive forward improvements in teaching standards. Holbrook Academy is also now established as a 'Teaching School' and will continue to develop into 2021 / 2022 as 5 members of staff have undertaken mentor training in preparation for their new roles. The Academy has deployed a varied CPD programme during this academic year, with sessions delivered to improve effective reading strategies in the classroom; literacy across the curriculum; effective behaviour management; quality First-wave teaching solutions; ICT and remote learning. Lesson observations have revealed improvements in these areas as a result of the Academy's effective staff development programme. (QE3)

As part of the updated PM cycle, staff will be required to set at least one target which involves sharing best practice and/or being a 'reflective practitioner'; this will involve them either: running a CPD session and becoming a staff master; becoming actively involved in the lesson drop-in system; mentoring another colleague or visiting / linking with another school / department (QE1).

Holbrook Academy has well-qualified, well-trained and settled staff with high quality personnel. The quality of Leadership and Management and governance is strong. Staff wellbeing surveys are undertaken and responded to strategically. Retention of

staff is very high. Lesson observations demonstrate that in pedagogical areas such as subject knowledge, lesson and sequencing, effective and professional relationships with learners and seating plans, there are areas of real strength. Lesson plans have also demonstrated that teachers adhere to the Academy's Teacher Toolkit, which outlines the standard for effective teaching practice that is expected.

Our transition arrangements are of a high standard and ensure a smooth progression from the primary phase to the secondary and we audit student experiences at the end of their first term.

The Academy reviewed its remote learning provision after the first national lockdown and this informed its revised provision for January 2021 lockdown. Adaptations included further support materials, use of timetable to guide learning, measured use of live streaming and live interaction with students at the start of every lesson. The Academy has also introduced a new tool to monitor attendance, engagement and progress, which have proved successful.

During school closures due to Covid-19, the Academy was able to put into place effective remote learning procedures and these allowed teachers to deliver the full curriculum to students whilst they worked remotely. This blended approach to learning meant that students had daily interaction with their teachers through both 'live' lessons and through streams in Google Classroom. 68% of parents ranked our remote learning provision as good / excellent and 95% agreed that it was an improvement on the provision during the first lockdown in 2020.

### ***Pupils with SEN and/or disabilities***

Overview:

Our curriculum supports the progress and achievement of our SEND students.

We have a strong team of Teaching Assistants who support the learning of SEND students effectively. As the number of students with EHCPs is high (3.8%), the SENCo works hard to ensure that the teaching and the support they receive is well matched to individual needs. In the current Year 7, 4 students with EHCPs in a 5 form entry adds challenges for teaching and support staff. The SENCo and leaders work closely with other services to ensure that a package of care and education meets needs. For instance, close working with County Inclusive Support Service, Educational Psychologists, Psychiatrists, Speech and Language Therapist, Advisory teachers for Visual Impairment, Dyslexia Outreach team to name a few.

The SENCO and his team closely monitor the provision for SEN/D students and ensure all, including those with EHCPs, have full access to learning. The SENCO is well supported by specialist and skilled staff including: 3 ELSAs, Literacy and numeracy

specialists, a TA with BSL Level 3, TAs experienced in offering visual impairment support. In addition, where needed, strong links are formed with outside agencies and professionals as mentioned above.

The SENCO monitors the quality of offer for students and offers training and support for staff to ensure quality first teaching. There is a culture of support and shared challenges.

Our Student Success Centre (SSC) provides an outstanding service in terms of supporting the needs of younger, weaker students in the areas of literacy and numeracy, allowing a fast integration into all mainstream classes. The success of this area is to be developed by linking more closely to KS2 teachers and to develop a programme that supports humanities based subjects. Students are also supported with: social skills; study support; handwriting; dyslexia; SEMH issues; spelling. In addition, SEND students have an identified key worker as their advocate.

In conjunction with this priority is ensuring the standard of differentiation is equitable and of an exceptional standard across all aspects of the curriculum. Greater connection and communication between Teaching Assistants, teachers and SLT will be the main vehicle of sharing good practise and collaborative problem solving. (QE2/3/4)

### **IMPACT (QE4, QE6, QE7)**

Holbrook Academy is the school of choice for many local secondary phase children. In recent years, positive results have supported our good reputation, although 2019 saw the Academy post our first negative Progress 8 score. In 2020 the examination process was impacted by Covid-19 and, as such, grades were calculated by subject teachers before being checked and submitted by Academy leaders. As a further result, it was announced that Progress 8 would not be calculated, nor would league tables be published. Work done internally at the Academy suggested a P8 score based on 2019 validated data, and including algorithm-derived improvements, which saw several students' grades increased from a 7 to a 9, of +0.67.

Analysis of outcomes at a national level saw an increase in awarding of grades at all levels:

	9	7	4
2020	6.30%	25.90%	76%
2019	4.50%	20.60%	67.10%
Diff	1.80%	5.30%	8.90%

[https://inews.co.uk/news/education/gcse-results-2020-grades-](https://inews.co.uk/news/education/gcse-results-2020-grades-inflation-7-above-grading-system-583624)

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Given the absence of official Progress 8 data and publication of league tables, work was undertaken through the Academy's membership of 4Matrix to compare our own outcomes with around 300 other secondary schools around the country. Through this program of comparing outcomes, an adjusted score of +0.23 was reached.

This was in line with Academy predictions made before the March 2020 lockdown and suggests that, even allowing for the 'upturn' in outcomes that many schools across the country experienced, the cohort of 2020 were always on track for a very positive year, following the disappointing outcomes of 2019.

Other results for 2020 were as follows (Progress 8 scores in brackets)

Attainment 8 52.6

EBacc 14.23 (0.37)

Open 16.44 (0.78)

English 11.35 (0.74)

Maths 10.58 (0.87)

Ebacc: Entry 22.43%; Standard Pass: 20.56%; Strong Pass: 15.89%

Basics						
English			Maths			
	4+	5+	7+	4+	5+	7+
Holbrook	93%	77%	29%	81%	67%	27%
National	71%	65%	19%	67%	46%	19%

### Outcomes Over Time

	P8	A8	5+ En & Ma	Ebacc %	Ebacc Entry %	PP	LPA	MPA	HPA
2020	0.67	52.6	64	22	16	0.19	0.17	0.76	0.72
2019	-0.44	43.58	35	8	16	-0.96	-0.1	-0.34	-0.6
2018	0.09	50.13	49	11	21	-0.23	0.65	-0.18	0.32
2017	0.17	50.3	54	15	28	-0.75	0.26	0.38	-0.06

Achievement in the core subjects of English and maths has been a consistent strength of the Academy, both in progress and attainment. Performance in triple sciences is broadly in line, although it remains that a significant gap exists when analysing outcomes from core science. It should be noted, however, that outcomes even here are slowly improving.

Groups of pupils, including those supported through the pupil premium, make good progress, on average. In 2020, pupils eligible for the Pupil Premium achieved well, nationally, although a gap remains between them and their non-PP counterparts.

Progress made by SEN students continues to be a strength of the Academy: students with an SEN diagnosis achieved a Progress 8 score (based on 2019 validated data) of +0.47.

Students with lower prior attainment achieved a significantly lower P8 score compared to both MPA and HPA (+0.17, +0.76, +0.72 respectively)

Pupils use their basic skills, including ICT, well across the curriculum. They are given many opportunities to solve problems and use their skills in context. The school is introducing Accelerated Reader to promote reading and improve literacy levels at KS3.

## BEHAVIOUR AND ATTITUDES



## Overview

Behaviour is judged to be good. The last Ofsted inspection mentioned the positive relationships evident in lessons between staff and students. Behaviour around the school site during lesson changeover time can prove problematic and the school is focusing on improving punctuality to lessons and less movement in corridors. The Academy introduced the Holbrook Corridor Code, this has given clearer guidance to staff and students and a more streamlined tracking of punctuality to lessons. (BA4)

Academy leaders have sharpened procedures to manage behaviour including a more effective on-call support system for teachers as well as a simplified 'tiered' method of immediate class based response. They are committed to supporting staff to ensure a consistent approach to the management of behaviour. Support programmes are in place for pupils with the most challenging behaviour and leaders engage with outside agencies where they are involved in a pupil's management. The Academy has a good understanding of the local context and the areas that our pupils come from. In response to this, measures have been taken to educate pupils on County Lines and keeping themselves safe outside of school.

Pastoral Leaders meet daily to stay abreast of behaviour issues and keep staff more informed with weekly updates of wider issues. This is in direct response to some suggestion that teaching staff often feel 'out of the loop' when pastoral staff are dealing with behaviour issues raised in their lessons. A log of behaviour incidents is kept, with a separate record of those incidents involving students with protected characteristics to ensure sharper focus on the Academy's monitoring of such incidents. The Academy has introduced new monitoring procedures to ensure we are focusing more clearly on repeated patterns of disruptive behaviour and any long term trends. (BA4)

Our staff are well-aware of safeguarding concerns and our systems are well-managed and work very effectively. Communication between staff is very good.

PASS survey has demonstrated a high level of satisfaction overall amongst the student body; with no themes at moderate low or low. We are particularly delighted to see high satisfaction on all themes for Year 7 students which is an endorsement of our transition programme. PASS survey has identified girls' attitude to school as a priority alongside Year 10 attitudes to teachers and these priorities are embedded in our AIP for action.

Leaders are introducing Restorative approaches as part of our response to disruptive and discriminatory behaviour

Restrictions placed on the site around Covid-19 have meant that behaviour in corridors and at break/lunch have improved. Pastoral leaders are committed to working with teaching staff to ensure they feel consistently supported – the on-call system

which was brought in with this in mind and has been adjusted so that no member of staff has a call missed or not responded to. (BA1)

## PERSONAL DEVELOPMENT

### Overview

Students receive opportunities to express their opinions and are encouraged to explore important issues during curriculum time, tutorial time and timetabled PSHEE / Life Skills lessons. Students are mostly supportive of each other but further work on promoting diversity is planned. (PD1)

Student leaders have the opportunity to make changes through an active student council. Students are well supported through an effective pastoral team including 3 ELSAs and leaders have introduced other initiatives to support young people's mental health such as mindfulness activities in exam periods. The Academy effectively promotes and signposts the work of a number of other agencies promoting young people's mental health and wellbeing. The Academy has also introduced mental health ambassadors; making mental health and wellbeing a priority in our support programme. Since lockdown there has been a significant increase in the number of safeguarding issues and in response leaders have implemented daily connection time to 'check in' with students and a weekly extended tutorial period enables tutors to check on the wellbeing of students.

The school has introduced our Holbrook characteristics and these qualities are to be promoted across the school; with clear links to be made to British values. PASS Survey to be completed by students. (PD2)

## LEADERSHIP AND MANAGEMENT

### Overview

Academy leaders having a clear understanding of strengths and areas for improvement.

A review of leadership roles and responsibilities was undertaken in September 2020 with the appointment of a new substantive Headteacher. Tom Maltby has been developing strategic approaches across the school including reviewing key documents including SEF, AIP, Mission and Values statements, Whole school curriculum intents, Risk Register and 5 year strategic plan. School leaders have clarity about their priorities. There have also been internal appointments of a new Deputy Headteacher and Assistant Headteacher; in Spring 2021 Ms Mahoney was appointed as Assistant Head for behaviour for Learning

Covid-19: A designated group of personnel was assigned to respond to the changing Covid-19 response. Staff were involved in the risk assessment process and communication streams were established to ensure staff voice during a time of rapid change. As a result, staff at the Academy understood and respected what was expected of them and the actions leaders were taking in keeping people safe. Governors have been fully engaged in the setting and monitoring of our Covid-19 measures.

Safeguarding is effective. Pupils' well-being is a priority for the school. Pupils benefit from being able to access a wide range of support if they need to. Staff understand the responsibilities they have to keep pupils safe because the training they receive is regular and appropriate. Adults know what to do if they have concerns about a pupil's welfare. Staff work well with external agencies to ensure that pupils who need additional help receive it in as timely a manner as possible. On return to school in September 2020, additional ADSL training was completed to further enhance the safeguarding team. Staff are regularly surveyed to ensure that swift action is taken if issues arise: In my 2021, 100% of staff felt comfortable approaching the safeguarding team with any safeguarding concerns, 100% of staff were confident that any suspicions about a member of staff will be treated seriously and 100% were confident that children in our school would be able to disclose an issue to, or talk to, an appropriate adult should they need to.

To improve the organisation of child protection records, an online reporting system, MyConcern, was introduced in 2019. In addition, the team of designate leads has been strengthened to ensure a collaborative approach with regular dialogue about individual cases of child protection issues.

	<p>Records for staff child protection and safer recruitment training are kept and monitored by the DSL to ensure that staff receive the training they need along with training updates. A safeguarding audit has now been completed with clear actions as next steps.</p> <p>In Parent Survey February 2021 96% of parents said that their child is happy, 94% responded that their child feels safe at school and 92% of parents believe that Holbrook academy provides a good range of subjects</p> <p>Governors, the Headteacher, staff and premises staff understand their responsibilities with regards to health and safety. In the Autumn Term an external review of H&amp;S procedures was completed by Safety Boss.</p> <p>The Academy has reintroduced termly reports by our SIP to inform priorities.</p> <p>Governors support the changes leaders are making and offer a good level of challenge to school leaders. They are committed to improving the school and have recently revised roles and have had link meetings to update knowledge and understanding of school operations.</p> <p>Policies are reviewed regularly and the impact of improvement actions reviewed as part of an ongoing cycle of review. A new cycle for monitoring and updating policies is currently being set alongside introduction of new cover sheet to monitor impact.</p>
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**OVERALL EFFECTIVENESS – Good**

<p><b>Overview</b></p>	<p>Holbrook Academy continues to be a <b>Good school</b>.</p> <ul style="list-style-type: none"> <li>● Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</li> <li>● The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> <li>● Pupils study the full curriculum; it is not narrowed.</li> </ul>
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- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Pupils are ready for the next stage of education, employment or training.
- The school has high expectations for pupils' behaviour and conduct.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated.
- There is demonstrable improvement in the behaviour and attendance
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support.
- Students show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school uses the Gatsby Benchmarks to develop and improve their careers provision
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.
- The Academy has grown in recent years – in numbers and popularity. Leaders understand and recognise why Holbrook Academy is the school of choice for both in and out of catchment families.
- Students are well supported to reach their potential. The focus on individual students – academically and pastorally – ensures that all students are enabled to access their education and that it meets their individual needs.
- PASS data shows a high level of satisfaction from student body in regards to their attitude to self and school