



# HOLBROOK ACADEMY

## ACADEMY IMPROVEMENT PLAN

2021-2022

### SI1: To Deliver Quality First Teaching and Intervention

PRIORITY	ACTIONS	LEAD	Monitoring	TIMESCALE	SUCCESS CRITERIA	Impact/ Evidence
1.1 All subjects use assessment for learning to identify gaps in knowledge and address them accordingly	<p>Formative and summative assessment used consistently to identify gaps in knowledge; co-ordinated by new middleleaders forum.</p> <ul style="list-style-type: none"> <li>Introduce the language of Next Steps and green pen response (TM autumn2)</li> <li>Introduce progress ladders and maintain student evidence base throughout 5 years (PH autumn1)</li> <li>Targeted use of focused learning walks and celebrate / promote good practice (SLT)</li> <li>To enhance mastery council</li> <li>Embed QA in CPD programme, including exercise books (FPY to lead)</li> </ul>	TMY	FPY PHT SWN	Autumn 2021 - Summer 2022	<ul style="list-style-type: none"> <li>Lesson observations and regular drop-ins demonstrate the effective implementation of the Holbrook T&amp;L toolkit lesson structure.</li> <li>Monitoring demonstrates whole consistency across departments / cohorts</li> <li>Data captures reveal improvement in progress</li> </ul>	<p>Lesson observations completed for 2020-21 and new overview of T&amp;L established</p> <p>Staff strength and areas for development have already been identified. CPD programme updated to reflect staff needs.</p> <p>'Mastery Council' of staff masters in place for staff to observe best practice.</p> <p>Learning walks introduced</p> <p>Dept time to monitor quality of exercise books</p>

	<ul style="list-style-type: none"> <li>• Cross-centre moderation at KS3 (TMY Spring)</li> <li>• Introduce red weeks for assessment (PHT)</li> <li>• Introduction of Teaching &amp; Learning Communities (TMY Spring)</li> </ul>					<p>Overview of Department audit</p> <p>Red weeks in calendar for assessment</p>
1.2 Maintaining effective use of PP and catch up; using education research to inform priorities	<ul style="list-style-type: none"> <li>• Use data to ensure that intervention is targeted and in small group setting (SWA)</li> <li>• Audit National Tutoring Programme and impact (PHT)</li> <li>• Map individual spending of PPG grant; link to PASS survey outcomes for FSM (FPY &amp; PHT)</li> </ul>	PHT	FPY	Autumn 2021	<ul style="list-style-type: none"> <li>• GCSE results demonstrate good progress for PP students</li> <li>• Individual progress and outcomes (eg reading age improvement)</li> <li>• Pupil voice as evidence of impact and engagement</li> </ul>	<p>Impact of NTP</p> <p>Learning walk and book scrutiny</p> <p>External guidance from Dr Owen</p> <p>Mentoring programme: all students to be met before Oct half term</p> <p>Focus linked to PASS data</p>
	<ul style="list-style-type: none"> <li>• Evaluate effectiveness of all intervention; RAG rate</li> </ul>	PHT	FPY	Autumn 2022	<ul style="list-style-type: none"> <li>• GCSE results demonstrate good progress for PP students</li> </ul>	<p>Intervention programme in place since October 2020. Overview of impact to lead to RAG actions.</p>
1.3 Governor subject priority focus	<ul style="list-style-type: none"> <li>• Underperforming subjects identified; support plans in place and monitored (PHT)</li> </ul>	TMY	PHT Govs	Autumn 2022 - Summer 2022	<ul style="list-style-type: none"> <li>• Gaps in both attainment and progress will be closed for residual outcomes.</li> </ul>	<p>Priorities selected using data analysis for 2021-22 outcomes to inform priorities, link to 3 year trends</p> <p>Overview of plans presented to Governors 5/10/21</p>

1.4 To promote literacy through introduction of Accelerated Reader	<ul style="list-style-type: none"> <li>To ensure we celebrate success (including word millionaires!)</li> <li>To ensure we intervene where there are concerns about pupils literacy level</li> <li>To promote love of reading</li> </ul>	TMY	TMY DDK KMR	Autumn 2022 - Summer 2022	<ul style="list-style-type: none"> <li>A clear overview of literacy levels in lower years which determines rewards and intervention</li> <li>Appointment of school librarian</li> </ul>	Accelerated Reader was introduced in 20-21 as part of our catch-up programme. The Academy has also funded a significant increase in reading books linked to ZPD. This will be linked to protected characteristics
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## SI2 To Embed High Expectations

PRIORITY	ACTIONS	LEAD	Monitoring	TIMESCALE	SUCCESS CRITERIA	Impact/ Evidence
2.1 Behaviour logs And monitoring reports to track patterns of behaviour and include overview of sanctions and support; needs to demonstrate clearer impact	<ul style="list-style-type: none"> <li>More effective use of behaviour log and monitoring. Shift to pre-empt behaviour problems.(FPY)</li> <li>Use of monitoring to link directly to staff support.</li> <li>Promote a culture of high expectations</li> <li>Promote consistency across the school</li> <li>Ensure behaviour incidents are responded to in context of previous incidents. Ensure there is a formal resolution to any incidents of bullying; including anti-bullying log (FPY)</li> </ul>	FPY	MLC	Autumn 21	<ul style="list-style-type: none"> <li>Overall patterns of behaviour show a decrease in measurable statistics: red cards, negative points issued etc.</li> <li>Instances of repeat incidents will be reduced</li> </ul>	<p>New monitoring procedures in place</p> <p>Reduction of % of pupils that feel they have been bullied down from 7% to 3%</p> <p>Staff survey demonstrates a 26% increase in staff feeling supported in responding to disruptive behaviour. Data shoes consistency improved from 14% to 44%</p> <p>Significant reduction in days spent in isolation (168 to 58 June 2021)</p>
2.2 Improve attendance with focus on PA students to below NAV	<ul style="list-style-type: none"> <li>Work closely with SENco to prioritise with students who have low absence are SEN</li> <li>Swift response using EWO</li> <li>Enhance communication with parent</li> </ul>	FPY	MJN SCL	Autumn 21 - Summer 2022	<ul style="list-style-type: none"> <li>PA to be below NAV</li> </ul>	<p>Template completed and informing priorities.</p> <p>PA 13.69% compared to 16.23% in 2019-20</p>

	<ul style="list-style-type: none"> <li>Maintain monitoring attendance by groups; PA, SEND, PPG</li> </ul>					External audit 5/10/21
2.3 To embed Restorative Approaches across the school	<ul style="list-style-type: none"> <li>Training of pastoral members of staff in restorative justice and apply training to behavioural incidences (Autumn2)</li> </ul>	FPY	MJN SKY	Autumn 2021 - Summer 2022	<ul style="list-style-type: none"> <li>Reduction in incidents of bullying to be under 3%</li> </ul>	Training booked Nov 21 for key colleagues
2.4 Create a calm and respectful corridor environment	<ul style="list-style-type: none"> <li>Corridor code to be explained and displayed to all students</li> <li>SLT/Behaviour team ownership of difference zones during transition between phases of lessons; use of "hot spots"</li> <li>Meet and greet expectation for all teachers</li> <li>Identified spaces for children on 'timeouts' or 'brain breaks'</li> </ul>	FPY	MLC	Autumn 2021	<ul style="list-style-type: none"> <li>Reduction in incidents of damage in toilets</li> <li>Calm lesson changeover</li> <li>Students self-regulate behaviour</li> <li>Embed high expectation culture</li> </ul>	Systems in place, consistent communication with staff and students, raising aspirations Improvement identified in SIP report through student voice
2.5 To enhance and promote our contribution to local community	<ul style="list-style-type: none"> <li>Introduce weekly litter picks in local community</li> <li>Promote positive contributions to community</li> <li>Enhance sports provision in community</li> <li>Enhance public events on school site; including parent information evenings and multicultural evenings</li> <li>Introduce car boot sales and outdoor cinema event</li> <li>School Musical; giving tickets to local residents</li> <li>Stronger relationship with local elderly home</li> <li>Develop positive local press attention</li> </ul>	TMY	MHS	Autumn 2021	<ul style="list-style-type: none"> <li>Holbrook Academy reputation as a "good neighbour"</li> <li>Higher % of staff believe we are working effectively in community in staff survey; this needs to be above 70%</li> </ul>	The Academy reduced no. of complaints about parking in local community, facilitated sporting activities on site and TMY has regularly attended local parish meeting Meeting with local home for elderly Improving local environment

2.6 To respond to concerns about Girls' attitude to school from PASS survey alongside targeted intervention for FSM Year 8 & 9	<ul style="list-style-type: none"> <li>Action plan needs to derive from meeting with students</li> <li>SSO will lead on action plan</li> <li>SSO will lead on action plan for PP students in Years 8 &amp; 9</li> </ul>	FPY	SKY	Autumn 2021 Measure impact Summer 2022	To ensure girls responses become amber or green in next PASS survey	PASS survey completed and appointment of new Student Support Officer position. Meetings with targeted student - action plan in place
2.7 To promote culture of being "In Your Element"	<ul style="list-style-type: none"> <li>providing form time to explain and promote being in your element</li> <li>Link to curriculum rationale planning</li> <li>Linked to GradU8</li> </ul>	TMY	FPY	Autumn 2021 Impact Summer 2022	Every form room has an in your element display board	Embedded in GradU8 provision

### SI3: To Develop The Whole Child

3.1 Implementation of equalities action plan including focus to reduce number of racist and homophobic comments	<p>Our action plan is on website and priorities include:</p> <ul style="list-style-type: none"> <li>CPD on unconscious bias (to Governors in first instance)</li> <li>Setting of student equality groups (MJN)</li> <li>Monitoring rewards and sanctions based on protected characteristics</li> <li>Raising aspirations for girls (DTI)</li> <li>Introduction of multi-cultural evening</li> <li>BHM promotion of positive role models (Autumn1)</li> </ul>	TMY	FPY DTI	Autumn 2021 - Summer 2022	<ul style="list-style-type: none"> <li>Reduction in homophobic and racist incidents</li> <li>Successful implementation of action plan</li> <li>A school culture where resources and images reflect the diversity of our community and nation</li> </ul>	<p>The Equalities committee has met and set priorities which are on the school website. Whole school projects like non-uniform day to support LGBT helpline and assemblies on focus of racism</p> <p>Equality aims displayed outside Head's office</p> <p>BHM including promotional materials</p> <p>identity pictures in school corridor linked to proud to be me theme</p>
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						<p>50% reduction in Autumn term. Personalised responses lead to further reduction after catch up</p> <p>Meeting with all new EAL students and priority EAL Autumn1</p>
<p>3.2</p> <p>To embed Holbrook characteristics in pastoral programme</p>	<ul style="list-style-type: none"> <li>• Use assemblies and tutor time to raise awareness (Spring FPY)</li> <li>• Introduce Gradu8 linked to Holbrook characteristics (Autumn 2 FPY)</li> </ul>	FPY		<p>Autumn 2021 - Gradu8 event in July 2022</p>	<ul style="list-style-type: none"> <li>• Map of assembly foci</li> <li>• Measure impact through range of quantitative and qualitative outcomes</li> <li>• launch of Gradu8 programme for 2021-22 cohort</li> </ul>	<p>Holbrook characteristics explored in enrichment time and new display of characteristics has been created to promote. Start of Holbrook kindness awards Embed in new Gradu8 programme</p>
<p>3.3</p> <p>To promote the Arts across the Academy; including applying for Artsmark Award</p>	<ul style="list-style-type: none"> <li>• To apply for Artsmark award (DSA)</li> <li>• To plan for form group consisting of our Performing Arts Scholars (Summer)</li> </ul>	TMY	DSM KMR	Summer 2022	<ul style="list-style-type: none"> <li>• A thriving Arts provision which invests in future talent of our students</li> </ul>	<p>We have appointed a full time Drama teacher and new Head of Performing Arts. Finance for production invested in new Drama studio alongside new recording studio</p>

#### SI4: To Enhance Collaborative Professionalism

PRIORITY	ACTIONS	LEAD	Monitoring	TIMESCALE	SUCCESS CRITERIA	Impact / Evidence
4.1 Safeguarding All school leaders fulfil their duties to keep the school safe.	<ul style="list-style-type: none"> <li>External audit of safeguarding required as priority (Autumn 1)</li> </ul>	FPY	Safe-guarding audit	On-going	<ul style="list-style-type: none"> <li>Safeguarding is secure and meets the priorities / needs of our organisation</li> </ul>	Safeguarding external audit planned
4.2 To monitor implementation of Covid-19 RA	<ul style="list-style-type: none"> <li>Routine monitoring of RA and implement any actions from this process</li> <li>To ensure consistent promotion of testing</li> </ul>	TMY	SBY	On-going	<ul style="list-style-type: none"> <li>Assurance that our RA is secure and meets the specific requirements of our site, students and workforce.</li> </ul>	RA is regularly updated with governor support.
4.3 To ensure overview of Governor training and extend skill set	<ul style="list-style-type: none"> <li>Overview of Governor training required; prioritising safeguarding (LCU Autumn2)</li> </ul>	TMY	LCU	Autumn 2021	<ul style="list-style-type: none"> <li>Governors trained to meet the challenge and demands of their role</li> </ul>	Audit of Governor training as next step Link meetings taken place in Summer 2020
4.4 To ensure JD in place for all positions and clear overview of roles and responsibilities; including for all subject leads	<ul style="list-style-type: none"> <li>To ensure JD is updated for every role (SBY)</li> <li>To create standard JD for subject leads</li> </ul>	TMY	SBY	Autumn 2021	<ul style="list-style-type: none"> <li>To ensure JD in place for all positions and clear overview of roles and responsibilities; including for all subject leads</li> </ul>	A number of JD have been updated Audit of JD required
4.5 To introduce new Middle leaders forum	<ul style="list-style-type: none"> <li>To coordinate DIPs and set agenda items</li> <li>Meaningful collaboration with clear impact (Autumn1)</li> </ul>	TMY	HODs	Autumn 2021	<ul style="list-style-type: none"> <li>To promote professional collaboration</li> </ul>	Meetings set in school calendar. Minutes available.

4.6 Introduce a wellbeing charter for all Academy members	<ul style="list-style-type: none"> <li>Work with TBT and Governor to compile wellbeing charter (TMY)</li> </ul>	TMY	FPY TBT		<ul style="list-style-type: none"> <li>To promote professional collaboration</li> </ul>	Evidence from staff audit shows good impact and progress
4.7 Ensure consistent student council meetings which have impact; using a you said we did format	<ul style="list-style-type: none"> <li>FPY to ensure regular meetings with student council with clear indicators of impact</li> </ul>	FPY			Overview completed Summer 2022	Students feeling they are key voice in decision making at Holbrook