

5 YEAR STRATEGIC VISION FOR HOLBROOK ACADEMY (Revised October 2022)

2021-22	2023	2026
<ul style="list-style-type: none"> Progress and outcomes: effective use of catch up, feedback, Afl and targeted interventions 	<ul style="list-style-type: none"> Clear evidence of progress in academic outcomes alongside clear strategic direction for Disadvantaged cohort 	<ul style="list-style-type: none"> Outcomes at / above national average for all groups of learners – prioritise Disadvantaged and SEND
<ul style="list-style-type: none"> “School of choice” programme including visits to local primary school 	<ul style="list-style-type: none"> Holbrook outreach work with local schools; including use of new Science lab 	<ul style="list-style-type: none"> Holbrook embedded as outward looking Academy in sustainable partnerships with local schools
<ul style="list-style-type: none"> Policies cycle established Systematic review and monitoring of policies embedded 	<ul style="list-style-type: none"> Robust distributed leadership established 	<ul style="list-style-type: none"> Succession planning in place
<ul style="list-style-type: none"> Establish sustainable partnerships, supply chains and independent reviews. Review local / national Trusts Focus on KS3 moderation with Debenham school 	<ul style="list-style-type: none"> Sustained partnership including / systematic independent reviews Due diligence EAST Trust Teachers enhance cross-centre collaboration 	<ul style="list-style-type: none"> Holbrook formed sustainable partnership with local schools
<ul style="list-style-type: none"> Staff and student wellbeing at core of decision making Responding effectively to student voice Introduce Restorative Approaches 	<ul style="list-style-type: none"> Restorative approaches embedded Student voice routinely informing decision making Professional collaboration is embedded in Holbrook Wellbeing Charter 	<ul style="list-style-type: none"> A strong and cohesive learning community
<ul style="list-style-type: none"> Establish whole school curriculum intents; increase in EBACC intake Curriculum reviewed by cross Dept. working party Literacy action plan, including introducing Accelerated Reader Introduce Mindfulness in curriculum 	<ul style="list-style-type: none"> % EBACC at average for local vicinity Accelerated Reader increasing reading ages Mindfulness embedded in school timetable Strengthen cross-curriculum approaches Dance developed in KS3 curriculum Literacy is embedded across the school; including reciprocal reading 	<ul style="list-style-type: none"> Significant majority of students take EBACC pathway Dance embedded in KS4
<ul style="list-style-type: none"> Overview of teaching strengths and areas for development linked directly to CPD 	<ul style="list-style-type: none"> Tiered CPD embedded using partnership schools Parent tours around school to celebrate learning 	<ul style="list-style-type: none"> Quality first teaching embedded across the school

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<ul style="list-style-type: none"> Personalised pupil premium support promotes individual progress 	<ul style="list-style-type: none"> Delivery of Disadvantaged action plan 	<ul style="list-style-type: none"> Outcomes for Disadvantaged students / all groups of learners is at / above national average
<ul style="list-style-type: none"> Compliance of Equality duty and effective delivery of school's equality priorities 	<ul style="list-style-type: none"> Going "beyond tolerance"; celebrating difference 	<ul style="list-style-type: none"> Multi-cultural evening as a community event
<ul style="list-style-type: none"> Holbrook established as a "good neighbour" Sharing sports centre with local community 	<ul style="list-style-type: none"> Delivery of cost of living action plan to support community at time of need 	<ul style="list-style-type: none"> Leading community events including the Holbrook Festival of Arts Leading adult learning in community
<ul style="list-style-type: none"> Holbrook characteristics introduced Introduction of GradU8 programme Active ecology group (Eco-warriors) 	<ul style="list-style-type: none"> Holbrook characteristics embedded and having impact in our school and community 	<ul style="list-style-type: none"> Being carbon-neutral school Leading citizenship in our local community
<ul style="list-style-type: none"> Introduce corridor code and revise behaviour and rewards policy to promote consistency Promote student self-regulation 	<ul style="list-style-type: none"> Consistency embedded Self-regulation is embedded Restorative approach training across school 	<ul style="list-style-type: none"> Restorative approaches embedded across the school
<ul style="list-style-type: none"> Investment in Drama / dance teaching Professional filming of school production 	<ul style="list-style-type: none"> An enriched extra-curricular programme Renowned performing arts provision; including introduction of Performing Arts Ambassadors form Promote creativity / students being "in their element" Debating club established Enhancing live theatre experiences 	<ul style="list-style-type: none"> Delivery of "Holbrook experience" including residential, visit to theatre and meeting an author
<ul style="list-style-type: none"> Student visits to universities Careers guidance measured against Gatsby benchmarks Establishing alumni Introducing post-18 tracking 	<ul style="list-style-type: none"> Student visits to universities Establish Oxbridge club Gatsby Benchmarks embedded No student NEET An enriched alumni programme; Ex-Holbrook students routinely inspire current Holbrook students Established post-18 tracking 	<ul style="list-style-type: none"> Evidence base to demonstrate raising aspirations post-18

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<ul style="list-style-type: none">• Robust financial management including priorities for expenditure• Maintaining NOR• Investing in IT: the IT resources to learn and teach effectively	<ul style="list-style-type: none">• Immersive classroom in practice to promote• STEM	<ul style="list-style-type: none">• IT skills and resources routinely monitored and updated; enhancing the technological benefits gained through lockdown to enhance learning for all
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