HOLBROOK ACADEMY

ACADEMY IMPROVEMENT PLAN

2022-2023

SI1: To Deliver Quality First Teaching and Intervention			
PRIORITY	**ACTIONS**	**SUCCESS CRITERIA**	**Impact/ Evidence**
1.1 All subjects are consistently applying our marking and assessment procedures including next steps and maintaining assessment folders records	• Formative and summative assessment used consistently to identify gaps in knowledge; co-ordinated by middle leaders forum. • Model green pen response (KND A1) • QA for monitoring Assessment Folders	• QA monitoring evidence • Evidence of personalised progress in folders and exercise book	• Hods QA notes from allocated time • SWA QA of SEND students • PM documentation • Performance Development observations with additional focus on assessment methods inc. next steps, green pen and folders.
1.2 Implementation of Disadvantaged and SEND action plan	• Cross reference Disadvantaged action plan (TMY A1-S2) • Cross reference SEND action plan (SWA A1-S2)	• Improved outcomes for Disadvantaged and SEND cohorts	• Evidence of progress RAG rated Disadvantaged action plan • Evidence of progress RAG rated SEN on Development Plan SEN development Plan

1.3 Subject and progress priority focus	● Underperforming subjects identified; LM meetings set; RAP meetings set (KND AU1) ● Consistent monitoring and intervention (KND) ● Update Governors on termly basis (KND/ HODS) ● Build on EngMa 4+ and 5+ with an achievable target of 70% and 50% respectively. ● Whole school focus on HPAG and Boys	● Gaps in both attainment and progress will be closed for residual outcomes. ● EngMa 4+ 70% ● EngMa 5+ 50%	● Notes and actions from RAP meetings ● Minutes of Governors meetings ● Data drop ● Targets set in DIPs for EngMa ● Boys and HPAG underperformance referenced in DIPs, PD targets and RAP meetings (in addition to subject-specific priorities)
1.4 Extended opportunities to promote reading; including effective use of Accelerated Reader (AR)	● AR: To ensure we celebrate success (including word millionaires!) (TMY / DDK A1-S2) ● AR: To ensure we intervene where there are concerns about pupils literacy level; including use of Reading Mentors (DDK, SWA A1-S2) ● To promote love of reading (TMY & KMG A1-S2) ● To use form time to promote reading at KS3 and Enrichment time at KS4 (MLM & MTR A1-S2) ● Literacy Online - testing twice yearly to create reliable measures of KS3 reading comprehension and spelling ● Intervention and support in SSC and SEN (SCE & SWA) ● Cross reference literacy action plan (TMY)	● A clear overview of literacy levels which determines rewards and intervention ● Demonstrable impact of interventions through impact reports ● A culture that celebrates reading	● RAG rated literacy action plan to show progress ● Monitoring evidence of reading in form time ● Reading audit ● CATs data ● PM targets ● KS 3 students have been tested for Reading Comprehension and spelling ● Dyslexia Gold intervention in place for year 7's under expected RA ● Peer Reading intervention in place for year 8's under expected RA
1.5 Consistent implementation of Rewards and Behaviour policy in classroom Ensuring we create an environment where all students feel they can ask for support	● Guidance for cover teachers (KND A1) including Holbrook Behaviour Blueprint and the Behaviour Handbook (FPY A1) ● Analysis of use of on call to inform support for teachers and professional dialogue (MLC/FPY A1-S2) ● Weekly Form Notices to communicate priorities and progress (MLC A1-S2) ● Daily behaviour briefing with Deputy Head, Head and Behaviour Manager linked to CPD and support (TMY/ KND/ MLC/FPY AU1-SU) ● Form time template shared with form tutors in conjunction with provided resources and assemblies to complete during tutorials (MLC A1) ● Use of RAG to enhance classroom environment for seeking support ● Use of student council to ensure classroom environment for seeking support (TMY AU1)	● Staff and student survey, SIP report shows greater evidence of consistency ● PASS survey shows improvement in students feeling they can ask for support	● RAG rated behaviour action plan ● Overview of PASS interventions Autumn Term ● Minutes of student council ● Staff training on new behaviour policy (Sep 22) ● Behaviour Management training (Jan 23) ● All year assemblies on Student Code of Conduct and Behaviour Basics (Sep 22) ● Form time activity on Student Code of Conduct and Behaviour Basics (Jan 23) ● Termly behavioural analysis/Weekly behavioural analysis ● Staff survey (Dec 22) ● Parental survey (Dec 22) ● Behaviour Audit/SIP Visit Report

1.6 To extend a maritime curriculum to meet needs of local community	• Establish maritime advisory links to inform next steps. (KND A1) • Organise extracurricular opportunities for students in Year 7 • Prepare for progression of trial Year 7 cohort into Year 8	• A curriculum model that is more relevant to local needs • To promote students engagement in classroom	• Evidence in PD targets. • Case study and curriculum map on school website. • Presented journey so far to assembled Head Teachers and Trust leads at Cowes. • Leading practitioner shared good practice with staff in Aut CPD
1.7 Effective delivery of tutoring support	• Explore possibility of uniting SSC with SLT (School-led Tutoring) as Holbrook's ongoing solution to Catch-up. (KNDA1) • Ensure SLT funding directly benefits those that need it most, and monitor students outcomes as a designated Research Group. Focus on progress above attainment (KND)	• Use of targeted finance has a demonstrative impact on student progression. Clear evidence through impact reports	• Analysis of previous year's NTP use identified overwhelming success in early intervention - shared with governors. • Three members of staff trained for SLT (school-led tutoring) to link tutoring with SSC. • PPG families contacted to offer NTP hours - moderate uptake across all years.
1.8 To enhance communication with parents on teaching and learning; including programmes of study	• Website updated and communicated with parents (TMYA1) • Parents Information Evenings promote teaching and learning practices and routines (KNDA1) • Blended approach to progress meetings to improve parental engagement with teachers (All. A2)	• Improvement in parent survey on parents feeling that they know what their child is studying at school and the progress they are making	• Updated website and Head's communication • Successful parent information evening advising students ahead of options choices in Year 9 - parent and governor feedback used to inform minor improvements to process.

SI2 To Embed High Expectations

PRIORITY	ACTIONS	SUCCESS CRITERIA	Impact/ Evidence
2.1 Improve attendance with priority focus	• Attendance Impact Statement (Termly and annually) to identify priorities / action plan (FPY AU1) • Weekly data capture to inform weekly priorities and students at risk of PA and other key focus groups such as FSM, LAC, MIL, SEND and in year joiners (SSD AU1) • Close support and monitoring of In Year Admissions with history of low attendance/school refusal (FPY on-going)	• Reduction in PA figure • Increase in whole school attendance (Target of 94.5%+)	• Half termly review of attendance • Governors report and feedback on attendance • Live tracking of attendance via Go4Schools • SIP visit meeting and scrutiny of data, actions and impact
2.3 To embed Restorative Approaches across the school	• Introduce form to be completed before a restorative meeting takes place (FPY AU1) • Lanyards scripting (FPY AU1) • Restorative questions part of Behaviour Blueprint and Detention Reflection Sheets (FPY AU1) • Restorative Script part of new Rewards and Behaviour Policy (FPY) • Restorative Log - coordinated support for requests for restorative facilitators (FPY)	• Restorative Approaches becomes a defining feature of our school community for all stakeholders	• Restorative language part of everyday practices regarding Behaviour Blueprint and restoration of relationships after poor behaviour aka "Rebuild" • RJ log being used and meeting taking place
2.4 To intervene strategically in response to PASS survey	• Student Support Officer mentors students that scored low and works with them to help them improve engagement and outcomes (MTR, SKY AU1) • C/ref PASS action plan (MTR AU1)	• Improved outcomes for identified priorities	• Overview of PASS interventions Autumn Term

SI3: To Develop The Whole Child

3.1 Implementation of equalities action plan including focus to reduce number of racist and homophobic comments	• Cross reference Equality action plan (TMY A1-S2)	• Reduction in homophobic and racist incidents • A school culture where resources and images reflect the diversity of our community and nation	• Student equality statement • RAG rated Equality action plan • Displays across the school - including Black History Month
3.2 To promote the concept of "being in your element" for each student	• Use assemblies and tutor time to raise awareness (A1 TMY) • Portfolio for Reception prompting this concept (TMY) / Art time is to be used to support • Enrichment - broaden choice of learning activities (KMR A1)	• Promotion of this concept as a key theme across the school • Every student knowing what for them it mean to be in their element	• Enrichment programme • Overview of extra-curricular
3.3 A renewal of student council and clear evidence of impact	• Routine student council meetings with minutes that are distributed (MJNA1) • Clear evidence of "you said we did" (TMYA1) • Representatives from each form group attending meeting (A1TMY)	• A student council that shapes school community and has impact	• Minutes of student council meetings
3.4 To monitor and enhance engagement of extra curricular activities	• Clear overview of activities and engagements (MTR AU1) • Focus to develop engagement linked to Disadvantaged action plan (MTR/ TMY SP1)	• High levels of engagement • Broad spectrum of opportunities	• Overview of extra-curricular

SI4: To Enhance Collaborative Professionalism

PRIORITY	ACTIONS	SUCCESS CRITERIA	Impact / Evidence
4.1 Safeguarding All school leaders fulfil their duties to keep the school safe.	● Safeguarding external audit re-visit (FPY SP1) ● Routine surveys for both confidence and competence (FPY) ● Whole staff training (FPY Prevent & Radicalisation Sp1) ● Routine SCR checks (half termly FPY/ TMY) ● Termly Governors Report / Headteachers Report/ Staff Newsletter on Safeguarding Priorities for each term (FPY)	● Safeguarding is secure and meets the priorities / needs of our organisation	● Safeguarding Audit books for Spring Term 2023 ● Termly Staff surveys and quizzes ● Weekly safeguarding meetings/minutes ● Safeguarding directory ● Safeguarding updates/newsletter (Termly) ● MyConcern filesharing document and sign off for staff
4.2 To respond as a school community to the cost of living crisis	● Cross reference Cost of Living action plan (TMY A1-S2) ● Review of cost of uniform and value for money (KND / FPY) ● Establish a formal route and purpose for charitable donations (Just Giving) (KND AU1)	● The Academy uses the resources and talents at our disposal to support meet the the challenges within our community in response to the cost of living crisis	● RAG rated cost of living action plan ● Over £700 donated to Basket of Basics charity page ● Radio Suffolk interviews with Head to raise profile
4.3 To monitor and maintain overview of Governor training and extend skill set according to need	● Training on data and finance (A1 KND / SHS) ● Overview of Governor training required established (TMY Spring2). Action plan to follow audit ● ESFA support (SHS AU1) ● Link to MAT collaboration (TMY)	● Governors skill set meet the challenge and demands of their role	● Governors meet with EAST Trust ● Minutes from Governor's meetings ● Governor skills survey
4.4 To commence due diligence to joining Multi-Academy Trust	● Cross reference Timeline / action plan (HBR, TMY & EAST Trust AU1-SU2) ● Meeting with teachers and Governors 11th October (TMY AU1) ● Monitoring views of stakeholders at each point and maintaining an objective approach	● Strengthened partnerships and collaboration	● Minutes from meetings regarding EAST/ MAT

Key Performance Indicators:- National Progress 8 measures / Internal progress data / Attendance / NOR / PASS survey / Parent survey /Staff survey