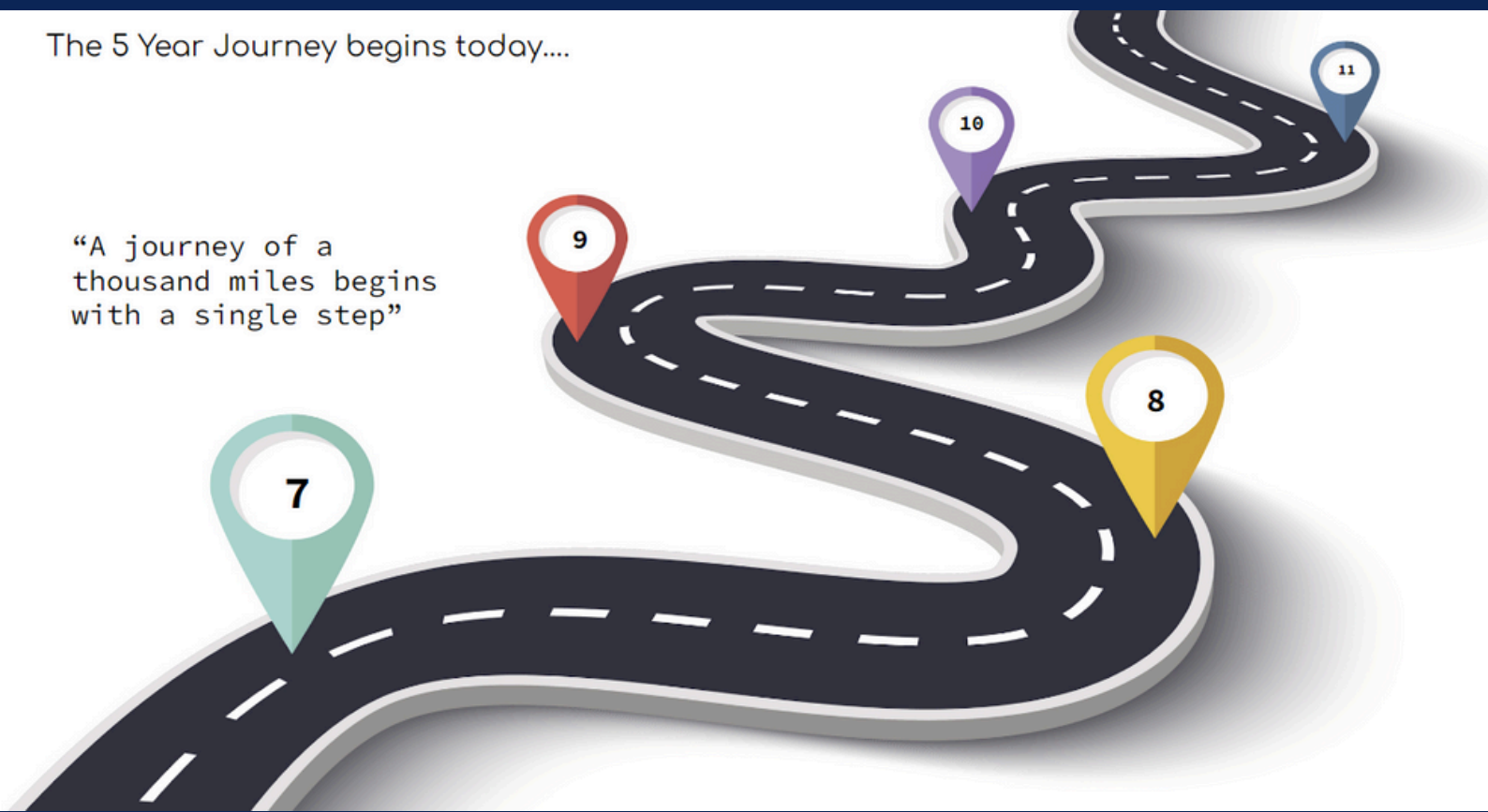


Holbrook Academy: A Guide to Transition

The 5 Year Journey begins today....

“A journey of a
thousand miles begins
with a single step”



Headteacher's Welcome



Holbrook Academy is located at the heart of the beautiful Shotley Peninsula – benefitting from stunning rural landscape and seascapes.

At Holbrook Academy, we take immense pride in our school community where students are provided with the support and opportunities to develop into successful, well-rounded members of society. Whilst our size may be modest, our commitment to excellence knows no bounds and we aspire for our students to reach 'to infinity and beyond.' It is our size that allows us to recognise our students as individuals and to encourage them to develop essential skills and characteristics that will benefit them beyond their learning journey with us, no matter their prior learning or their perceived ability or circumstances.

At the heart of our ethos lies the belief that pastoral support and academic achievement are inseparable. Our dedicated staff provide unwavering support, with the relationship between staff and students allowing every student to feel valued, nurtured and empowered to reach their full potential.

We believe in offering a broad curriculum that promotes excellent achievement. We make no apology for having the highest standards and expectations for behaviour and attitudes and believe that, with a collaborative approach, we can ensure the best outcomes both socially and academically for every student.

I am very proud to be Headteacher of Holbrook Academy from September 2024 and welcome you on this very exciting journey with us.

Mrs C Elliott

Our History

There has been a village school in Holbrook for more than 150 years. Originally, the building now known as the Primary School was called Holbrook Elementary School, teaching Holbrook children from age 5 to 13 or 14, with a Pupil Teacher Class for more able pupils. In the 1930s, what was called the 'Top School' was built. The two buildings were run by one headteacher and became known as Holbrook Area School. This arrangement continued until September 1954 at which time the two parts of the school separated; the Primary appointing its own head and the 'Top School' becoming Holbrook Secondary Modern School. With the coming of comprehensive education in the 1970s, it became a High School. The school opted out of local authority control in 2011 and was renamed Holbrook Academy in 2013.



The Academy is grateful to Marion Leeson, Holbrook Parish Recorder and a former teacher at the School, for her agreement to help prepare a more detailed history. If you have material, particularly photographs, you believe might be useful, please let Marion know via the Academy.



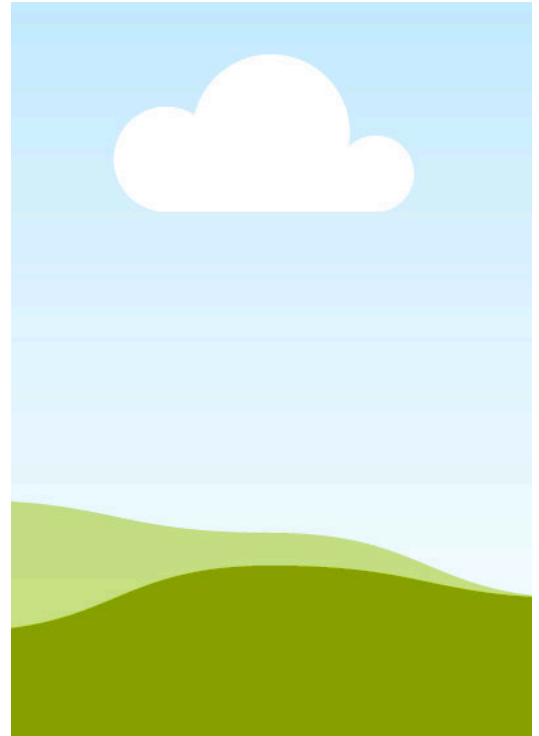
Our Aims and Values

Values

Holbrook is a happy, vibrant, aspirational place where each and every person feels valued and inspired to do their very best every day.

Holbrook is a school for everyone – we welcome all children from across the peninsula and beyond and we treat each child as an individual. We are an ambitious independent academy with a staff team who are determined and passionate about their work. We want to make sure each student achieves their very best from their time with us and grows into an exceptional and confident young adult ready for the next stage of their life.

We are a small school which means we really get to know our students, our staff, our families, friends and our community. Holbrook is a caring and compassionate place, where our students have the space to flourish and feel nurtured.



Aims

- A school of excellence: academic and vocational outcomes, sport, music and live performance : well beyond our local counterparts
- All staff have such high standards and aspirations that pupils are self-motivated - our investment in transition, Year 7 and 8 will create the qualities, attitudes and momentum for all students to achieve their potential
- Teaching and leadership is of the highest standard in all areas of the curriculum and this is underpinned by a robust and well sequenced curriculum that reflects pupil needs
- A place where we retain teachers and support staff who want to be a part of the Academy because of the support, respect and coaching they receive from leaders and their peers
- We are community-centred and the wellbeing of all is that its members are respected and supported. We have strong and collaborative relationships with our local schools and have a developed a calendar of shared events that become community rites of passage
- We link meaningfully locally, nationally and internationally to other groups and organisations which broadens our horizons to look beyond the Peninsula - Other schools and organisations/ Kampala Children's Centre in Uganda.

AD INFINITUM, ET ULTRA

Our belief is that 'everybody can be somebody' and we encourage students to believe in their own limitless potential.

Our motto, 'ad infinitum, et ultra' (to infinity and beyond) - reminds our students that they can rise to and set themselves challenges, overcome barriers and have belief and confidence in themselves and their futures.

HOLBROOK CHARACTERISTICS:

TOLERANCE

RESILIENCE

CONFIDENCE

KINDNESS

DETERMINATION



STAFF

Who's who?



Mrs C Elliott

Headteacher



Mr G Anstee-Parry

Deputy Headteacher



Mr K Newstead

Assistant Headteacher



Mr D Sansom

Assistant Headteacher



Mrs A King

Assistant Headteacher



Mrs K Darby

Assistant Headteacher and SENCo



Mr M Le Marrec

Head of Year 7 and Behaviour Manager

Safeguarding

If you are worried about your child please do get in touch with their form teacher and we will do our very best to help. If it is a concern about progress in a subject, friendship problems, bullying, health issues or their emotional well-being, we will try to help find a solution with you and to give them the best possible support in school.

If you are worried about your child or any other child being at risk of harm, then we have a safeguarding responsibility to help. We will not be able to investigate but we will be able to pass the concerns on, in confidence, to the authorities who will help immediately. The person you should speak to first is Mrs King, our Designated Safeguarding Lead. Leave your number with the school and Mrs King or one of our Alternate Designated Safeguarding Leads, will call you back.

If you have worries about your child's safety online then our website has lots of useful information and can help you take steps to keep them safe. If you are worried about who your child is talking to online you can get instant advice and support on this site.



The safeguarding team (September 2024):

- Mrs A King – Designated Safeguarding Lead (DSL)
- Miss S Crabtree - Deputy Designated Safeguarding Lead (DDSL)
- Mr G Anstee-Parry – Alternate Designated Safeguarding Lead (ADSL)
- Mrs M Jackson - Alternate Designated Safeguarding Lead (ADSL)
- Mrs F Chapman - Alternate Designated Safeguarding Lead (ADSL)
- Mr D Sansom - Alternate Designated Safeguarding Lead (ADSL)

CONDUCT AND ETHICS

Behaviour

Here at Holbrook Academy, we pride ourselves on the warm, welcoming atmosphere where everybody truly can be somebody.

Students talk of the acceptance and tolerance of different beliefs and how safe they feel coming to school. Staff and students work on the underlying principles of mutual trust and respect for one another.

We have very clear and consistent expectations of our students in terms of how they should conduct themselves in lessons, during break and lunch times, as well as how they move around the building.

These expectations are laid out in our behaviour policy which can be accessed from the school website and summarised by these key points:

CLASS TEACHERS SHOULD:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use the ClassCharts rewards system and follow up with phone calls/postcards home.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

STUDENTS SHOULD:

- Be ready – All students will be ready to learn and have the correct equipment / uniform.
- Be respectful – All students to display a level of respect for themselves, their peers, their teachers and their property / surroundings.
- Be safe – All to ensure the safety of others – Verbally and physically.
- Be silent and attentive whilst teacher or peers are talking.
- All students will follow and adhere to basic instructions given.

Heads of Year, Form Tutors and the Pastoral Team will monitor the behaviour and wellbeing of all students by analysing ClassCharts points and intervening where necessary.

Where an individual's behaviour falls short of the high standards we expect from our students at Holbrook Academy, there are sanctions available to teaching staff which will be applied in line with the severity of the action. There will always be a restorative action involving the student and member of staff, where applicable. Further details of these can be found in our behaviour policy.

CHOICE AND CONSEQUENCE

Rewards and Sanctions

All behaviours, good and bad, are recorded on ClassCharts. Staff will routinely recognise positive behaviours in their classrooms and each behaviour builds a pot of points which the pupils can spend on the ClassCharts store and goods will be delivered to them via form time. Further recognition is given via half-termly celebration assemblies, leadership boards and end of term reward trips.

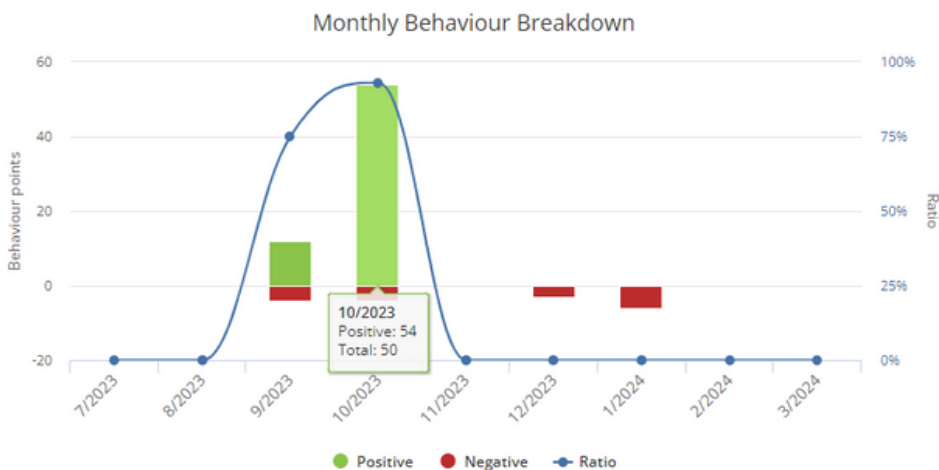


For poor behaviour, it will also be logged as a minus point and will usually be coupled with a sanction depending on the severity. This could include:

- Verbal reprimand
- Loss of social time
- A period of time in the Isolation Suite
- Suspension from school
- Permanent Exclusion

The screenshot shows a list of items available for purchase in the ClassCharts store. Each item is displayed with an image, a name, a description, and a point value in a blue box. The items are:

- Duck eraser**: 75 POINTS. Description: Great for erasing mistakes.
- Fountain Pen**: 150 POINTS. Description: Try not to get the ink everywhere!
- 4 Gb memory stick**: 300 POINTS.



ENGAGEMENT

Attendance and Punctuality

Regular school attendance and good punctuality will enable your child to take full advantage of the educational opportunities available within our school. High attainment depends on good attendance.

Students should be in their Form Room by 8.40am Form Tutors should save registers by 8:45am.

Parents/carers key points:

- Ensure your children attend school regularly;
- Ensure that an absence form is completed or evidence is provided in advance of any planned absences
- Ensure that medical evidence is provided to confirm absence as a result of illness if requested by the school
- Ensure the school has accurate phone contact numbers;
- Support your children's attendance by keeping requests for absence to a minimum;
- Do not expect the school to automatically agree any requests for absence, and not condone unjustified absence from school;
- Notify the school on every day of absence, using the Schoolcomms or leaving a message on the absence line;
- Ensure your children arrive on time, properly dressed and with the right equipment for the day.

Whilst the occasional day of absence may not seem to have much impact, the table below illustrates the cumulative effect on lost learning hours as overall attendance declines.

% Attendance	Daily attendance	Days absence	Learning hours lost (5½ hours per day)
100%	190 days	0	0
99%	188 days	2	11
98%	186 days	4	22
97%	184 days	6	33
96%	182.5 days	7.5	41¼
95%	180.5 days	9.5	52¼
94%	179 days	11	60½
93%	177 days	13	71½
92%	175 days	15	82 ½
91%	173 days	17	93½
90%	171 days	19	104½
89%	169 days	21	115½
88%	167 days	23	126½
87%	165 days	25	137½
86%	163 days	27	148½
85%	161.5 days	28.5	156¾
84%	159.5 days	30.5	167¾
83%	158 days	32	176
82%	156 days	34	187
81%	154 days	36	198
80%	152 days	38	209

Student Voice

The Student Council meet regularly and raise the issues affecting the young people inside and outside of school Their voice informs actions and decisions we make as a community.

Our Student Council is an integral part of our school community. When asked what students cherish the most about their school their responses included:

"I cherish the atmosphere in Holbrook"

"...all the teachers are helpful and so welcoming"

"I really value the sense of community at Holbrook. Everyone knows everyone"

"... the homely environment is something unique to Holbrook and something that I know everyone (student and staff) appreciates greatly."

"The school has always done an astounding job at promoting inclusivity and equality"

"I cherish that the school is relatively small regarding the number of students and would like to keep it that way"

"I like that we have forms who are like our family at school and can support us emotionally"

"What I really cherish about Holbrook Academy is that the teachers and support staff are really fun on school trips; for example getting involved with games that the students are playing."

"...most importantly our teachers and support staff always support us"



For the academic year, our Student leadership team is:

Gyllis

Bethan

Josh

Margot

Chloe

They will lead a team of prefects in Year 11.



How we measure progress?

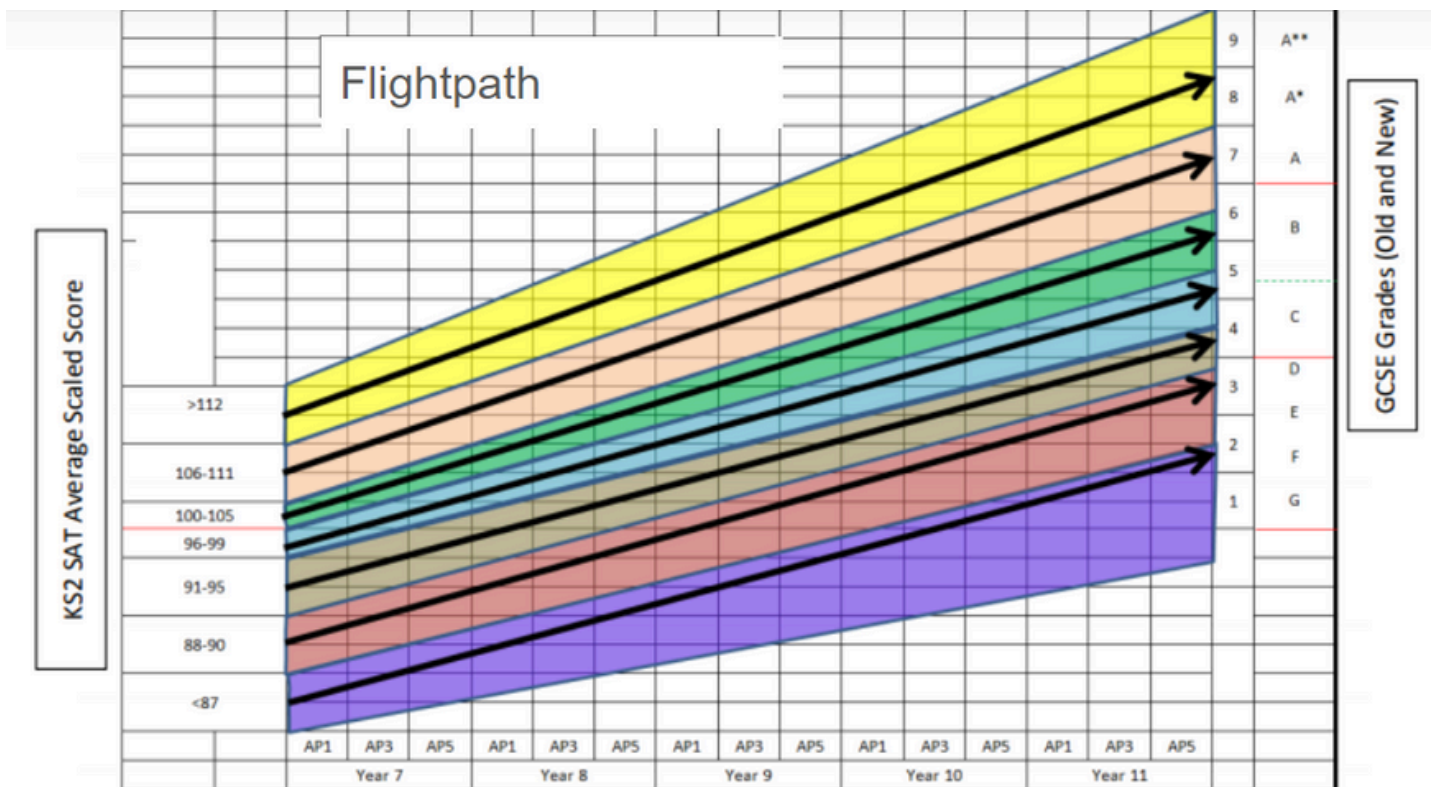
At Holbrook Academy, we measure progress in all sorts of ways. It is worthwhile explaining the GCSE grading system though as we use this throughout to ensure that there is one flightpath that we use in all 5 years.

The GCSE grades have probably changed since you last sat them so to break it down simply, there are now numerical not alphabetical grades; 9 is the highest and 1 is the lowest. Most pupils will finish in Year 11 with grades 3 to 5. However, at Holbrook Academy we want your children to be aspirational in what they achieve - we are not the average school.

Old grades	New grades
A*	9
A	8
B	6
C	5 Strong Pass 4 Standard Pass
D	3
E	2
F	1
G	1
U	U

How do we communicate progress?

A 'Flight Path' is a way to communicate student progress. It is a journey. We use this to assess whether a student is On track, or above, or below the line. We utilise Go4Schools to track progress and parents/carers will receive a progress report, a full end of year report and an opportunity to attend a Progress Evening. A pupil's target grade is determined from the SATS score.



Home Learning

Homework and home learning tasks will now be set using a combination of ClassCharts and Google Classroom; these are important teaching and learning tools which allow maximum engagement between teachers and the students we teach.

Home learning falls into the following categories:

- Preparatory work for upcoming and new topics
- Extension work that builds on prior knowledge gained within the classroom
- Revision skills and 'mastery' of learning
- Provide opportunities for students to be independent
- Extended tasks that require students to demonstrate time-management and other organisational skills

Parents/carers can monitor the homework that has been set using the ClassCharts app; this will provide weekly updates about what homework has been set and when it is due, along with a wealth of other information in relation to progress, attendance and behaviour.

Tasks set will be easy to follow for both students and parents. They must have clear instructions and explanations and must be fully resourced so that students / parents can access them. Work set should be suited to the needs and abilities of the learners in each group.

“**HOMework IS NOT AN OPTIONAL EXTRA, BUT AN ESSENTIAL PART OF A GOOD EDUCATION.**” –
1999 White Paper, Excellence in Schools



Google Classroom



The amount of time allocated for homework will vary according to each subject, but as a rough guide, each subject will expect students to be working on their home learning tasks each week for following amounts of time:

- KS3 (7/8): 30 minutes per subject, per week
- KS3 (9): 45 minutes per subject, per week
- KS4 : 60 minutes per subject, per week + additional revision at school and at home

For KS4 students, please use your GCSE revision packs and planners, GCSEPod and Google Classroom.

THE DIGNITY OF DIFFERENCE

Celebrating Diversity



Here at Holbrook Academy we are committed to promoting diversity and equality in every aspect of school life. Through our curriculum, and especially subjects such as Philosophy, Religion and Ethics alongside Life Skills, we aim to explore diversity in its variety of forms.

We aim to create a united and cohesive community through our commitment to fairness and justice. We respect diversity and challenge and act upon all forms of discrimination and inequality, including racism, homophobia, sexism and other forms of discrimination and prejudice.

In assemblies to take positive action to illuminate the pupils awareness of racial and social harmony by exploring different challenges that us, as a society, face together. This in turn is shared and discussed in form groups to create an even more personalised environment for this joint exploration.

There is an unwavering focus to ensure that all students have equal opportunities to be the best version of themselves irrespective of gender, ethnic or racial background, religion, ability or sexuality.

We promote British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy. Our shared values, consideration of each other and pride in who we are as community underpin every interaction and decision in our school. We are proud of who we are and what we represent.



British Values

What are 'British values'? The Government has asked all schools to ensure students understand British values. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Here's how we do this at Holbrook Academy:

DEMOCRACY

Pupil voice is at the centre of Academy life. Throughout the year, students are asked directly for their feedback on different aspects of their school life. This allows the students to express their views effectively and demonstrate the impact of a real platform for expression. All have the right to vote during the election process for new Head Prefects each year and the School Council. We also hold regular debates, mock elections and votes on issues they select. Our students also choose which charities they'd like to support and decide how to run their own fundraising events.

THE RULE OF LAW

Our students will encounter rules and laws throughout their entire lives. We want our students to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to. This understanding of the importance of rules is consistently reinforced through assemblies and our curriculum. The involvement of our students in the creation of the school rules helps them to understand the reasons behind the rules and the consequences if they are broken. Through the Philosophy, Religion and Ethics lessons, students debate and discuss the reasons for laws so that they can recognise the importance of these for their own protection.



INDIVIDUAL LIBERTY

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, student choice is key to motivation and learning tasks are often left for the child to decide upon.

MUTUAL RESPECT

Our rules, expectations and daily interactions are built upon mutual respect. Our thorough transition process helps create a shared ethos with our feeder primary schools and key sporting events allow our students to embody respect. We are extremely proud of our students in leadership roles also. A School Games organiser said that they were 'a credit to the school'.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

At the Academy, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected in Philosophy, Religion and Ethics and Life Skills lessons. We strongly believe that tolerance is gained through knowledge and understanding. The area that we serve is not particularly diverse, which can sometimes create a barrier to understanding those that have a different heritage to that of our own. We try to provide opportunities for the students to have first-hand experience of people different to themselves.

PE and SPORTS

We aim to offer a wide range of extra-curricular PE and sports clubs throughout the academic year at Holbrook Academy. Clubs run at lunchtimes and after school on a weekly basis.

Most of the clubs feed into local/county competitions; in addition, there are multiple opportunities through the year for students to compete in other sporting activities at local/county level. The club timetable changes on a half termly/termly basis to fully support as many sports as possible. Furthermore, students compete on sports day where they represent their house in activities such as dodgeball, rounders, netball, football and retro races.



During the Autumn/Spring terms, we normally enter the following competitions at a local/county level:

Cross country, football, badminton, rugby, netball, swimming, trampolining, indoor cricket, indoor athletics, handball and futsal.

During the Summer term, we normally enter the following competitions at a local/county level: Athletics, cricket, tennis, rounders and volleyball.

“At Holbrook Academy I would say sports plays a big part - I have been in loads of sporting events such as rugby, football, athletics, dodgeball, handball, basketball and cross country. In football we have made it to the National Finals. There is great opportunity here!”

Tommy, Year 8

**BE STRONG
WHEN YOU ARE WEAK
BRAVE
WHEN YOU ARE SCARED
AND HUMBLE
WHEN YOU ARE
VICTORIOUS**

EQUIPMENT CHECKLIST

- A pencil case which contains:
blue/black pens, pencils, rubber, sharpener, ruler, scientific calculator, compass, protractor, pink highlighter and a red pen, colouring pens or pencils
- Reusable drinks bottle



ALL STUDENTS GENERAL UNIFORM RULES:

- Black school trousers / Black culottes (No jeans or jean style trousers, leggings, Chino or combat style)
- Plain white shirt with collar and top button
- Academy tie
- Navy jumper with Academy logo
- Plain black shoes (No large, branded logos)
- Socks - black, grey or navy
- Belts should be black and fit belt loops of school trousers
- Jewellery - watch, one stud per earlobe. A discreet, single nose stud is allowed but no other facial or body piercing is permitted
- Make up should be discreet. No long, stick on or acrylic nails. No false eyelashes
- No inappropriate hair colours/extreme styles.



Timings of the school day:

Time:	Activity:
8.40 – 9.00	Registration / Form time / Assembly
9.00 – 10.40	Lesson 1
10.40 – 11.00	Break
11.00 – 12.40	Lesson 2
12.40 – 1.35	Lunch
1.35 – 3.15	Period 3

Key dates and actions:

- A Transition Day at Holbrook Academy on Tuesday 2nd July for all Year 6 pupils.
- A Transition Evening for Parents/Carers on Thursday 4th July at 6.30pm in the main hall at the Academy. This will include presentations from key members of staff and current Holbrook Academy students and will give Parents/Carers the opportunity to ask questions.
- Visits to the primary schools to meet pupils and teachers from either Mr Le Marrec (who will be Head of Year 7 in September) or Mr Anstee-Parry
- The opportunity of a personal phone call to every Parent / Carer from a member of the pastoral team.
- Online learning resources for students to support the emotional transition to secondary school.
- A Pupil Passport booklet with core (English, maths and science) subject tasks
- A copy of the highly recommended book *“Go Big, Be Awesome”* for every student.
- A 'Frequently Asked Questions' document and other information will be available on the Academy website from June.