



# **Curriculum Impact Analysis**

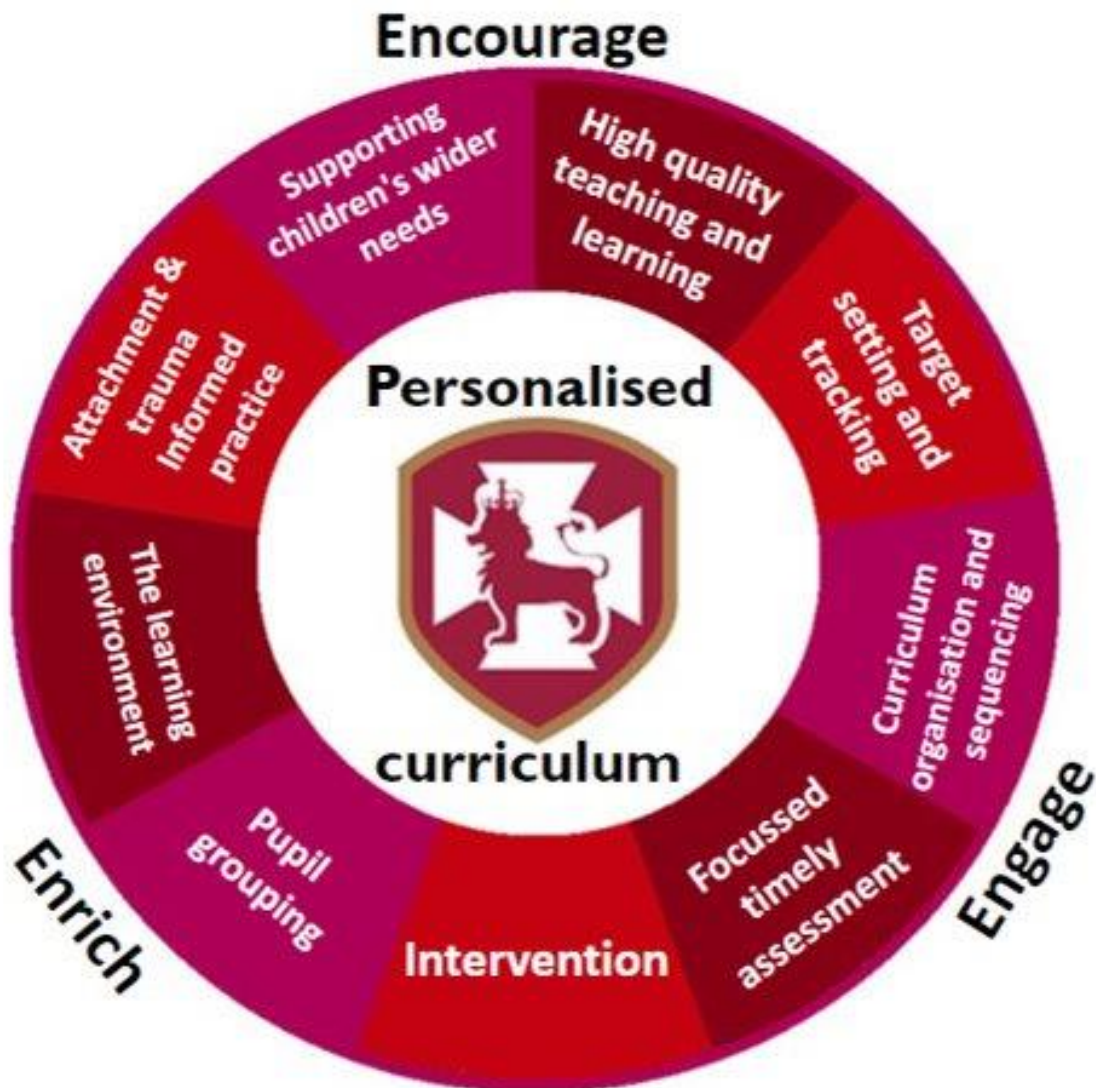
## **2022/2023**

Research undertaken in recent years has greatly widened our understanding of how the brain works and how we learn. At Hollis Academy we aim to incorporate that understanding and knowledge into our approach to teaching and learning; by creating an effective climate for education and catering for the multiple intelligence profiles our learner's display.

In doing this, we believe our students will learn more effectively providing the opportunity for stimulating educational and social growth and creating the way for lifelong learning.

This is achieved by allowing students to study an amalgamation of the customary GCSE's, accompanied by more practical-based qualifications.

**Our personalised curriculum model allows us to consider multiple routes to success.**



By focussing on the 3 E's we ensure high engagement and rapid progress towards challenging targets.

### **Engage**

We work hard to ensure students feel safe and confident to engage in learning by developing strong relationships and boundaries. We ensure our lessons are exciting and offer lots of different learning activities.

### **Encourage**

We challenge students to attempt all tasks and they find they can achieve so much. We specifically focus on resilience and trying new things. We use a strong rewards system to recognise each child's contribution and build self-worth.

### **Enrich**

We ensure our students have a many different experiences both in and out of the Academy. We aim to open their eyes to the opportunities around them and support them in becoming valuable citizens.

## Year 11 outcomes:

### Year 11 Group Student Context

Cohort	Number of Students
Students	17
Looked After Child	2
Pupil premium	15

### Qualification Summary

- 100% of students received a qualification
- 100% of students received both an English and Maths Qualification
- 89% of students achieved target or above in GCSE English language
- 100% of students achieved target or above in GCSE Maths
- Children took food GCSE for the first time in several years exceeded all predictions with 100% exceeding their target grade.
- Art GCSE performed extremely well with 100% exceeding predicted grades.
- 100% cohort passed GCSE English literature with 75% meeting or exceeding their target grade.

### Special notes

- 2 students in Yr11 achieved Duke of Edinburgh Silver, 2 students achieved bronze
- SLT worked hard with AP providers to ensure value of placements; effective work with providers ensured children accessed a wide range of other qualifications. Of note are Keegan High achieving Level 2 BTEC community sports leadership at Evolve, and Kian Walker achieving his CSCS card and entry level 3 in vocational studies and motor vehicles at Phoenix.
- Staff worked with teams around the country to ensure the hardest to reach children achieved qualifications, eg BW worked with staff commissioned in Carlisle to work with him due to him living out of area (CLA)

The information below provides a more detailed breakdown of results and highlights the breadth of qualifications on offer to our students as well as the grades that they receive alongside their predictions.

The qualifications are wide and varied but there is a strong focus on all students achieving qualifications in both Maths and English as well as ensuring they are able to access suitable Post 16 opportunities.

## Overview of Year 11 In-school Leavers Results by Subject - Hollis Academy Results 2022-2023

17 students in Year Group.15 Pupil Premium. 2 Looked After Child (0 students removed from cohort)

Subject	Cohort	Number of GCSE Grades Achieved											Academy Target Grades		
		X	U	1	2	3	4	5	6	7	8	9	% Below	% Expected	% Above
English Language	9	0	0	0	2	5	2	0	0	0	0	0	11% (1)	33% (3)	56%(5)
Mathematics	8	0	0	2	2	2	2	0	0	0	0	0	x	75%(6)	25%(2)
Art and Design	3	0	0	0	0	0	1	2	0	0	0	0	x	x	100% (3)
Food	3	0	0	0	0	1	1	1	0	0	0	0	x	x	100% (3)
English Literature	4	0	0	0	0	4	0	0	0	0	0	0	x	50% (2)	50% (2)
Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved											% Below	% Expected	% Above
English	na	na												na	
Mathematics	na	na												na	
Science	1	1											0	100% (1)	0
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved											% Below	% Expected	% Above
English	na	na											x	na	x
Mathematics	na	na											x	na	x
OA Science Level 1	6	6											x	100%	x
OA in Online User Skill Entry Level	3	3											x	100%	x
OA Sports/Healthy Living Award Level 1	6	6											x	100%	x
BTec Vocational Cert	5	5											x	100%	x
Life skills entry level	1	1											x	100%	x
Subject	Cohort	Number of Entry Level Qualifications Achieved											% Below	% Expected	% Above
English	17	17											x	100%	x
Mathematics	17	17											x	100%	x
OA Life Skills Ext Cert	3	3											x	100%	x

OA Catering & Hospitality	5	5	x	100%	x
Duke of Edinburgh	4	4	x	50% (2)	50% (2)

					English GCSE lang	English GCSE lit	English Entry level	Maths GCSE	Maths Entry level	Sci Open award	Food GCSE	Food Entry level LSC&HL	Art GCSE	PE open award (sport & healthy living)	IT Open award (skills for the workplace - skills for further learning and employment)	IT Entry level	BTEC Level 1	DofE	life skills entry level	GCSE' s (1-3) or Level 1	GCSE' s (4+) or Level 2	Entry Levels	Total Qualifications	
	11JA	Y	N	Y	4	X	E3	2	E3	L1	X	X	X	L1	L1	X	L1	X	X	5	1	2	8	
	11LS	Y	N	Y	3	3	E3	3	E3	L1	4	E3	4	L1	L1	E3	L1	BRONZE	X	8	2	4	14	
	11LS	Y	N	N	X	X	E2	X	E2	L1	X	X	X	L1	X	X	L1	X	X	3		2	5	
	PT	Y	N	Y	X	X	E2	X	E3	X	X	X	X	X	X	X	X	X	X			2	2	
	AP	Y	N	Y	X	X	E1	X	E3	X	X	X	X	X	X	X	X	X	X			2	2	
	PT	Y	N	Y	X	X	E3	X	E2	X	X	X	X	X	X	X	X	X	X			2	2	
	AP	N	N	N	2	X	E3	1	E3	X	X	X	X	X	X	X	X	X	X	2		2	4	
	AP	Y	N	Y	3	X	E3	4	E3	X	X	X	X	X	X	X	X	X	X	1	1	2	4	
	HT	Y	N	Y	3	X	E3	2	E3	L1	X	E3	X	X	X	E3	X	X	X	3		4	7	
	11LS	Y	N	Y	3	3	E2	1	E3	L1	3	E3	5	L1	L1	E3	L1	BRONZE	x	9	1	4	14	
	HT	Y	N	Y	X	X	E3	X	E3	X	X	X	X	X	X	X	X	X	X			2	2	
	11LS	Y	Y	Y	X	X	E3	X	E3	X	X	X	X	X	X	X	X	X	X			2	2	
	11JA	Y	N	Y	4	3	E3	3	E3	L1	X	E3	X	L1	L1	X	L1	SILVER	X	7	1	3	11	
	HT	Y	N	Y	2	X	E3	X	E3	X	X	X	X	X	X	X	X	X	X	Y	1		2	3
	HT	Y	Y	Y	X	X	E2	X	E3	X	X	X	X	X	X	X	X	X	X			2	2	
	AP	N	N	N	X	X	E3	X	E2	X	X	X	X	X	X	X	X	X	X			2	2	
	11LS	Y	N	Y	3	3	E3	4	E3	L2	5	E3	5	L1	L1	X	L1	SILVER	X	7	3	3	13	

## Future destinations

### 2023 Year 11 Leavers' Destinations

All students in Year 11 are provided with a comprehensive support package to enable them to gain a suitable Post 16 placement in an educational, employment or training session. This included:

- At least one interview from a Level 6 trained careers advisor, Margaret Jackson, to ensure they receive independent advice about their Post 16 options. Many students receive three sessions per year as Wendy Gosling (Co-ordinator of Work and Health for schools) makes herself available during Open Award and BTEC lessons
- All students are provided with the opportunity to visit and meet representatives from a wide range of Post 16 providers through a mixture of college visits, both individual and group based and careers afternoons in which parents and students are able to discuss options informally
- Students are provided with advice regarding CVs, applications, transport logistics and are fully supported throughout this application process
- Support with placement interviews, including providing staff to support at the actual interview where required
- A broad, balanced and appropriate curriculum suited to their academic and SEMH needs that enables them to access different Post 16 options
- 12/17 (70%) have placements offered in September
- The good links with the college and careers advisors have supported the students

Student	Destination	Type
1	Middlesbrough college	Education
2	Prior Pursglove	Education
3	Askham Bryan	Education
4	Middlesbrough college	Education
5	Askham Bryan	Education
6	NETA	Training
7	Skills Academy	education
8	NEET (KS)	NEET
9	Darlington College	Education
10	Prior Pursglove	Education
11	NEET (BW)	NEET
12	Middlesbrough college	Education
13	Employment	employment
14	NEET (CC)	NEET
15	Darlington College	Education
16	NEET (HV)	NEET
17	Skills Academy	Education

## Attendance

Attendance is a key focus of Hollis Academy and all staff are focused on ensuring good attendance for all students. Many students who join Hollis have had negative experiences throughout their education, with some missing months and whole years from formal school. At Hollis we use a range of strategies to improve attendance of our learners. We have increased our capacity to offer home tuition for young people unable to access school-based learning and work with a range of alternative providers to offer vocational studies. We are systematically reducing the number the pupils on any form of alternative provision. Hollis has started the academic year with a full role this year, which means that we do not need to accept students from the local authority who have poor attendance.

	Attendance	Unauthorised	Authorised
<b>Whole school</b>	58.80	16.28	24.91

## Whole Cohort

Year	Attendance
7	76.63%
8	57.84%
9	64.15%
10	52.52%
11	43.41%

	LAC	Not LAC
<b>Year 7</b>	88.49	75.46
<b>Year 8</b>	52.75	58.30
<b>Year 9</b>	70.35	63.38
<b>Year 10</b>	68.42	51.15
<b>Year 11</b>	35.27	45.91
<b>Average</b>	61.86	58.84

	Pupil Premium	Not PP
<b>Year 7</b>	77.63	72.63
<b>Year 8</b>	59.41	51.60
<b>Year 9</b>	58.40	92.91
<b>Year 10</b>	52.52	n/a



<b>Year 11</b>	45.50	27.73
<b>Average</b>	58.70	61.22

### Social development

Our curriculum focuses deeply on developing vital social skills and tracking the progress of these. 20% of curricular time is dedicated to this at key stage 3 and we are delighted that OFSTED June2022 noted this.

*“A fifth of the timetable is dedicated to supporting pupils’ personal development. Pupils have opportunities each week to go off site and pursue their talents and interests. Opportunities such as kayaking help to build pupils’ social skills and character. Because of this, bullying rarely happens. If it does, the staff deal with it quickly” - OFSTED 2022*



### Vocational education subject overview

Vocational education has multiple aims.

- 1 - it prepares students to participate in DofE awards in Y10 onwards. We highly value the award as do employers and colleges. Our children enjoy being outdoors and learning survival skills.
- 2 - it develops a series of skills identified in EHCPs that can be overtly taught in this context; this includes skills such as using transport safely, basic first aid, and how to adjust behaviour to suit different contexts.
- 3 – it develops cultural capital by providing a rich series of local experiences and supporting children in learning about their local area (which we think is awesome).

Students participate in activities each week which are usually out of school. They will prepare for the visit with their teacher and then make the visit. The teacher has multiple objectives within each learning experience; usually several from element 1 (DofE prep and forestry school) and several from element 2 (social skills). The teacher tracks starting points and guides each child towards their goal throughout the learning experience. A tracking booklet is held by the teacher which highlights skills achieved so that the next development step is clear.



### Assessing academic progress

All KS3 students when they arrive at the school (regardless of when the young person starts the school) complete a suite of assessments with 1-2-1 support with a HLTA to ensure accurate baselines, and therefore teaching foci and target setting.

Assessment Name	
Cat4	GL Assessments
Dyslexia Screening	GL Assessments
Dyscalculia Screening	GL Assessments
PUMA (maths)	Rising Stars
PIRA (reading)	Rising Stars
Phonics screening (students working below NCY2)	Fresh Start materials
One piece of independent writing, annotated and levelled.	

As a minimum all students complete annual 1-2-1 formal standardised assessments in the summer term. Many also undertake assessment this form of assessment in January to assess the impact of additional interventions that have been delivered.

Assessment Name	
PUMA (maths)	Rising Stars
PIRA (reading)	Rising Stars
Phonics screening (where needed)	Fresh Start materials
One piece of independent writing, annotated and levelled.	

Teacher assessment forms an important aspect of monitoring progress. Teachers assess students starting points at the start of each unit of work, and then complete a summative assessment at the end. Teachers can accurately identify “what more students understand and know now?” at the end of each topic. This is recorded and used to inform the next sequence of learning. Data is collected each half term to ensure whole school analysis can inform intervention and additional support where required.

Reporting to parents uses a combination of teacher and standardised testing.

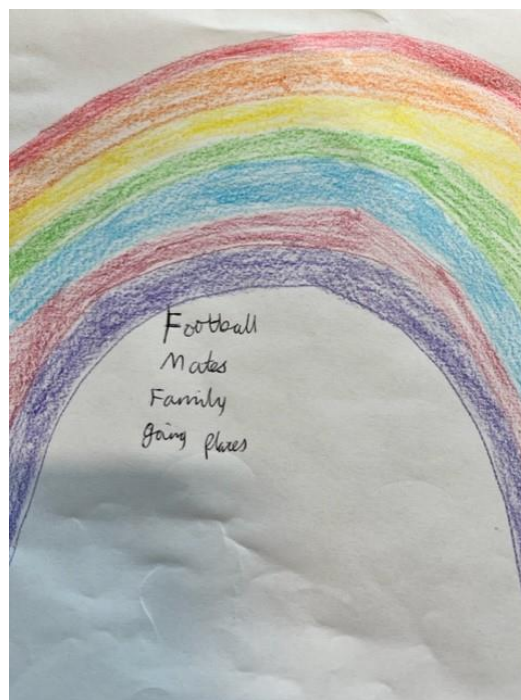
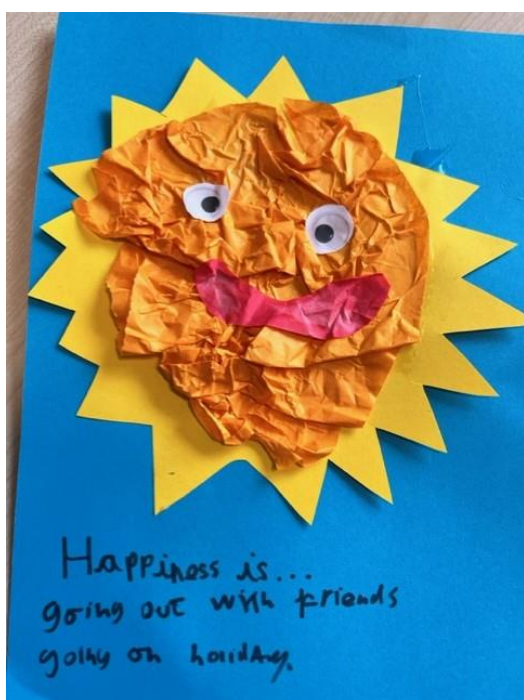
## PSHCE

Our PSHCE curriculum focuses on educating, equipping and empowering our young people. It gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Our program is incorporated within the personal development curriculum and is reviewed each year to ensure it specifically addresses issues of the young people; for example the current year 9 cohort are focussing on being safe online for a longer than usual series of lessons due to safeguarding concerns around some behaviours.

The scheme of learning is specially developed for children with SEND utilising the expertise of the PSHCE association and covers broad themes:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

RSE and mental wellbeing are taught within PSHCE lessons and embedded into tutor and academic lessons. All students have 1 PSHCE lesson per week and 1 extended tutor time per week.



## Thematic days to enrich the curriculum

We take every opportunity to enriching the curriculum and the chance to fully explore a theme. In the last academic year, we completed lots of different thematic experiences; these can be for the full day or part of a day.

We celebrated the **coronation** with a full day of activities including a big litter pick and school BBQ. We explored themes around 'what is the monarchy?' and social responsibility.

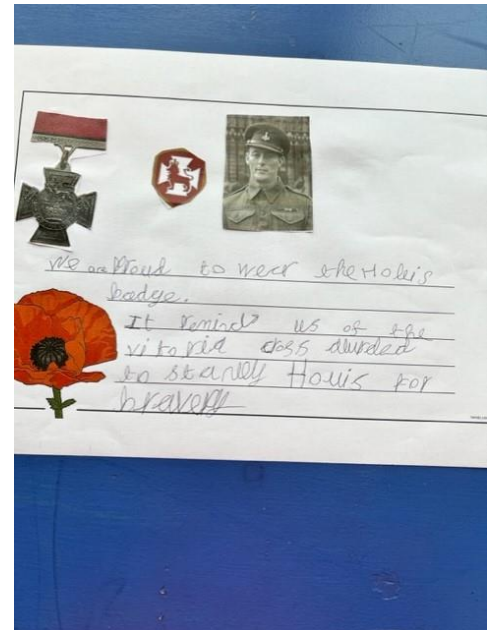
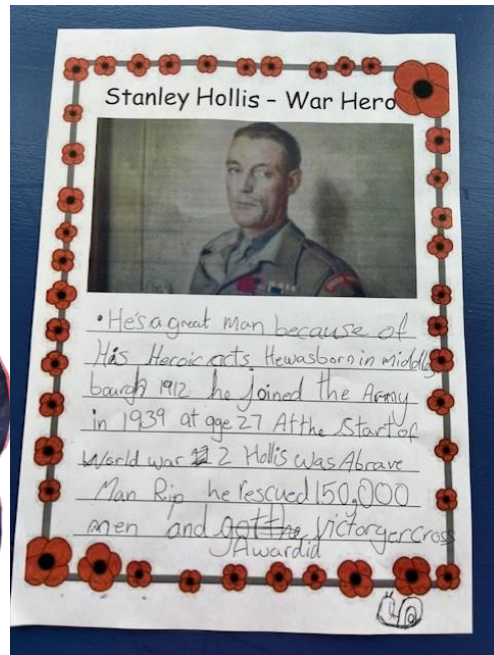


We celebrated **Christmas** during a full day. We explored themes of family, gratitude and enjoyed a full school lunch to focus on social skills during mealtimes.





We participated in a morning of reflection during **remembrance** and considered the rights of children (RRS). This is an especially important day at Hollis because we reflect on the personal attributes of Stanley Hollis and his courage.



We enjoy charity and raising money as a school community. We spent a full day fundraising for **Children in Need**, raising over £500. During the day we explored the theme of need and the rights of less fortunate children.



We enjoyed our Love of Learning day on Valentine 's Day. Children learnt 3 facts each lesson and competed in a quiz, bespoke to their group, at the end of the day. Children learned that their brains are capable of remembering more information than they realise, and that they have excellent brains.

### Parental engagement

We work hard to ensure parents engage with Hollis Academy and with their child's education. We developed a successful engagement strategy with a combination of coffee mornings and parents' evenings, and a huge super learning festival at the end of the year. Our super learning festival was well attended with community bingo pulling in the parents.

We achieved LPPA status in July 2023, recognising our success.



2023-2026