



Curriculum Impact Analysis

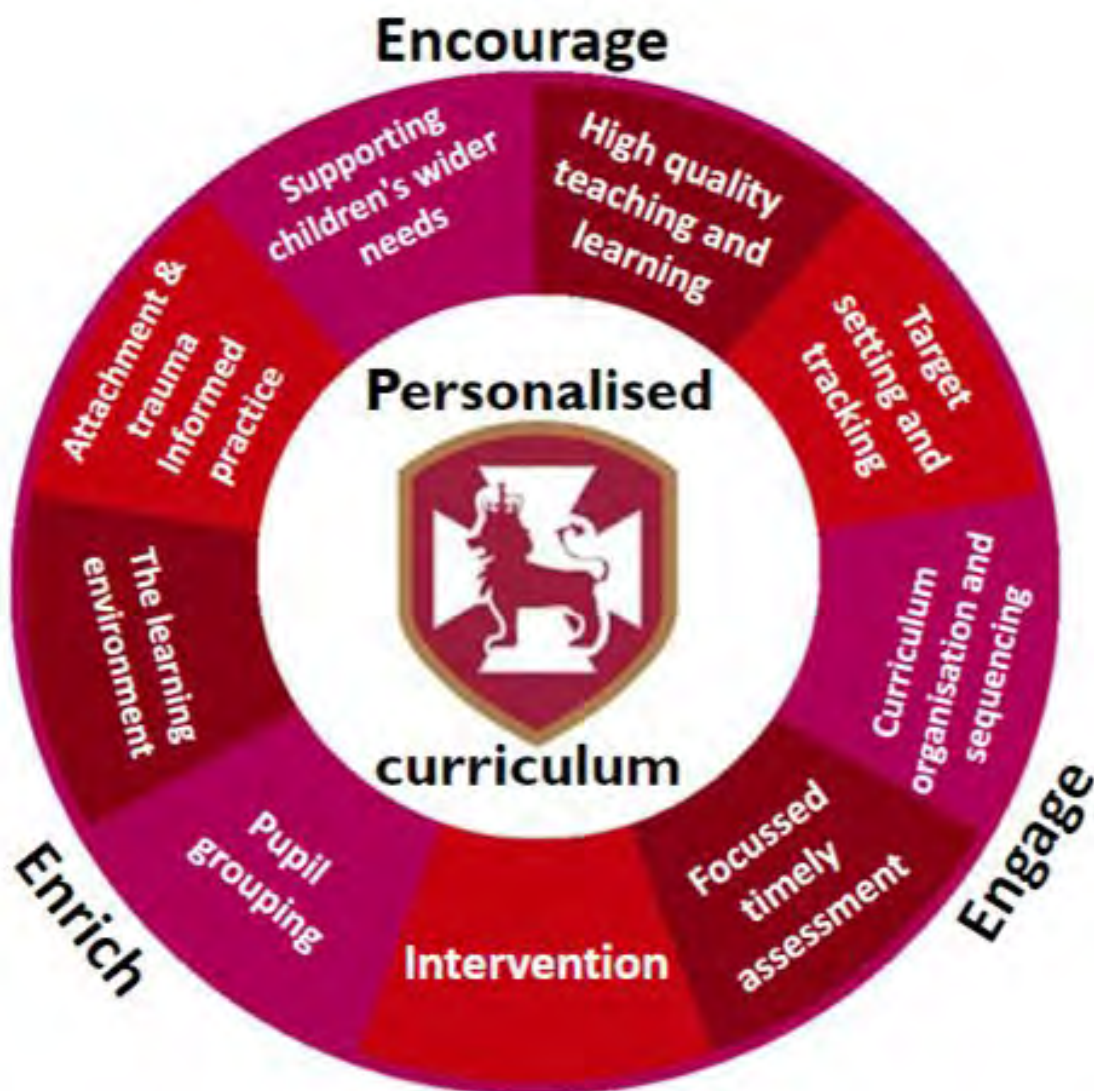
2023/2024

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 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 Leavers
Year Group Student Context

Cohort	Number of Students
Students	19
Pupil premium	100%
Looked After Child	2
Anxious school refusers (attendance less than 20%)	6

Qualification Summary

- 100% of students received a qualification
- 100% of students received an English qualification, and 90% achieved a maths qualification. 90% achieved both maths and English qualifications.
- 100% of entered students achieved target or above in GCSE English language
- Children exceeded all predictions in food GCSE with 100% exceeding their target grade.
- 42% of students (8/19) achieved 5+ qualifications
- 74% of students (14/19) achieved 3+ qualifications

Special notes

- Academically, this year group is much weaker than year 2022-2023. The emphasis was on pushing past entry level to achieve level 1 English and maths.
- 1 student achieved Duke of Edinburgh Silver
- 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 2 students achieved Level 1 award for skills and employment in building with Redcar and Cleveland; both have gone on to study construction at college.
- Staff worked with teams around the country to ensure the hardest to reach children achieved qualifications, eg a Student at HMP Wetherby achieved Entry level 3 in maths and English
- 2 students far exceeded targets. Both became functional readers at Hollis from a baseline of Y1 or lower; one achieved level 2 and the other level 1.
- A student struggled hugely with exams and SEND needs. Achieving a GCSE 4 is a huge achievement.

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 2023-2024

19 students in Year Group. All Pupil Premium. 1 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	3				1	2							0	100% (3)	0
Mathematics	6		1	1	2	1	1						16% (1)	34% (2)	50% (3)
Food	4			1		1	1						33% (1)	0	67% (2)
Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved											% Below	% Expected	% Above
English	4	4											0	0	100% (4)
Mathematics	1	1											0	0	100% (1)
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved											% Below	% Expected	% Above
English	11	11											0	44% (5)	56% (6)
Mathematics	4	4											0	50% (2)	50% (2)
OA Science Level 1	4	4											0	100% (4)	0
OA skills for the workplace (IT)	3	3											0	100% (3)	0
OA Sports/Healthy Living Award Level 1	4	4											0	100% (4)	0
BTEC Vocational Cert	2	2											0	100% (2)	0
Subject	Cohort	Number of Entry Level Qualifications Achieved											% Below	% Expected	% Above
English	19	19											0	100% (19)	0
Mathematics	18	17											6% (1)	94% (17)	0
OA Online basics	3	3											0	100% (3)	0
OA Catering & Hospitality	1	1											0	100% (1)	0

OA Art and design E3	4	2	50% (2)	50% (2)	0
OA skills for further learning	3	3	0	100% (3)	0
Duke of Edinburgh	1	1 silver	X	X	X

Name	Att end anc e	P P	F S M	CL A	English Functional skills /entry level	Eng Lang GCSE	Mat hs Func tional Mat hs/ entr y leve l	Mat hs GCS E	Scie nce OA Cer tifi cate (L1 or L2)	Food OA EL	Food GCSE	Ar t O A ce rti fi cate	Online Basics entry level 3	Skills for the Wor kpla ce OA L1	Sp ort s OA L1	OA Entry 3 certificate skills for further learning and employem t (Kath H)	BTEC L1 Cert Voc Stud ies	D of E	BTE C Sp or ts Lea ders hip L2 Evol ve	L1 award in skills and emp loy ment,t rainin g and perso nal develo pment (Right Trax)	L1 award in skills for trainin g and perso nal develo pment (brick laying) R&C	T ot al qu als
1	85. 92	Y	Y	N	L2	GCSE 2	E2	U	L1	N	GCSE 4	N	N	L1	L1	x	N	N	N	N	N	9
2	58. 91	Y	Y	N	L1	N	L2	GCS E 3	N	N	N	N	N	N	X	x	N	N	N	N	L1	7
3	11. 49	Y	Y	N	E3	N	E3	N	N	N	N	N	N	N	X	x	N	N	N	N	N	3
4	15. 52	Y	Y	N	E3	N	E3	N	N	N	N	N	N	N	X	x	N	N	N	L1	N	3
5	10. 92	Y	Y	N	E2	N	N	N	N	N	N	N	N	N	X	x	N	N	N	N	N	1
6	16. 67	Y	Y	N	E3	N	E2	N	N	N	N	N	N	N	x	x	N	N	N	N	N	2
7	73. 85	Y	Y	N	L2	N	L1	N	N	N	N	N	E3	N	L1	E3	N	N	N	N	N	8
8	72. 99	Y	Y	N	L1	GCSE 3	E3	GCS E2	L1	EL3	N	N	N	N	N	x	N	N	N	N	N	7
9	46. 26	Y	Y	N	E3	N	E3	GCS E4	N	N	N	N	N	N	X	x	N	N	N	N	N	3
10	36. 49	Y	Y	N	E3	N	E3	N	N	N	N	N	N	N	X	x	N	N	N	N	N	2
11	16. 38	Y	Y	N	L1	N	E3	Y	N	N	N	N	N	N	X	E3	N	N	N	N	N	4

12	7.7 6	Y	Y	Y	L1	N	E3	N	N	N	N	N	N	N	X	x	N	N	N	N	N	3
13	22. 41	Y	Y	N	L1	N	E3	N	N	N	N	N	N	N	L1	x	N	N	N	N	N	3
14	75. 29	Y	Y	N	L1	N	L1	N	N	N	N	N	N	N	X	x	N	N	L2	N	L1	6
15	17. 24	Y	Y	N	E2	N		N	N	N	N	N	N	N	X	x	N	N	N	N	N	1
16	66. 09	Y	Y	N	L2	N	E2	N	N	N	N	N	N	N	X	E3	N	N	N	N	N	5
17	73. 08	Y	N	Y	E3	N	E3	N	N	N	N	N	N	N	X	x	N	N	N	N	N	2
18	64. 08	Y	Y	N	L2	GCSE 3	E2	GCS E2	L1	N	GCSE 1	E3	E3	L1	L1	x	L1	N	N	N	N	1 2
19	100	Y	Y	N	L1	N	E2	GCS E1	L1	N	GCSE 3	E3	E3	L1	L1	x	L1	Sil ve r	N	N	N	1 0

Below target

At target

Above target

Student 5 became a school refuser following an injury and refused to sign for entry for qualifications he had achieved. Lots of attempts made parent un-co-operative.

Student 16 had support through home tuition for a time which became unsafe and so moved to a central hub which resulted in disengagement. Refusal to attempt assessments. A lot of police and early intervention in place.

Student 17 achieved Entry levels at another centre (HMP Wetherby)

Future destinations

2024 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
- 15/19 (79%) have placements offered in September
- The good links with the college and careers advisors have supported the students

Student	Destination	Type
1	NEET	NEET
2	TRANSITIONS HUB	EDUCATION
3	NEET	NEET
4	MIDDLESBROUGH COLLEGE	EDUCATION
5	MIDDLESBROUGH COLLEGE	EDUCATION
6	NORTHERN SCHOOL OF ART	EDUCATION
7	LEARNING CURVE	EDUCATION
8	MIDDLESBROUGH COLLEGE	EDUCATION
9	NEET	NEET
10	MIDDLESBROUGH COLLEGE	EDUCATION
11	STOCKTON RIVERSIDE	EDUCATION
12	REDCAR COLLEGE	EDUCATION
13	MIDDLESBROUGH COLLEGE	EDUCATION
14	REDCAR COLLEGE	EDUCATION
15	WORK	CONSTRUCTION WORK
16	MIDDLESBROUGH COLLEGE	EDUCATION
17	MIDDLESBROUGH COLLEGE	EDUCATION
18	NEET	NEET
19	LEARNING CURVE	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
Whole school	60.86%	19.66%	19.48%

Whole Cohort

Year	Attendance
7	82.83
8	64.75
9	52.22
10	60.03
11	45.76

	LAC	Not LAC
Year 7	N/A	83.10
Year 8	69.69	69.69
Year 9	42.75	42.75
Year 10	80.61	80.61
Year 11	39.48	39.48
Average	70.01	63.13

	Pupil Premium	Not PP
Year 7	79.79	95.98
Year 8	67.52	54.98
Year 9	51.63	55.30
Year 10	51.77	89.87
Year 11	45.76	N/A
Average	59.3	74.03

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.



The Hollis 100 is a new addition to the personal development curriculum. The curriculum aims to:

- Build Cultural capital – ... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. We want children to know where they are from and the best bits; develop community pride.
- Build social capital – Positive human interaction makes people feel better and increase community cohesion. We want children to have positive experiences that help them feel like they belong.
- Have experiences that make them belong and feel good.
- Develop resilience and have the experience of succeeding when an activity is challenging.
- Provide all children with the experiences every child should have e.g. carve a pumpkin.



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.



All children including those in home education receive quality PSHCE.

We have worked with Real love rocks for 8 weeks in the Spring term with specialists delivering to 5 classes each week on sex and relationships.



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.

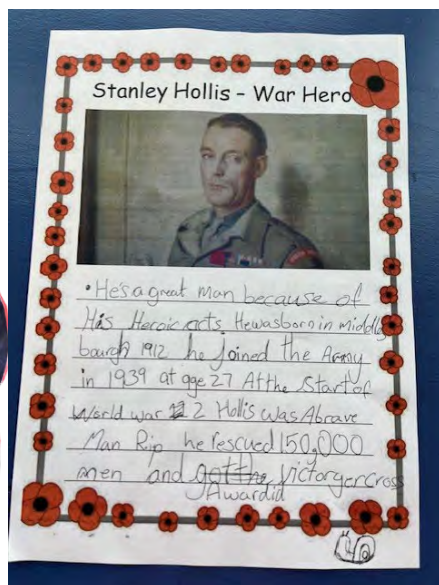
We celebrated the Roald Dahl day with a full day of activities linked to different books.

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 also participated in the anniversary of D-day and were featured in the Evening Gazette and on the BBC news.



We enjoy charity and raising money as a school community. We spent a full day fundraising for **Children in Need**, raising over £400. 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.

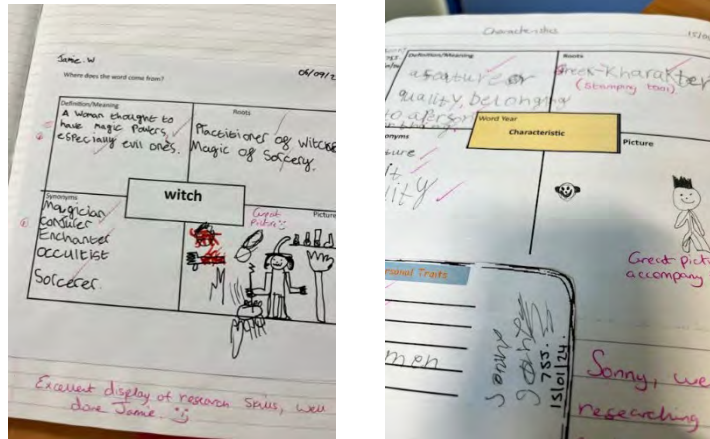
We also learnt about voting and held our own school election. Some children visited a polling station. Many young people's parents do not vote so this was time well spent.



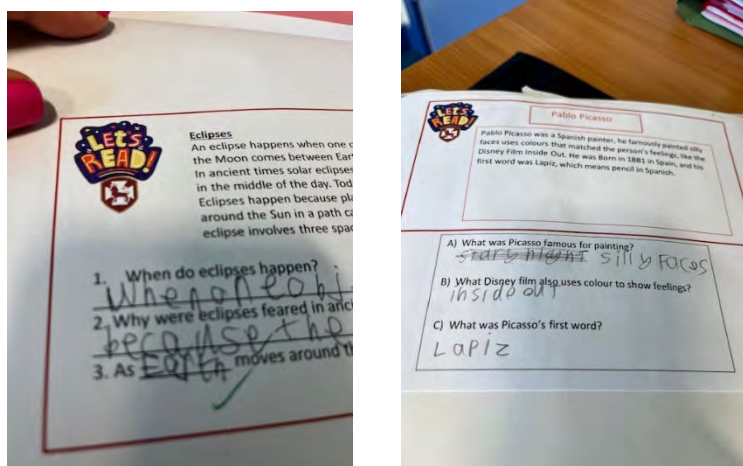
Reading strategy

Staff have worked hard to implement the reading strategy. Literacy Lead, Julie Fenton, led the strategy and delivered a series of training sessions for staff over the year. The strategy is detailed, and some highlights include:

1 – All teachers use the Frayer model to introduce key tier 2 vocabulary



2 – All teachers use 'Lets read' every 3 lessons.



Rights Respecting Schools- Silver



We are delighted to have achieved our Rights Respecting Schools' silver award. Staff and students worked hard to throughout the year to ensure children's rights are at the heart of all we do.

- There is a strong sense of purpose in ensuring that rights are embedded throughout the school. Leaders at all levels are fully committed in enabling the pupils to become knowledgeable and confident adults. *"Rights are at the heart of everything we do,"* said the Rights co-ordinator. *"It is in the Power House of what we believe in."* This was echoed by the headteacher who believes that children knowing and having access to their rights is fundamental in everything they do. *"Pupils are more respectful towards each other, they have an opinion and a voice in school."*
- The pupils spoken with were of the opinion that understanding their rights has improved their self-confidence and talking to other pupils in the school has given them a voice and a sense of purpose. *"Education is important to me,"* said a pupil. Another explained, *"We are more aware of what is happening to children in other war torn countries,"* Pupils believe that learning about rights in lessons has given them a better understanding of the world. Sharing examples of the recent D-Day commemorations, the issues in the Middle East and conflict in the Ukraine which have highlighted their sense of injustice.
- The work of rights is becoming fully embedded throughout the school. Articles of the week are discussed in assemblies and in curriculum areas. Rights are a key thread in medium term planning. The PHSE curriculum and developing their functional skills are a strong feature in the school. *"It (rights) is integral to what we believe in,"* said a teacher. She went on to say *"...we see the difference in how our pupils relate and behave towards each other."*
- Staff shared how the development of rights has had an impact on improving home school links. Explaining that pupils talk about rights at home thus having an increased impact on relationships between the parents and school leaders.

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 with attendance increasing by a third on last year.

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

