



Curriculum Impact Analysis

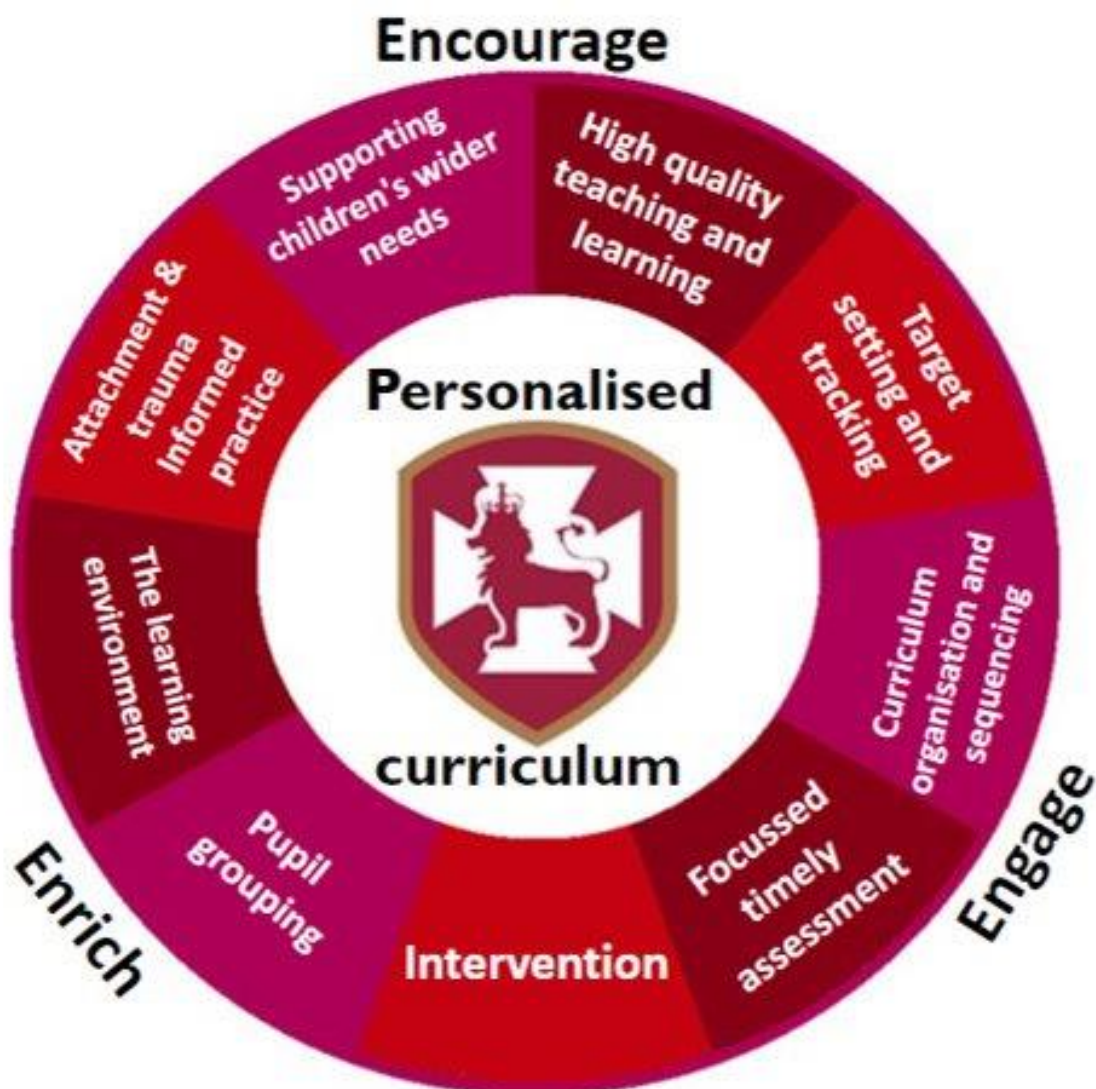
2021/22

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	14
Pupil premium	11
Looked After Child	2
Students started in Spring 2022	2
Anxious school refusers	3

Qualification Summary

- 100% of students received a qualification
- 93% of students received both an English and Maths Qualification
- 100% of students received a Maths qualification
- 93% students received an English qualification
- 69% of students received a Level 1 qualification or higher
- 62% of students received 4+ at GCSE, L1 and or L2 qualifications

Special notes

- 7 Students got at least 5 qualifications at L1 or L2
- 62% of students achieved an English GCSE
- 54% of students achieved a maths GCSE
- 1 achieved Duke of Edinburgh Award Silver

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 2021-2022

14 students in Year Group.11 Pupil Premium.2 Looked After Child (1 student 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	8	0	0	0	4	4	0	0	0	0	0	0		100%	
Mathematics	7	0	0	4	2	1	0	0	0	0	0	0		100%	
Art and Design	3	0	0	1	1	0	1	0	0	0	0	0		100%	
Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved											% Below	% Expected	% Above
English	0														
Mathematics	1														100%
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved											% Below	% Expected	% Above
English	0														
Mathematics	0														
OA Science Level 1	5	3											40%	60%	
OA World of Work Level 1	8	5											12%	88%	
OA in Online User Skill Entry Level	2	2												100%	
OA Sports/Healthy Living Award Level 1	4	1											75%	25%	
BTec Vocational Cert	8	8												100%	
Subject	Cohort	Number of Entry Level Qualifications Achieved											% Below	% Expected	% Above
English	13	12											0	0	0
Mathematics	13	12											0	0	0
OA Life Skills Ext Cert	2	2											0	100%	0
OA Enterprise Skills	2	2											0	100%	0
OA Catering & Hospitality	5	4											20%	80%	0
Duke of Edinburgh silver	1	1												100%	

Student	Yr Gp	Class	PP	LAC	FSM	Eng Target	English EL	Eng Lang GCSE	Maths target	Maths EL	Maths FS	Maths GCSE	Science target	Science OA Award	Science OA Certificate	Food OA EL certificate	Art target	Art GCSE	Online Basics EL	Skills for the Workplace OA L1	Sports OA L1	Open Awards Enterprise Entry level Award	Life Skills OA EL Ex. Cert	BTEC L1 Cert Voc Studies	Duke of Edinburgh Award	Vocational Accreditation	GCSE's (1-3) or L1 Equivalent	GCSE's (4+) or L2 Equivalent	Entry Levels	Total Qualifications	
	Y11	10LS	Yes	No	Yes	E1/2	E2		E1/2	E1																			3	3	
	Y11							2				1																2		2	
	Y11	PT	No	No	No	L1	E3	2	L1	E3		2																4		4	8
	Y11	11ED	Yes	No	Yes	L1	E3	2	L1	E3		2	L1		C	C	2	2										6	3	9	
	Y11	11ED	Yes	No	Yes	E3	E3	3	E3	E3		1				C	2	1										5	3	8	
	Y11																													0	
	Y11	PT	No	No	No	E3			E3	E3																				1	1
	Y11	HE	No	No	No	EL	E3	3	EL	E3	F2																	2	1	2	5
	Y11	11ED	Yes	No	Yes	L1	E3		L1	E3		1	L1	A		C												3		3	6
	Y11	PT	Yes	No	Yes	L1	E3	2	L1	E3																		3		4	7
	Y11	AP	No	No	No	L1	E3		L1	E3																	1		2	3	
	Y11	HE	Yes	No	Yes	E1/2	E2		E1/2	E2																				2	2
	Y11	11ED	Yes	No	Yes	L1	E3	3	L1	E3		1					4	4										3	1	3	7
	Y11	11ED	Yes	No	Yes	L1	E3	3	L1	E3		3	L1		C	C												7		3	10

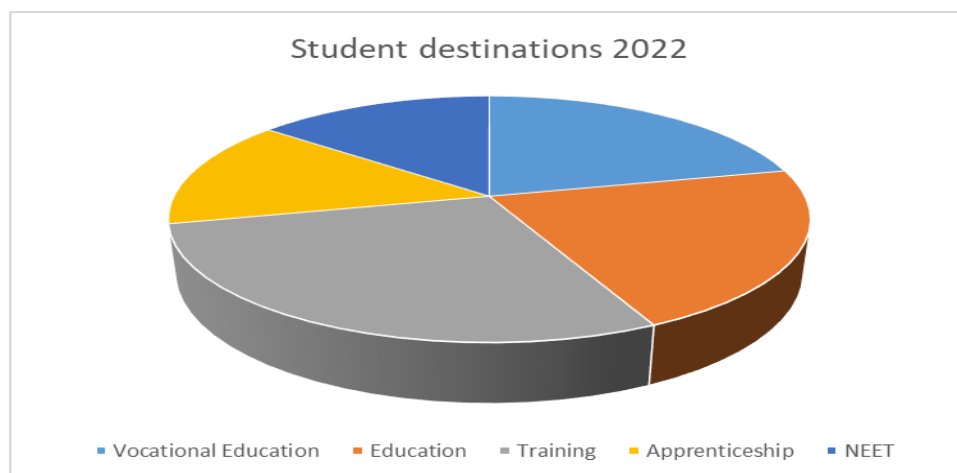
Future destinations

2022 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 includes:

- At least one interview from a Level 6 trained careers advisor 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
- 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 being provided with advice regarding CVs, applications, transport logistics and they 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
- 12/14 (86%) have placements offered in September
- The good links with the college and careers advisors have supported the students

Student	Destination	Type
1	Lingfield Pathways	Education
2	BL hairdressing	Apprenticeship
3	NEET	NEET
4	NETA	Training
5	Prior Pursglove	Education
6	Askham Bryan	Training
7	Stockton Riverside	Training
8	NEET	NEET
9	NETA	Training
10	BL Hairdressing	Apprenticeship
11	Darlington college	Vocational education
12	Middlesbrough college	Vocational education
13	Asham Bryan	Vocational education
14	Prior Pursglove	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.

	Attendance	Unauthorised	Authorised
Whole school	60.91	17.82	21.25

Whole Cohort

Year	Attendance
7	65%
8	68%
9	61%
10	61%
11	46%

	LAC	Not LAC
Year 7	88.89	60.23
Year 8	83.11	65.56
Year 9	61.64	60.84
Year 10	75.87	55.87
Year 11	43.41	46.59
Average	70.58	57.82

	Pupil Premium	Not PP
Year 7	66.2	58.1
Year 8	62.27	93.33
Year 9	61.81	45.99
Year 10	61.03	52.54
Year 11	51.9	14.77
Average	60.64	52.95

Developing Social Skills

Our curriculum focusses 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.

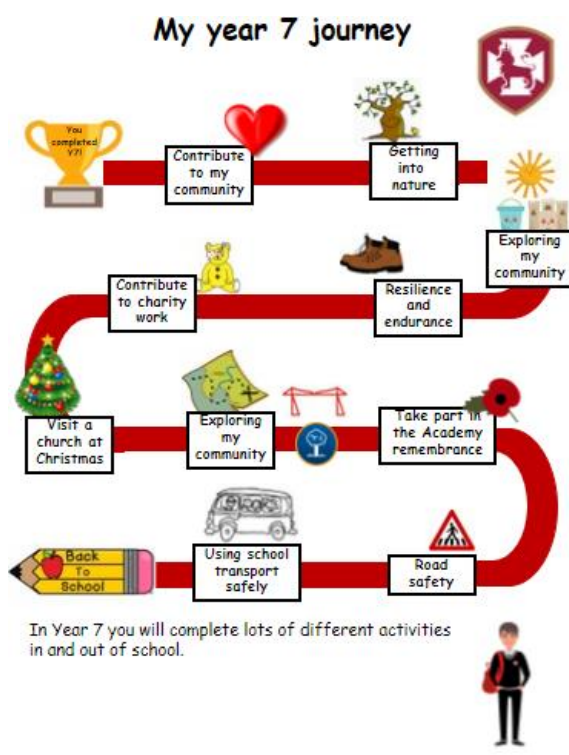
“A fifth of the timetable is dedicated to supporting pupils’ personal development. Pupils have opportunities each week to go off site and pursue their talents and interests. Opportunities such as kayaking help to build pupils’ social skills and character. Because of this, bullying rarely happens. If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

Students in year 7-9 use a personal development map (see above) to build their social skills across the year. These are adapted to meet the needs and interests of students annually. These experiences span outdoor education and PSHCE.

SHAPE framework

SHAPE is at the heart of our work in the classroom and around the school. Using the simple framework of SHAPE we adhere to a positive behaviour approach that encourages great attitudes.

Students earn SHAPE points each lesson which contribute to reward activities each Friday and access to VIP a parts for the school at break and lunch (our games room is very popular). Students earn Hollis dollars to spend in the tuck shop as immediate reward for making positive choices.

Class teachers narrate the SHAPE process in their lessons ensuring children understand what each aspect looks like in their subject area.



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 in this form 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.

RSE and mental wellbeing are taught within PSHCE lessons and embedded into tutor and academic lessons. Key stage 3 students have 1 PSHCE lesson per week and 1 extended tutor time per week. Key stage 4 students have 1 extended tutor time a week in which PSHCE is covered.

Sporting competitions

Where possible, Hollis likes to take part in sporting competitions against similar schools. As well as enabling students to have an enjoyable time, sporting competitions provide the following benefits to our students:

1. Exercise
2. Builds pride and belonging within the school
3. Resilience against set-backs and defeat (unless they win)
4. Fair play and following rules
5. Mixing with different people
6. A sense of pride with their own performance
7. The importance of teamwork
8. Building self confidence
9. The importance of being competitive
10. Regulating emotion under stress

Enrichment/Reward Activities

Throughout the week, students have the opportunity to achieve five points per lesson. Students that have achieved sufficient points have the opportunity to access the games room at break and lunch time. At the end of the week, the points are totalled up and students pick their reward activity in order from the top points achiever to the least points achiever. Activities include the games room, cooking, watching a film,

Football, multi-sports and ice-skating. A plan to incorporate swimming into the rewards activities is also underway.