



Abbey Hill Academy



'Where amazing children do amazing things!'

Curriculum Impact Analysis

2021-22

Abbey Hill Academy Quality of Education

Foreword

The aim of this document, now in its third iteration, is to review how well the curriculum intent has been implemented and to review the impact of this. As yet the report has not been completed in an academic year that has not been impacted significantly by the COVID 19 pandemic, which we understand will continue to have a negative impression for the next few years.

This document has evolved from the accreditation focused 'Examination Report' in response to Ofsted's introduction of the 'Education Inspection Framework' which takes a much broader view of the 'Quality of Education' students are receiving. Indeed, Ofsted is clear that national assessments and examinations are useful indicators of student outcomes, but they only represent a sample of what students have learned.

Consequently, the scope of this document is wider, in that it will look beyond examination outcomes.

Over the past 6 years, Abbey Hill Academy has conducted huge amounts of research into appropriate curriculum and assessment methods that will evidence the many different ways our students progress in Key Stages 3 and 4, whatever their starting point. This research and development continues to be an essential element of school development as our curriculum continues to evolve.

2021-22 was a year where COVID-19 meant that changed priorities continued for everyone whilst planning to 'return to normal' as the impact and danger of the pandemic was reduced. We had to continue with the 'bubble curriculum' for the first few weeks of the term and then return to the usual curriculum delivery method whilst still prioritising student and staff well-being, physical health and safe social connections.

It was very important that we considered both the short and long-term impacts of COVID-19 on learning, as the 'catch-up' narrative was unhelpful and not a prospect that the Abbey Hill community would tolerate. We meet children where they are and we support them from that point, at their pace. This is something that strongly underpins our curriculum, before, during and after COVID-19.



The Head, Hand and Heart Curriculum Philosophy

Our curriculum intent is based on 3 key principles enabling it to be a community where amazing children do amazing things.

The 'Head' of our curriculum

Provide empowering and life enriching knowledge, so our young people can join in and fully contribute to create a fulfilling, healthy and safe future for themselves and others.

The 'Heart' of our curriculum

Provide a range of experiences, situations and guidance that are focused on preparing our students to enter the adult world as respectful, tolerant, confident and independent young people with resilience, ambition and compassion.

The 'Hand' of our curriculum

Promote creativity, exercise, problem solving and practical skills to ensure students can play an active part in shaping and enhancing their own life experiences as well as that of others.



Our students also have significant and complex learning, and in many cases social needs, that affect every aspect of their development. We use Key Stage 2 data and transition information to guide our own rigorous initial baseline assessments. Internal and external moderation of these assessments at Abbey Hill Academy ensure accuracy of each student's starting point so we can then plan for individual progression and success. Our own baselines are becoming increasingly more valuable in the absence of previous attainment data.

Once baselines are secure, Abbey Hill Academy can implement a curriculum that suits each child. Our school curriculum is initially based on three broad curricular levels; Pre-formal, Semi-formal and Formal:

	Self	Physical	Communication	Cognition	World	Creativity
Formal	PSHE Food Tutor	PE Sensory Physio	English Reading	Maths Enterprise	Science Computing/ICT Humanities	Art Music DT
Semi-formal	My Care and Independence	My Body	Communication Literacy	Problem Solving Numeracy	Understanding My World	My Creativity
Pre-formal			My communication	My cognition	Me and My World	

From this point, we provide opportunities for progression in highly personalised ways:

- Students not engaged in subject specific learning access a Pre-formal curriculum in Key Stage 3 and the much-personalised Entry Level 1 qualification, Personal Progress Units in Key Stage 4.
- Students engaged in subject specific learning but working below Year 1 age expectation access a Semi-Formal curriculum in Key Stage 3 and the much-personalised Entry Level 1 qualification, Personal Progress Units in Key Stage 4 along with a range of Entry Level 1 and 2 subject specific qualifications where appropriate.
- All students working at or above Year 1 age expectation in Key Stage 3 access our Formal curriculum which leads into Entry Level 1,2 and 3 qualifications in a wide range of specialist subjects in Key Stage 4.
- Our highest achievers in Key Stage 3 accessing our Formal curriculum will aim for certification in a suite of Entry Level 3 'GCSE ready' endorsed qualifications and Functional Skills qualifications at Level 1 and 2 in Key Stage 4. They may also have the opportunity to transition to our Post 16 provision early to access a full suite of GCSE qualifications where appropriate.

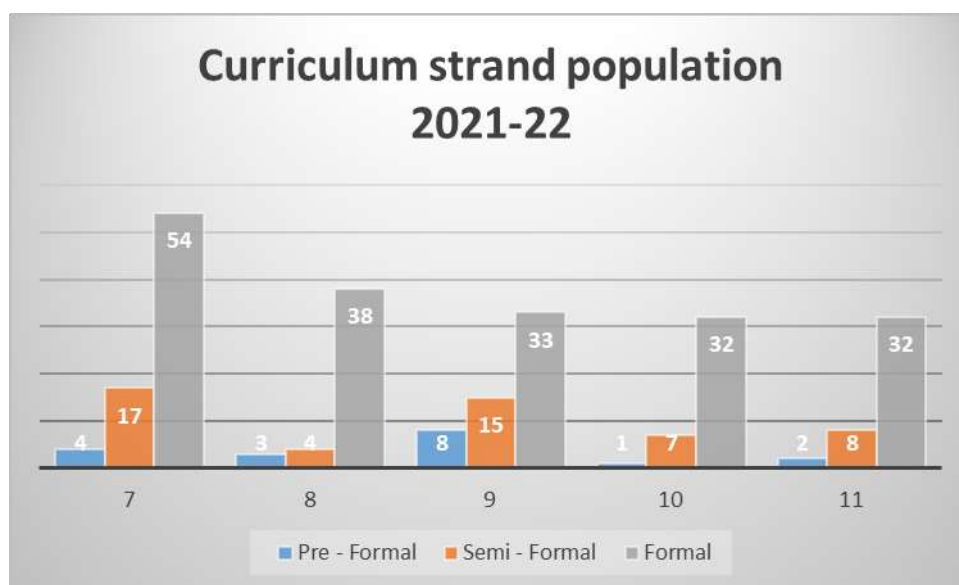
NB: It is important to highlight that we strongly believe our aim for these students is to prepare them fully for GCSE study Post 16 with aspirational targets of achieving Grade 4+ before the end of Year 13.

Our carefully sequenced curriculum ensures success for each individual learner. Only when our students show success will they move on to the next step of learning, progressing at a pace unique to themselves. We strongly believe that if a learner is given the right amount of time, with the right conditions to learn and spends that time 'appropriately', then they will achieve great things (*Teaching for Mastery by Mark McCourt 2019*).

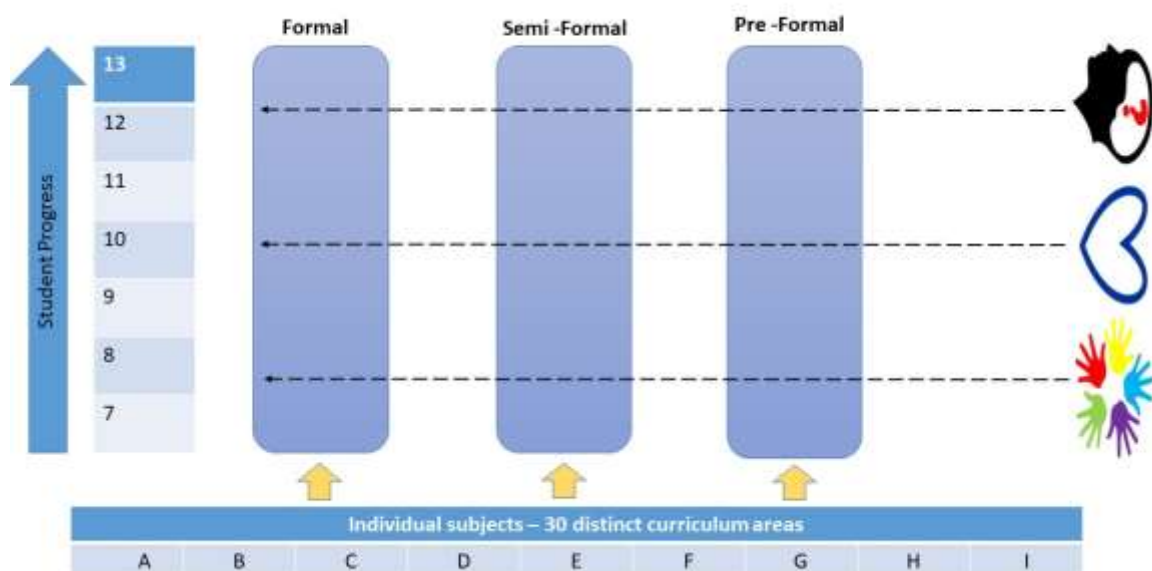


Curriculum cohort comparisons

The graph below shows the curriculum cohort breakdown for the Academic Year 2021 – 2022



Providing our students with the most appropriate curriculum is the key to our success. Within each curriculum level student's experiences are highly personalised, focusing on each individual child's learning targets through motivating and engaging topics, themes and experiences that promote our Head, Heart, Hand principles across a range of curricular components. We have focused carefully on how the knowledge and skills we present to our students are sequenced to form a narrative. We continue to review this and work is on-going, led by our experienced team of subject specialists. This highlights the value of our current assessment and data system that allows us to predict and plan appropriate curricular pathways that maximise individual student success each year.



Students usually arrive at Abbey Hill Academy with Key Stage 2 teacher assessed data in core subject areas. We use this information to dictate a progress measure for each individual child. On arrival in Year 7 we baseline students. Students complete a range of assessments in the Autumn term and this gives us a place to begin targeted and focused teaching. Occasionally this baseline assessment shows regression from the end of Key Stage 2. We spend the first term addressing student gaps in knowledge to ensure by December they are working at or beyond their Key Stage 2 level.

We then use our Year 7 Spring data to formulate our academic targets. Progress factors are determined by the Key Stage 2 data and are based on students making 'strong' progress. Teachers micro-track student progress half-terminally to ensure it is strong or better. This requires focused and highly personalised planning and teaching. Robust quality assurance procedures allow for swift intervention if an individual's progress becomes a concern.



Key Stage 3 Student Academic Progress Analysis 2021 -22

Key Stage 2 prior attainment

At the end of Key Stage 2, the majority of this year 9 cohort were identified as having significantly low prior attainment in both English and Maths. All students were recorded as working below the expected standards but results can be broken down as follows:

- 82% of students were recorded as working Below (B) and were not entered for SATS.
- 18% of students did sit the SATS but were marked as NS – Not met the Standard
- 2 students who did access SATS were marked as meeting the standard in writing

End of Key Stage 3 outcomes

A percentage of each cohort at Abbey Hill Academy will not be working at the level of National Curriculum assessments. These learners follow a highly personalised Pre-formal or Semi-formal curriculum and are assessed focusing on key areas of early child development. The curriculum for these learners is developmentally appropriate and not constrained by pre agreed age expectation. Students are set personalised 'Goals' and 'Next Steps'. Achievements are assessed in the moment by skilled practitioners and recorded in the style of a 'Learning Journal' with observation reports, photographs and videos. These learners appear as 'Pre K' in this report.

The majority of our students follow a Formal curriculum that focuses on the learning of subject specific knowledge and skills. All learning takes place from individual starting points because we understand the importance of managing cognitive load skillfully so that progress is continuous. These students will be working within the Key Stage 2 year expectation assessment framework. At Abbey Hill we use the term Key Skills (K) for each Year Expectation. K1 is equivalent to working within the Year 1 national curriculum expectation.

By the end of Key Stage 3, the majority of our students were on track and met our aspirational targets in key curricular areas. This is a massive achievement and we were successful due to the creative adaptations our subject leads made to our curriculum in 2020/21 and the work completed in school during 2021/22.

Year 7

Students	76	PP	38	LAC	3
Subject	PP & LAC % on track	All Students % on track	Subject	PP & LAC % on track	All Students % on track
Maths	95	96	Art	100	100
Read	100	100	ICT	92	92
Write	97	96	PE	92	95

Year 8

Students	48	PP	29	LAC	3
Subject	PP & LAC % on track	All Students % on track	Subject	PP & LAC % on track	All Students % on track
Maths	93	94	Art	100	100
Read	72	79	ICT	100	100
Write	82	88	PE	76	75

Year 9

Students	57	PP	34	LAC	3
Subject	PP & LAC % on track	All Students % on track	Subject	PP & LAC % on track	All Students % on track
Maths	62	74	Art	82	86
Read	82	89	ICT	41	54
Write	88	93	PE	62	68
Spoken	79	86			
Science	91	93			

Targets for Year 7 and 8 were set using Spring term data from this academic year due to the disruption COVID 19 brought in 2020 and 2021. Although it is clear that Year 9 progress slowed due to the pandemic. The data shows that the biggest impact was felt in maths, ICT and PE and this allows us to focus our attention and build from wherever our in-depth assessments shows our students to be.

End of Key Stage 3 outcomes are encouraging.

In English we had to re-focus our curriculum on embedding the basic skills needed for sustained reading and writing. Stamina was impacted by long absences from education.

The maths curriculum at Key Stage 3 is progressive, building on skills step by step. The curriculum is carefully planned to ensure skills are re-visited in a timely manner so that students learning becomes embedded and automatic at a highly personalised level for each individual. Once schooling returned

to normal we had to re-adapt the curriculum to focus on new learning and skills. Students had been actively encouraged to practice and embed prior learning when out of school and so we had to re-train students to accept new and challenging ideas with the support of skilled specialists.

The science curriculum had to be adapted to ensure that learning was sequenced for the students. Students need to fully understand one concept before moving onto the next. The practical and logical elements of science support its success.

Our ICT curriculum had focused on access via TEAMS and the internet so once back in school we had to refocus our efforts on the computing curriculum and this meant revisiting lost learning before embarking on something new.

We pushed the importance of physical health with families during lockdown and encouraged participation in daily online sessions but the specialist teaching that students get in school cannot be delivered at home. Our staff focused on improving stamina and had to re-train students in terms of accuracy, positioning and strength.

Art is a subject that needs and deserves time and patience. The students needed to get back into the art suite, use the range of resources and equipment on offer and again focus on skill development and accuracy.

Our Pre and Semi formal learners gain so much from our school environment. We worked very hard to continue to develop our curriculum and a new focus on pedagogy in practice with a real focus on child development led to incredible outcomes. Student learning journals clearly show the progress made in a year.

Our Pupil Premium students are broadly in line with peers, however the impact of the pandemic cannot be under-estimated.

Children In Our Care achieved in line with their peers.

Key Stage 4 Student Academic Progress Analysis 2021 -22

Key Stage 2 prior attainment

At the end of Key Stage 2, the majority of this year 11 cohort were identified as having significantly low prior attainment in both English and Maths. All students were recorded as working below the level of expected standards but results can be broken down as follows:

- 63% of the cohort was working well below the level of the National Curriculum in Key Stage 2 - Pre K.
- 15% arrived at Abbey Hill working within National Curriculum year 1 expectation - K1.
- 15% arrived at Abbey Hill working within National Curriculum year 2 expectation – K2.
- 7% arrived at Abbey Hill working within National Curriculum year 3-6 expectation – K3-6.

End of Key Stage 4 outcomes

In Key Stage 4 at Abbey Hill Academy, all students follow an accredited curriculum recognised by the Regulated Qualifications Framework (RQF).

Students following a Pre-formal curriculum access highly personalised learning experiences building on success from Key Stage 3. Student assessment is highly personalised and assessed through ASDAN Personal Progress Units (PPU) at Pre-Entry and Entry Level 1.

Our Semi-formal curriculum is process-based and student achievements are recognised through ASDAN Personal Progress Units (PPU) and subject specific Entry Level qualifications.

The Formal curriculum is where we strive for achievements at Entry Level 3 and above in core, foundation and vocational subject areas as we prepare many of our students for a Post 16 GCSE pathway. *See appendix 1*

By the end of Key Stage 4, the majority of our students were on track and met our aspirational targets in all curricular areas. This is a massive achievement and we were successful, as shown below, due to the hard work and dedication of our subject leads in what was a very unpredictable year again

In summary:

83% English met or exceeded target

83% maths met or exceeded target

93% science met or exceeded target

86% art met or exceeded target

93% ICT met or exceeded target

88% PE met or exceeded target

95% achieved the Skills for Further Learning and Employment certificate, extended certificate or diploma (Vocational Options)

Achievement outcomes for the end of Key Stage 4 are as follows:

		Subject	Entries	Entry Level			FS		Progress to target		
				1	2	3	L1	L2	% Below	% Expected	% Above
Core	Entry Level/ Functional Skills	English	27	3	7	17	0	0	17	64	19
		Mathematics	30	3	7	16	2	1	17	67	16
		Science	30	0	7	5	12	0	7	35	58
		PE	31	4	20	7	0	0	12	88	0
		ICT	30	2	11	17	0	0	7	58	35
		Art	27	0	8	17	0	0	14	41	45
Vocational	Open Award Entry Level	SFLE Diploma	4	0	0	4	0	0	0	0	100
		SFLE Extended Certificate	21	1	9	11	0	0	0	100	0
		Certificate	5	0	0	5	0	0	100	0	0
	WJEC Entry Level	Design technology	15	0	6	9	0	0	0	100	0
Personal Progress		Communication	11	EL1				0	100	0	
		Cognition									
		Creativity									
		My Body									
		My World									
		My Self									

At Abbey Hill Academy, our aim is that all students achieve accreditation in 6 subject specific areas, wherever possible in Key Stage 4; English, maths, science, art, PE, ICT. These subjects cover the broader curriculum areas that we feel are vital for all our young people to develop in preparation for adulthood:

- Communication
- Cognition
- Self
- Physical
- World
- Creativity

100% entry in these subject areas is always a key aim. Unfortunately, 3 students in this cohort did not achieve the full suite of qualifications this academic year. This was due to complexities linked to mental health, disability and social deprivations.

93% of our students in this year group achieved all qualifications offered through our curriculum.

95% of leavers at the end of Key Stage 4 achieved accreditation in English and maths.

Our Pupil Premium students performed generally in-line with peers which is pleasing, however in art, PE, English and science our Pupil Premium students slightly outperformed peers which is exceptional.

Children In Our Care achieved as expected. 3 students met or exceeded expectation in all curriculum areas. One student who transferred to us in Year 11 was not entered for accreditation across our curriculum. He required a highly personalised approach that led to a curriculum incorporating BSL (Head), EAL (Head), positive relationships (Heart), belonging (Heart) and positive, appropriate, motivating experiences (Hand) that included sport and carpentry. This student gained an Entry Level in PE and a love of wood. All 3 students have successfully transferred to specialist post 16 provision.

Subject Specific curriculum Impact statements

Below is a brief summary from each of the main subject areas that highlights key things within their curriculum. Where relevant, the Head, Hand Heart philosophy has been highlighted to help show how these threads run throughout all areas of the curriculum.

English

In English, the Key Stage 4 curriculum is well established but continues to develop. A key aim is to allow smooth and successful progression into Key Stage 5. Accreditation choices are aspirational and prepare learners for the next stage in learning, whether that be the next Entry Level or GCSE. This cohort of learners needed focused and specialist teaching to embed key skills and knowledge (Head). They needed support to sustain the level of reading and writing needed for examination (Heart). They needed us to create a bespoke curriculum that focused on stories and real-life experiences (Hand). These stories were memorable, motivating and all students engaged fully. This led to fantastic outcomes and a thirst to continue studies in English post 16.

Maths

There have been some significant highlights in maths from 2021 to 2022.

This year has seen a massive increase in the use of different manipulatives across all areas of maths learning. All teachers of maths (and semi-formal teachers of cognition) have been trained in Numicon following a national accredited course by Oxford Owl. This shared approach to learning has helped teachers to allow students to work on understanding number and addressing common misconceptions based on prior learning. We have used a whole school approach to Numicon – this

was embedded further by a PD day for all TAs so they can understand the Numicon approach to maths and how to support teaching.

The Key Stage 3 and Key Stage 4 progress in maths has shown areas of strong progress, particularly with Key Stage 4 examination results. The personalised approach to the maths curriculum has enabled students to be challenged to achieve at a high level, whether that be an aspirational EL3 or a Level 2. Students do not only take formal qualification in Year 11. We recognise student's potential in Maths from year 7 and ensure teaching is differentiated in every year.

This has enabled eight of our year 10 students in 2022 to achieve very secure EL3 qualifications – ensuring they move onto L1 qualifications in their final year at Abbey Hill. Two of our year 10 students in 2021 / 2022 have achieved a formal Level 1 certificate in number and measure. This is a nationally recognised qualification following strict exam guidelines. These two students (year 11 2022/2023) are now working towards a L2 qualification in Number and Measure.

We have also been extremely pleased with the results of our leavers in Summer 2022. For those working at Entry Level in maths, 62% of students who completed the suite of 8 entry level papers achieved an EL3, 27 % achieve an EL2 and 11% achieved an EL1. There was only one student who failed to get a level due to non-attendance. Of those that have been working on a higher-level pathway, students who achieved EL3 in year 10, have worked at Level 1 throughout their final year in Abbey Hill. One student who left in Summer 2022 achieved a Level 2 qualification in Number and Measure. For our students to be working at these levels in Key Stage 4 is very pleasing and is only possible because of the high expectations and personalised approach to learning in the maths curriculum.

Science

The Head of our science curriculum is about giving the students a strong understanding of the world around them. We have ensured that students have gained the knowledge they require to move onto the next level in their learning journey. Lessons are differentiated and ensure that all students can learn at a level appropriate to them. This has been achieved this year by creating a five pathway curriculum. On entry into Abbey Hill students complete base line assessments. It is then decided which pathway best fits their class. This approach has been highly successful, and all students have successfully gained a broad range of qualifications appropriate to their level. These qualifications included Open Award Level one, AQA Entry Level Science, Open Award Entry 2/3 Environmental Science and relevant PPU units in horticulture. The knowledge and skills students have successfully gained from our planned and sequenced curriculum have allowed them the successfully access the next stage of their learning journey, with many of our students attending our sixth form successfully gaining a place on a suitable pathway that will continue to build on the knowledge they have acquired at Abbey Hill. The Heart of our curriculum has allowed students to use their knowledge and apply this to different perspectives. This year we have provided all students with opportunities to think about the big questions in life, looking at some of the most recent developments. For example, we have seen year 9 students discussing organ transplantation with maturity and compassion. They have shown they can listen to different perspectives and be tolerant of other student's beliefs. They are also starting to become aware of the importance of knowing the facts before making a decision. This is something we will continue to build on next year. The hand of our curriculum allows students to investigate and use their creativity to solve problems. Students at all levels find the application of knowledge a challenge but due to the strength of our curriculum we are seeing that they are gaining resilience in their problem solving and practical skills across all year groups. Year 7 are now able to tackle a simple investigation and draw a simple conclusion, while year 11 students can plan, carry out a full investigation, analyse their results and evaluate their practical.

Art

In the academic year 2021-2022, the Art department saw the return of subject specialist teaching post COVID. This meant that the curriculum was followed in more detail, specialist resources and teaching were fully operational, and the students gained the richness of the subject again. The faculty lead developed a strong scheme of work with portfolio examples and carefully mapped out topics to ensure layered knowledge (Head) and the revisiting of skills, creating a high-quality art and design education which engaged, inspired and challenged pupils. 86 percent of students who were entered for accreditation met or exceeded their targets; the exception were students who were non-attenders. This is a huge achievement, especially after such challenging times in COVID. Through the rigorous systems in place, we have identified four Key Stage 4 students who are going to study art at GCSE, they will be the first who have studied at this level at the same time as their mainstream peers. This coming academic year we are offering a several educational visits to support and deepen the student's knowledge and experience and expanding the 'Hand' element of the Abbey Hill curriculum philosophy. This came about from an external funding bid which was arranged pre-Covid, and we are now able to fulfil.

Computing

Through the three strands of the computing curriculum at Abbey Hill, students develop the practical skills (Hand), specific knowledge (Head) and the personal aspects of digital life (Heart) needed to participate successfully in our curriculum area and start to engage in an evolving digital world.

Computing and IT have a significant relevance to students who demonstrate an enthusiasm to work with familiar forms of technology and with support embrace new technologies that they are introduced to. Outside of lesson time, students enjoy independent access to computers as part of the enrichment curriculum and after school clubs.

The computing curriculum equips students with functional IT skills that they apply to analyse and present information in a range of subject contexts. Through associating units of work to specific jobs, students grow an understanding of the relevance of the tasks they are undertaking to their future working life. 93% of Year 11 students left last year having achieved their academic targets in computing.

Students develop confidence to interact more independently with software, recognising interface features to build skills that they are able to transfer to different contexts and this is an example of how we incorporate the practical hand element of the overall curriculum philosophy.

In Key Stage 4, the computing option provides opportunities for students to develop their insight into how computer systems operate and to build upon of knowledge of how computers are used in the workplace and for other purposes.

A recent demonstration of the impact of the computing curriculum was the engagement of eleven Key Stage 4 students at the University of Teesside Animex Stop Motion Challenge.

Working as team to create an animation in one day drew upon core skills developed through the curriculum; creativity, problem solving and evaluation (Heart).

The impact of digital literacy skills developed is evidenced by the manner in which students leaving Abbey Hill are able to apply digital literacy skills in their everyday lives to interact in a productive manner.

PE

In Physical Education, we aim to develop student's competence in a broad range of activities and develop social skills. This is achieved by designing an inclusive curriculum that gives the opportunity for students to enjoy sport, develop characteristics to help them in the future and live a healthier lifestyle. This supports the curriculum intent at Abbey Hill where students develop sporting knowledge (Head), skills (Hand) and social skills (Heart). It was very pleasing to see students competing against other schools; with the highlight being the Football Team winning the MFC Foundation Competition in June 2022. As a department, we are aiming to build and establish links to create opportunities to increase students learning. This had included gym visits and kayaking at Tees Barrage this year. Students work towards an accreditation appropriate to their academic level. We were pleased with our results in the last academic year and our goal for this year is for a higher number of students to achieve Entry Level 3 in summer 2023.

Design Technology

Through our balanced and varied Design and Technology curriculum at Abbey Hill, pupils have developed the skills (Hand) and knowledge (Head) needed to participate successfully in our curriculum area.

They have progressively developed their knowledge, and learnt the techniques needed to design and make high-quality prototypes and products. Throughout their life, pupils will need the key skills of creativity, problem solving and evaluation (Hand) which are integral to all lessons. These are skills and attributes they can use beyond school and into adulthood.

The impact of DT on the pupils is evident through their clear enjoyment, participation and confidence in lessons. Pupils build up strong technical language and ultimately know more, remember more and understand more about the subject.

They have the opportunity through a variety of contexts to draw on skills learned in other cross-curricular disciplines such as mathematics, literacy, science, computing and art. Through our Design and Technology, curriculum pupils have built up strong interpersonal skills (Heart) such as perseverance, team working and have a strong sense of pride in their work and capabilities.

After the implementation of our Design and Technology curriculum, pupils should leave school equipped with a range of skills to enable them to succeed and recognise that our decisions can influence the wider world in terms of community, social and environmental issues.

Food

2021-2022 provided all students with a return to food lessons with a specialist teacher after a challenging two year period. Key Stage 3 Formal curriculum students engaged with a huge range of activities, which had been planned to reignite the enjoyment for cooking and food. Planning carefully focused on filling the gaps of knowledge and experiences, which we had not been able to be provided during the pandemic teaching period(s). Building to recap, develop and master subject knowledge (the Head of the subject) and practical (Hand) skills were the main focus. Role play became an enjoyable tool for many students when considering possible careers along with interviewing people from different food occupations (Heart). Within the semi-formal curriculum students are provided with cross curriculum experiences within their food lessons. Students experienced and engaged in activities which had been planned to over lay aspects/key words/key skills, of other lessons for example textures/colours/counting/reactions through practical activities and opportunities. Key Stage 4 was a great success due to the specialist planning, which provided the personalised scaffolding for missing knowledge/experiences/skills students had and providing achievable challenge to enhance students learning and personal independence (the Heart). All the students showed personal growth in their confidence and independence. Several of the students proudly shared stories of how they used their skills at home. Food Open Award units were all achieved at the student's target levels,

which is a fantastic achievement. This provides a solid foundation for students looking to transition onto higher food studies at Abbey Sixth Form or at alternative colleges. Looking to take Key Stage 4 food forwards, 2022-2023 students will be completing a stand-alone Food Open Award, with the units selected to match students' needs/ability/interests.

Humanities

The analysis of the impact of the humanities curriculum is ever growing as students not only develop their knowledge (Head) of the world around them both past and present through the curriculum, but are also encouraged to develop skills (Hand) to engage with complex and debatable ideas. Students can express and empathise with people studied throughout history and can compare and discuss current events, the impact on others locally, nationally and internationally. In History, students have studied the impact of the British Empire, how power and strength were used for gain and have compared this with modern day issues such as the Russian invasion of Ukraine. This allows students within the school to develop the skills and tolerance to show empathy towards each other, differing ideas and beliefs (Heart). Educational visits to places of worship have allowed students to question what they have been taught, question and discuss faith and belief in the context of their learning e.g. discussing war and killing with vicars in church, attending a commemoration event at the Gun Battery in Hartlepool and learning about the children killed during the bombardment in 1917. They have visited sites to expand their knowledge of the world around them, using practical skills to look at the impact of industry and pollution; historical industry of the area, the geographical location of modern trade with the introduction of the Freeport in Teesside and carried out an impact analysis on the locality from the viewpoint of humans and wildlife. Interweaving the curriculum areas allows students to understand the teaching behind each topic, express their opinions through deeper understanding and accepting but also challenging others' opinions. Using discussion, film, outings and formal lessons, students have made good progress in their skills to consider questions about the meaning and purpose of their lives and to explore their own identities, values and beliefs and concepts such as time, space and faith.

Music

At Abbey Hill, our music curriculum intends to inspire creativity, self-expression and encourages our students on their musical journeys as well as giving them opportunities to connect with others through musical knowledge in the 'Head' element of the Abbey Hill curriculum philosophy. The integral nature of music and the learner creates an enormously rich palette from which students may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world and this links in with 'Heart' aspect of the Abbey Hill philosophy. Children are encouraged to enjoy music in as many ways as they choose, either as listener, creator or performer and the 'Hand' part of the Music. They can sing, feel a pulse, add rhythms and create melodies in a group, and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

Vocational options

Abbey Hill Academy introduced a vocational qualification in 2017 because of our student voice. Students accessing our formal curriculum choose 4 vocational option subjects in Key Stage 4.

Vocational option choices together with our personalised PSHE and Careers curriculum credit our students with the Certificate, Extended Certificate or the Diploma in **Skills for Further Learning and Employment; Preparing for Adulthood:**

- **Adventure**
- **Digital Media (Photography)**
- **Food, Drink and Hospitality**
- **Land based studies**
- **Computing**
- **Performing Arts**
- **Product Design**
- **Sport, Health and Fitness**
- **Hair and Beauty**

98% of our students accessing the Formal curriculum achieved the SFLE qualification; Preparing for Adulthood.

Students get to choose and experience highly specialised vocational courses, learning new knowledge (Head), skills (Hand) and also gaining the confidence needed to seriously consider future post 16 courses and careers (Heart). Where possible we link with local employers and use this part of our curriculum to showcase possibilities.

Careers Education Information and Guidance

95% of students leaving Key Stage 4 secured a suitable Post 16 placement by the end of the summer 2022 term. The Academy places a great emphasis on CEIAG across all year groups and in Year 10 and Year 11 students receive a dedicated careers lesson once a week where they will access a wide range of knowledge as well as contact with external speakers and visits

- To replace the planned careers events, a careers day was held in May 2021
 - Year 7 Student completed a Careers themed treasure hunt around school
 - Year 8 Students visited local community areas to explore employment within retail and the community.
 - Year 9 and 10 students carried out workshops around how their options can lead to specific jobs and careers
 - Year 11 students received a formal 1:1 interview with a careers advisors as well as a variety of different employers
 - Year 11 students took part in an online workshop delivered by Game Academy.
 - All students were involved in careers week was led by TVCA. Students participated in numerous online activities and workshops within their tutor groups. Awards were presented for team work, problem solving and creativity.
 - Enterprise week took place towards the end of year and a fantastic summer fair was held and well attended by parents and family. Tutor teams were provided with a business loan in order to set up their business idea and purchased materials. Business ideas included a café, pin the nose on the Head Teacher, bath bombs and soaks, plants and garden produce.



Pre and Semi-formal learners

Our successful ASDAN Personal Progress Units ensure that all learners at Abbey Hill Academy achieve an accredited and recognised certificate that is meaningful and highly regarded as well as externally moderated.

This year's moderator report states 'The centre should be commended for the differentiation evidenced in all portfolios. Candidates were seen actively engaging in activities designed to meet their personalised learning goals.'

ASDAN Personal Progress Units can be personalised to the individual learner and achievement is observed and recorded using detailed comments, photos and video. Impressive portfolios are created that provide an accurate overview of each learner in terms of achievement and progress.

Students are exposed to a wide range of experiences (Hand) and themes (Head) are explored in a multi-sensory way (Heart) with the aim of focusing on each individual's development goals.

100% of students targeted to achieve this Certificate were successful at Entry 1. Personal Progress Unit portfolios provide students with a record of achievement that clearly shows levels of achievement and personal successes in all our core curricular components.



TGIW (Thank goodness it's Wednesday)

This is a dedicated time of the week where students are able to experience a wide range of enrichment activities that also help them develop many different physical, emotional and social skills. Students are able to choose the activities they (depending on numbers and availability) during different points of the year so that they can experience different activities as shown below.

• Football / Sport	• Swimming
• Ice Skating	• Arts/ Craft / Jewellery Making
• IT/Computing	• Cooking / catering
• Play Factory	• Judo
• Hair & Beauty	• Cycling
• Animal Care	• Dance
• Lego	• Walker Games

The impact TGIW has on students is very positive and it is pleasing that throughout the 2021/22 Academic year we were able to offer a wider range of experiences for students, including those that were away from the school site.

Accreditation

Abbey Hill Academy is always aiming to achieve excellence in all areas of our operations. We like to use external accreditation and award schemes to help us benchmark how we work against a robust set of criteria and open ourselves up to external scrutiny. As well as helping us ensure that our students receive a high quality experience, it also enables more focused school development and a chance to celebrate and recognise the hard work, dedication and skills of our staff. Much work was done throughout the 2020/21 academic year to ensure suitable accreditation was achieved and this was highlighted in the same report last year.

In June 2021, Abbey Hill Academy underwent an assessment to achieve the National Autistic Society Accreditation Award and this was successfully achieved. Accredited status is awarded to provisions where staff have a good working knowledge of methods and approaches which produce positive outcomes for autistic people. As part of the ongoing accreditation process, an annual progress visit takes place and looks at progress against targets and this was again a very positive visit in July 2022. In conjunction with this, Denise McCarten and Kate Reader have both qualified to become 'Team Life' trainers. This is a programme ran by the NAS is designed to provide further support around the importance of autistic perspectives to the parents/carers of autistic young people aged 10 – 16 years.

Leading Parent Partnership Award

In March 2022 Abbey Hill Academy and Sixth Form were successful in gaining reaccreditation for the Leading Parent Partnership Award. This award is very important to us as it guides us in our practice around parental engagement in everything we do. This award, along with the highly positive parental survey results helps demonstrate that parental engagement is of a high quality across all areas of the academy and this is an area that we will continue to develop and improve.