



# Abbey Hill Academy



*'Where amazing children do amazing things!'*

## Curriculum Impact Analysis

2022-23



## **Abbey Hill Academy Quality of Education**

### **Foreword**

The aim of this document, now in its fourth iteration, is to review how well the curriculum intent has been implemented and to evaluate the impact of this. This is the first report that has been completed in an academic year that has not been impacted significantly by the COVID 19 pandemic. The curriculum intent statements are extrapolated from the Key Performance Indicators, set by the HSAT Trust Leaders, are unambiguous and measurable. The broader Head Hand Heart philosophy underpins the intent statements and consequently, the scope of this document is wider, in that it will also look beyond examination outcomes and highlight the importance of not only of academic achievement but many other aspects of school life.

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.

It is very important that we always consider the academic, physical, medical and social needs of our students both on entry and as they change during their time with us, adapting plans accordingly. We meet children where they are and we support them from that point, at their pace. There was a strong desire to bring many of the experiential elements of the curriculum back to their pre-pandemic levels, and learning outside of the classroom was once again able to take place without the constraints previously placed upon us.

## **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.

To achieve this we will...

- Provide a wide, varied and sequenced curriculum that meets the needs of all of our students and enables them to participate in everyday activities' leading to a fulfilling life.
- Provide students with the necessary knowledge and skills so they are able to lead physically and emotionally healthy lifestyles.
- Provide students with a good understanding of physical, online and relationship safety for now as well as in the future
- Provide students with subject specific knowledge and skills that will prepare them for their next stage of education and adulthood

The impact of this will be

- Students make good progress throughout all curriculum areas.
- Students are able to demonstrate their progress through the external qualifications that they achieve.
- Students demonstrate that they are able to be safe and seek extra support and guidance when needed.
- Students will be equipped with knowledge that will help them with life outside of school.
- Students have a clear route to their next stage of education and have the necessary requirements to achieve this.

### **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.

To achieve this we will...

- Provide a curriculum that enables and challenges students to be knowledgeable, respectful and tolerant citizens
- Provide a curriculum that enables students to explore and understand the many different aspects involved in being a British citizen
- Provide a curriculum where students are able to develop their understanding of healthy and safe relationships
- Provide a curriculum that supports preparation for adulthood and transition to the next stage

The impact of this will be...

- Students have a respectful and tolerant attitude towards others
- Students behave well towards their peers and adults both in and out of school

- Students have an awareness and understanding of the importance of different cultures, beliefs and identities
- Students are equipped to have healthy and positive relationships
- Students have a strong understanding about what being a British citizen involves
- Students are ready and able to move on to their next stage of education or training

### 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.

To achieve this we will...

- Provide a curriculum where physical activity and wellbeing is supported and promoted
- Provide a curriculum that enables students to develop their experiences, understanding and skills of a wide range activities that they will encounter in their adult life and potential employment
- Provide a curriculum that encourages students to use creativity and develop their use of imagination and creativity in their learning
- Provide a curriculum where students experience a range of education, training and workplace experiences to encourage them to be ambitious thinkers about their future

The impact of this will be

- Students have the confidence, resilience and skills to participate in a wide and varied range of activities both in and out of the school setting that will prepare them for their future life
- Students are able to participate in suitable physical activities that meet their needs
- Students will receive and participate in a wide range of cultural enrichment activities that will increase their understanding and enjoyment of the world around them
- Students will have a greater understanding of the employment, education and training opportunities available to them in the future and have a variety of skills that can be built upon



Our students have significant and complex learning, and in many cases physical and 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:

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

	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	

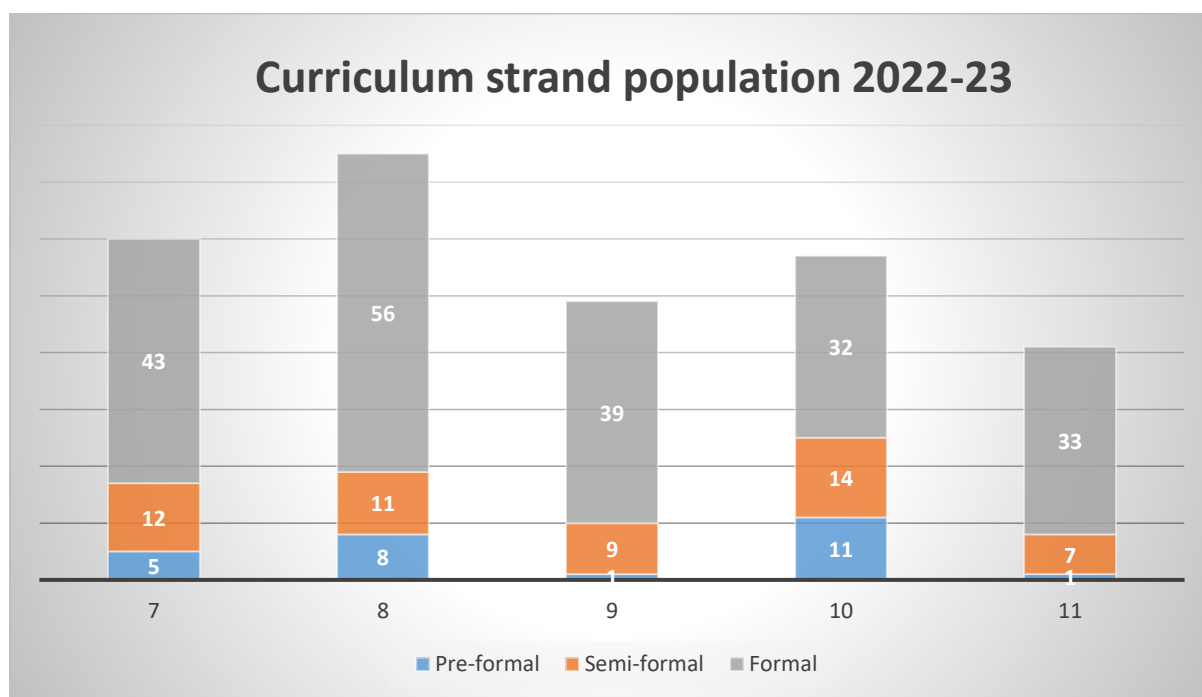
right conditions to learn and spends that time ‘appropriately’, then they will achieve great things  
*(Teaching for Mastery by Mark McCourt 2019).*

### Student Cohort Profile 2022 – 2023

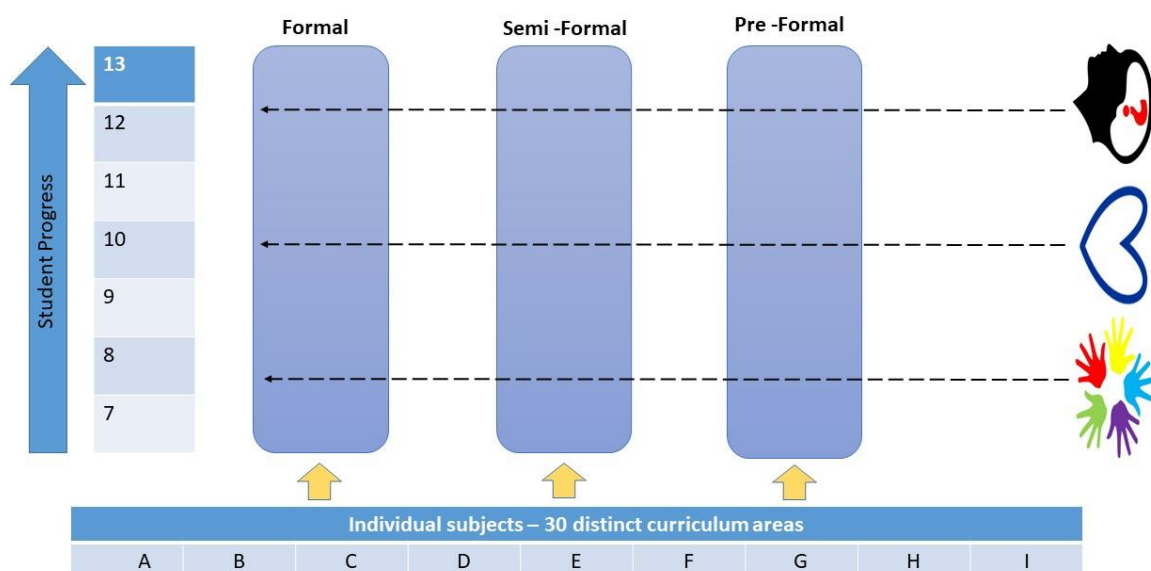
	Year 7	Year 8	Year 9	Year 10	Year 11
Number of pupils	60	76	49	57	41
Male	76%	71%	73%	63%	56%
Female	24%	29%	27%	37%	44%
FSM	40%	50%	45%	54%	37%
EAL	0%	7%	3%	9%	2%
PP	53%	63%	57%	60%	46%
CiOC	0	4%	6%	5%	10%

### Curriculum cohort comparisons

The graph below shows the curriculum cohort breakdown for the Academic Year 2022 – 2023



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. Teacher's micro-track student progress half-termly 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 2022 -23

### Key Stage 2 prior attainment

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

#### Year 9

- 100% of students were not entered for SATS due to COVID
- All data collated was teacher assessment
- Reading data – 41% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Writing data – 35% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Maths data - 41% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- 14% of the cohort (all accessing FFX provision) were teacher assessed as working within Key Stage 2 expectations (Y3-6) in core curriculum subjects of English and maths

#### Year 8

- 100% of students were not entered for SATS due to COVID
- All data collated was teacher assessment
- Reading data – 36% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Writing data – 35% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Maths data - 35% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- 10% of the cohort (all accessing FFX provision or gifted Walker ASD group) were teacher assessed as working within Key Stage 2 expectations (Y3-6) in core curriculum subjects of English and maths

#### Year 7

- 100% of students were not entered for SATS due to COVID
- All data collated was teacher assessment
- Reading data – 27% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Writing data – 28% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Maths data - 23% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- 8% of the cohort (all accessing FFX provision or gifted Walker ASD group) were teacher assessed as working within Key Stage 2 expectations (Y3-6) in core curriculum subjects of English and Maths



### 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 2021/22 and the work completed in school during 2022/23.

### Key Stage 3 achievement 2022-23

Y7 (60)

PP (32) LAC (0)

(Comparing current attainment from AH baseline)

Subject	PP & LAC % on track	All Students % on track
Maths	100	100
Read	94	97
Write	85	92
Spoken	79	89
Science	94	94
Art	97	97
ICT	79	80
PE	85	90

Y8 (75)

PP (48) LAC (3)

(Comparing current attainment from AH baseline)

Subject	PP & LAC % on track	All Students % on track
Maths	73	79
Read	96	95
Write	92	95
Spoken	86	86
Science	96	94
Art	100	99
ICT	90	91
PE	80	75

Y9 (49)

PP (28) LAC (3)

(Comparing current attainment from AH baseline)

Subject	PP & LAC % on track	All Students % on track
Maths	79	82
Read	86	86
Write	68	78
Spoken	68	70
Science	97	96
Art	93	96
ICT	100	100
PE	93	88

In English, progress overall is good. Speaking and listening skills will be a key focus as we move into Year 8 and beyond, embedding oracy into medium term planning to ensure this is prioritised linked to whole school communication development. Students at the end of Key Stage 3 are generally well prepared for the move to Key Stage 4 in English.

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. This involves a lot of carefully planned intervention in the classroom and some 1:1 and small group support for targeted individuals.

In Science, the majority of students have made good progress overall. The number of students making above expected progress is lower than expected. Additional support in science has been requested to extend the science staffing expertise in Key Stage 3 to strengthen delivery. By the end of Key Stage 3, all students are working as expected and accessing Entry Level objectives. The Year 9 curriculum in science is demanding and careful planning in liaison with the subject lead is vital to ensure learning priorities are agreed for each individual student.

In ICT, students arrive from Key Stage 2 with lots of iPad experience and a need to learn the basics related to desktop computing. Digital literacy and E-Safety are also key areas of significant weakness. In lower Key Stage 3, it is important for students to recognise and develop an understanding of the fundamental skills in computing prior to working on more advanced techniques. By the end of Key Stage 3, students have learned and developed deeper knowledge related to more advanced hardware and software and have engaged in projects that support independent thinking, problem solving and research. Developing this further next year would be to embed elements of coding and computer science.

The PE curriculum is strong. Facilities at satellite provisions limit access to resources but timetabling groups together at Abbey Hill site and a move for Fairfax (FFx) next academic year will help support progress in PE for all students. All students in Key Stage 3 are making good progress. Subject lead moderation across all sites and provisions is a key priority for next academic year to ensure assessments are robust.

Art is a subject that needs and deserves time, patience and a talented subject specialist. Staffing has been a real issue this year in art and specialists had to be drafted in to support. Expertise from across the trust really supported outcomes in art this year. The Year 7 art curriculum is all about embedding basic skills related to colour theory, techniques and learning about a range of artist's work. Year 8 focuses on more advanced techniques and individual student design based on inspirations. Students

leave Key Stage 3 feeling confident and successful in art, very prepared to tackle the range of accreditation offered at Key Stage 4.

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 leading to incredible outcomes. Student learning journals clearly show the progress made this academic year. **From September 2023, the Pre-Formal curriculum will be referred to as the Informal curriculum as we believe this is a better representation of the curriculum.**

Our Pupil Premium students and Children in Our Care broadly achieve in line with peers.

## Key Stage 4 Student Academic Progress Analysis 2022 -23

### Key Stage 2 prior attainment

At the end of Key Stage 2, this Key Stage 4 cohort were identified as having significantly low prior attainment in both English and mathematics. All students were recorded as working below the level of expected standards but results can be broken down as follows:

#### Year 11

- 94% of students were not entered for SATS
- Reading data – 27% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Writing data – 27% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Maths data - 29% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- 0% of the cohort were teacher assessed as working within Key Stage 2 expectations (Y3-6) in core curriculum subjects of English and Maths

#### Year 10

- 83% of students were not entered for SATS
- The 9 (17%) students that were entered for the SATS did not meet the standard of the test
- All data collated was teacher assessment
- Reading data – 83% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Writing data – 83% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- Maths data - 83% of the cohort was assessed at working below the level of the national Curriculum – Pre K
- 17% of the cohort teacher assessed as working within Key Stage 2 expectations (Y3-6) in core curriculum subjects of English and Maths

### 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.

### Key Stage 4 achievement 2022-23

Y10 (57)

PP (34) LAC (3)

(Comparing current attainment from AH baseline)

Subject	PP & LAC % on track	All Students % on track
Maths	68	72
Read	80	85
Write	80	83
Spoken	92	92
Science	86	85
Art	89	92
ICT	80	85
PE	48	60

Y11 (41)

PP (19) LAC (4)

(Comparing current attainment from AH baseline)

Subject	PP & LAC % on track	All Students % on track
Maths	95	98
Read	95	93
Write	100	98
Spoken	85	81
Science	100	100
Art	100	100
ICT	90	90
PE	69	78

By the end of Key Stage 4, the majority of our students were on track and met our aspirational targets in all curricular areas.

In summary:

96% English met or exceeded target

98% maths met or exceeded target

100% science met or exceeded target

100% art met or exceeded target

90% ICT met or exceeded target

78% PE met or exceeded target

All students entered for their Entry Level 1 PPU (Personal Progress Units) certificate passed, to quote the examiner feedback, 'with flying colours'. This is a qualification for our most complex students that allows them to be accredited for and highlight their many strengths.

33 students achieved an Open Award in Skills for Further Learning and Employment qualification. This is a qualification incorporates our PSHE accredited learning in Key Stage 4. Students did not achieve the diploma this year as we are phasing this combined SFLE qualification out for a more bespoke subject vocational offer. We are happy with these results as 79% of the cohort managed to achieve the extended certificate. As well as studying this qualification, our students trialed new subject specific vocational standalone qualifications at a range of levels. Many students achieved Level 1 in these practical, work-based qualifications, which is a fantastic achievement. These qualifications are chosen to support preparation for adulthood. We aim to extend this L1 offer next academic year.

Due to our extensive and high quality portfolios, Open Awards have categorised us as 'low risk' and have awarded our Vice Principal AIV status (Authorised internal Verifier), which means they trust our judgements and sample our assessments.

*Achievement outcomes for the end of Key Stage 4 can be seen in appendix 1.*

At Abbey Hill Academy, our aim is that all students achieve accreditation in 6 core 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 and this was achieved this academic year.

Our Pupil Premium students performed in-line with peers.

Children In Our Care achieved as expected.

### **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**

This year we have had a continued 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 continued to use a whole school approach to Numicon. This has been further supported by teachers in the semi-formal curriculum using the maths for life approach and assessment to provide them with more structure when teaching cognition.

The Key Stage 3 and Key Stage 4 progress in maths has continued to show 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 adapted in every year.

This has enabled twelve of our year 9 / 10 students in 2022 to achieve very secure EL3 qualifications – ensuring they move onto L1 qualifications during year 10 / 11 at Abbey Hill. Eight of our year 11 students in 2022 / 2023 have achieved a formal Level 1 certificate in number and measure. This is a nationally recognised qualification following strict exam guidelines. A further student (year 11 2022/2023) achieved the next step successfully also achieving a L2 qualification in Number and Measure.

We have also been extremely pleased with the results of our leavers in Summer 2023. For those working at Entry Level in maths, 97% of students who completed the suite of 8 entry level papers achieved their target grade or above at entry level. 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 2023 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 Secondary. 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**

The Art curriculum has been designed so that students gain and experience the richness of the subject offer. A strong scheme of work with portfolio examples and carefully mapped out topics ensure a layered knowledge of Art (Head) and the revisiting of skills, creating a high-quality art and design education which engaged, inspired and challenged pupils. 100 percent of students who were entered for accreditation met or exceeded their targets. This is a huge achievement, especially after such challenging times in COVID. Through the rigorous systems in place, we identified four Key Stage 4 students who are able to study art at GCSE, this was the first time they have studied at this level at the same time as their mainstream peers and we are delighted that the 2 Year 1 students achieved a Grade 4 in GCSE, with the other students expecting to complete the course in June 2024. As always, this year we will be offering several educational visits to support and deepen the student's knowledge and experience and expanding the 'Hand' element of the Abbey Hill curriculum philosophy.

## **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. All students on the formal curriculum is taught Functional IT Skills to gain a qualification. It is acknowledged that having an understanding in computer technology within a modern world is quickly becoming a life skill which we want each student to adopt.

Our focus upon digital literacy equips students to use computers in the modern world. Students will become familiar with how computing has impact daily lives through developing technologies. Students are familiar with the role computing can play in how computers can assist work load and managing complex problems and also look to the future of technology and how it is advancing.

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. A range of hardware options are also being introduced to allow students to look at the capabilities of computer technologies in other formats.

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.



We aspire to help students achieve their full potential or work beyond personal targets. Level 1 accreditation is being considered to those students with the potential to achieve well in the subject. Students should recognise target setting and look to want to aim for grades beyond those set.

A 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). This also allows students to learn and experience computing outside the classroom, understanding how businesses and organisations can use computer technology to solve problems.

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. 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 2024.

## **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**

A varied and adapted Food Technology curriculum enables students to access learning appropriate to their own needs. The Key Stage 3 curriculum facilitates students to engage and experience a wide range of topics that develops their knowledge and understanding of the subject. Practical kitchen skills are taught throughout the course, with students being able to develop and improve on these skills through careful curriculum sequencing and regular practice, with food safety and hygiene at core of everything done. Cross curricular skills and social/team working skills which are so important in life are also developed throughout the curriculum. Role play was an enjoyable tool for many students when considering possible careers, along with interviewing people from different food occupations. Students are also exposed to a variety of cultural experiences with food being an easy concept to highlight different food and customs from around the world. Within the semi-formal curriculum, students were provided with cross curriculum experiences within their food lessons. Students experienced and engaged in activities that were planned to overlay aspects of key words and key skills from other areas of study, for example textures/colours/counting/personal opinions, again through the use of a wide range of practical activities. Key Stage 4 students were successful, with 100% of students achieving Entry level 3 in their Open Award qualifications. All the students who followed the food technology curriculum demonstrated personal growth in areas such as self-confidence and independence and it is a pleasure to see them develop in so many different ways. The Food Technology curriculum provides a solid foundation for students looking to transition onto higher food studies at Abbey Sixth Form or at alternative colleges, as well as providing them with vital knowledge and skills they can use throughout their lives.

## **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

Students accessing our formal curriculum choose 4 vocational option subjects in Key Stage 4:

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

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

Careers Education Information and Guidance

Compass review July 23

The Compass report shows the following results with slight declines in GBM 1 & 6. This will be a focus for 23/24.

<b>Benchmark</b>	<b>Abbey Hill Academy</b>	<b>National Results</b>
G1	88%	43%
G2	100%	66%
G3	100%	38%
G4	100%	60%
G5	100%	56%
G6	87%	36%
G7	100%	33%
G8	100%	65%

The Academy places a great emphasis on CEIAG across all year groups and has, for the second year, taken part in the TVCA SEND enterprise week. Joining other SEN schools and colleges students take part in various activities online providing careers talks, college information, employee Q&A sessions and competitions. This year's event was sponsored by Altrad who sent three representatives into school to support students during the event, followed by a celebration event held locally at the Arc for competition winners.

Many Year 11 students successfully completed an Entry Level qualification in careers during their dedicated careers lesson every week. They also looked at enterprise opportunities, with one group being successful in completing Young Enterprise which was supported by Darlington building Society. Their project was to run a School tuck Shop and staff take away café. Students attended the final awards held at Durham New College and received an award for best customer service. This competition was open to schools across the north east with our students taking one of the four prizes on the day.

In-house year 11 companies successfully attended and made a profit at local Christmas fairs and Stockton markets to sell their products. They also had various pop up shops within school selling products and services linked to the celebration calendar – Valentines gifts, Mother's day, Father's Day etc.

All tutor groups are invited to join our annual summer fair, students have allocated time within the week to generate ideas and create games, products and services to showcase at the event. This year's event sadly had to be held indoors due to the weather but this didn't put a damper on things seeing a huge number of parents and carers joining us in the hall with extended family members. The afternoon was a great success for students and received positive feedback.

### **Post 16 destinations 2022/2023**

Remaining at Abbey Hill/Sheraton Sixth Form 32 (84%)

Other Post 16 providers 4 (10%)

Destination currently unknown 2 (6%)

Total number of Y11 leavers 38 students

In line with mandatory guidelines, every student had a 1:1 careers, advice and guidance meeting to discuss and plan for their own future. This has led to 84% of students securing a suitable post 16 placement by the end of summer 23 with new providers offering 3 students placements, Stockton Sixth Form College, Hopefields and NACRO

### **In house work experience.**

For the first year we trialled some in house work experience with Year 11 students. Students successfully experienced placements in the following areas:

- Classroom assistant (Class for students with ASD)
- Classroom assistant (Class for students with PMLD)
- Lunchtime assistant (Green Gates Academy)
- Caretaker duties

Feedback received was positive from students, staff and parents. So much so a leaver requested to continue their placement after the leavers date, returning 2 hrs per week to support in a group for students with ASD.

Careers is linked closely with our RSHE curriculum and below you can see a table detailing links providing internal or external experiences for our young people linked to the topic and the working world.

<b>Year Group Topics</b>	<b>Experiences</b>
<b>Year 7</b> Rights Respecting School Staying safe	Suez trip, community kitchen visit or Food Bank collections. RNLI guest speaker/presentation
<b>Year 8</b> Careers in the community	Pizza Express - chef for a day
<b>Year 9</b> Mindfulness Managing finance - savings	Karma life - yoga and meditation session Santander workshop
<b>Year 10</b> Managing finances - debt Staying safe - county lines	Santander workshop Cleveland police - custody visit
<b>Year 11</b> PFA -public transport and SRE	Train and bus station visits Brooke

## **RSHE/PSHE**

September 2022 saw the introduction of the new RSHE curriculum in line with national standards informed by the PSHE Association. This development continues to ensure topics are visited and revisited to deepen knowledge and enhance learning opportunities through practical tasks and educational visits alongside meaningful classroom activities. The teaching and learning is particularly pertinent to the lives of the children in our care, it incorporates topics that students are likely to experience in their own lives which enables them to develop real life skills to cope with current and future life challenges. The school has been supported by Brooke, a specialist charity who have assisted in the delivery of our relationships and sex education. Lessons are linked to the objectives of the Rights Respecting schools which allows students to gain a wider understanding of society at home and abroad. In the coming year, the department intends to further develop this curriculum by ensuring teaching and learning outcomes are consistent, age appropriate and relevant for the learners across all areas of the school given the ever changing nature of our student population.

## **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.

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 are interested in (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 2022/23 Academic year we were again able to offer a wider range of experiences for students, including those that were away from the school site. The benefits of these enrichment activities are many and can change between students depending on their need.

We are extremely proud of our provision, with the academic, social, physical and emotional progress students make enabling them to access the wider community and understand the British Values that underpin our society as they progress into adulthood. This happens due to the strong and positive relationships between all members of the Abbey Hill Academy community along with the many different stakeholders who we work with to ensure the best outcomes for the young people that we serve.

Abbey Hill Academy – Appendix 1

Results 2022-2023

Cohort 41

Pupil Premium 19

Children In Our Care 4

		Subject	Entries	Entry Level			FS		GCSE	Progress to target		
				1	2	3	L1	L2		% Below	% Expected	% Above
Core	Entry Level/ Functional Skills/ GCSE	English	33	1	12	11	9	0	0	6	67	27
		Mathematics	33	1	6	16	8	2	0	3	36	61
		Science	34	0	2	14	18	0	0	0	3	97
		PE	33	5	17	11	0	0	0	27	58	15
		ICT	33	2	17	14	0	0	0	12	48	40
		Art	33	0	0	31	0	0	2	0	0	100
Vocational	Open Award	SFLE Diploma	33	0	0	0	0	0	0	0	21	79
		SFLE Extended Certificate		0	8	18	0	0	0			
		SFLE Certificate		0	1	6	0	0	0			
		Performing Arts certificate	2	0	0	1	0	0	0	50	50	0
		Sport certificate	7	0	0	0	7	0	0	0	100	0
		Horticulture certificate	4	0	0	0	4	0	0	0	100	0
	Hair and Beauty certificate	3	0	1	2	0	0	0	0	100	0	
	Computing certificate	2	0	0	2	0	0	0	0	100	0	
	Photography certificate	5	0	0	5	0	0	0	0	100	0	
	Independent living (food technology) certificate	7	0	0	7	0	0	0	0	100	0	
	WJEC	Design technology	15	0	4	11	0	0	0	0	100	0
Personal Progress Entry Level 1	Communication	8	8	0	100	0						
	Cognition											
	Creativity											
	My Body											
	My World											
	My Self											