



Abbey Hill Academy



'Where amazing children do amazing things!'

Curriculum Impact Analysis

2023-24

Abbey Hill Academy Quality of Education

Foreword

The aim of this document, is to show how well the curriculum intent has been implemented and to evaluate the impact of this. The curriculum intent statements are extrapolated from the Key Performance Indicators, set by the HSAT Trust Leaders, are unambiguous and measurable. To provide a broader understanding around the impact of the Academy curriculum intent, 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.

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.

We set ambitious target for all of our students in terms of outcomes, with respect to their qualifications, GCSE for the most able or Personal Progress for those working below Entry One. This report will once again reconfirm our determination that each student achieves their full potential, and are accredited accordingly.

Areas we have particularly focused on, with regards the quality of education, over the past 12 months, is early reading including phonics and improving fluency and ensuring that effective curriculum sequencing from Year 7 through to Year 13 is replicated across all subjects and the pathways.

The impact of these priorities will be detailed in this report. We are also delighted with our work around 'Attachment Aware and Trauma Informed Practice' which is having such a positive impact on students across our Academy. To gain national recognition, in the form of the ARC Special School of the Year Timpson Award, was great testimony to the Abbey Hill AATI team. This accolade was followed by being asked to become an ARC Learning Hub, the first in the North East of England to help share good practice with other schools in the area.

We are also extremely proud of our provision in terms of wider personal development, particularly enabling students to understand and access Post 16 educational opportunities and experience the many different aspects that the wider community offers.

James Newman

Principal

Abbey Hill Academy Curriculum Intent

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

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.

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

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

N.B The intent of the curriculum will be evident in the outcomes section of all of the students' Education and Health Care Plans, and it is aligned with HSAT's Key Performance Indicators (*Indicated by the Italics throughout this document*)

Our students have significant and complex learning, and in many cases physical and social needs that affect every aspect of their development. Where available, 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 implements a curriculum that suits each child. Our school curriculum is initially based on three broad curricular levels, Informal, Semi-formal and Formal:

- **Informal curriculum** - Students who are unable to engage in subject specific learning access a highly-personalised curriculum with intensive staff support leading to Entry Level 1 qualification and the Personal Progress Units in Key Stage 4. Many of these students also require intensive medical, physical and social support to help them fully access the school day
- **Semi-Formal curriculum** - Students engage in subject specific learning but are working below Year 1 age expectation. Students access subject specific work using a semi-formal approach, with personalised Personal Progress units contributing to the certificate level qualification in Key Stage 4 along with a range of Entry Level 1 and 2 subject specific qualifications where appropriate.
- **Formal Curriculum** - All students working at or above Year 1 age expectation in Key Stage 3 access our Formal Curriculum and study a broad range of subjects that are planned and sequenced to take into account both their academic ability as well as their age and social circumstances. In KS4, our Formal curriculum aims to provide accreditation in a suite of Entry Level, Functional Skills and Open Award qualifications ranging from Entry Level 1 to Level 2 qualifications. A small number of students have been able to successfully access GCSE Art given their natural flair in this subject. Students also have the opportunity to transition to our Post 16 provision early to access a full suite of GCSE qualifications where appropriate.

Providing our students with the most appropriate curriculum is the key to our success. Within each curriculum level students' experiences are highly personalised, focusing on each individual child's learning targets through motivating and engaging topics, themes and experiences that promote our intent 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.

Academy expansion

For several years, Abbey Hill Academy, fully supported by HSAT, worked tirelessly with both Stockton and Middlesbrough Local Authorities to look at creative ways to expand the Abbey Hill experience and

offer what we consider the outstanding provision to more students who would otherwise not be able to benefit from it.

The Abbey Hill at North Shore satellite provision is a perfect example of how different organisations within the education system can work together for the benefit of the community. A highly productive working relationship with the Northern Education Trust, along with support and funding from Stockton Local Authority has meant that we can run a 3 form provision within North Shore Academy. The students wear North Shore Academy uniforms but are Abbey Hill students, following the Abbey Hill curriculum and taught and supported by Abbey Hill staff. Students are able to mix at free times with North Shore Academy students and feel equally part of both communities. The student population are very well suited to our formal curriculum but enjoy and benefit from being part of a wider community

The Abbey Hill Fairfax satellite provision was initially based at Hollis Academy, part of HSAT, but due to the quality of provision, it was requested by Middlesbrough LA that we expand. A new site was located within the grounds of Acklam Grange School. The groups transferred there in September 2023, the provision now comprises 5 year groups from Year 7 -10. With support and funding from Middlesbrough LA, Fairfax, a provision for students with learning needs and ASD, offers students from Middlesbrough the opportunity to follow the Abbey Hill curriculum and receive the academic and pastoral support from Abbey Hill staff.

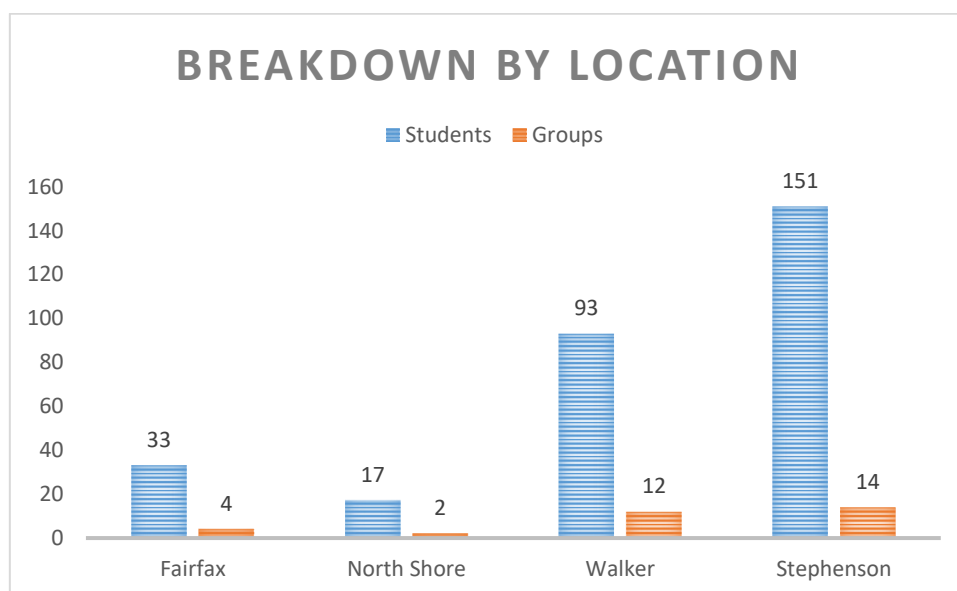
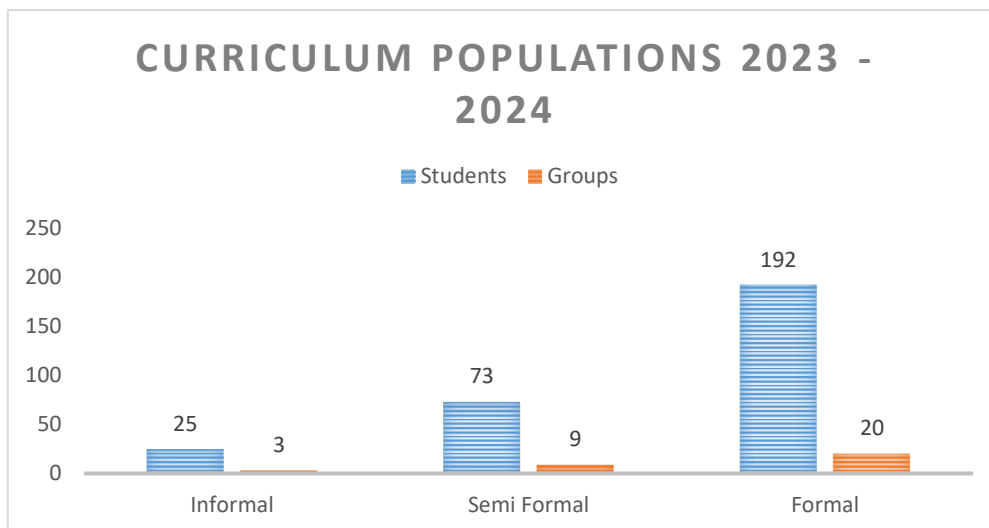
Both provisions, along with the different areas of Abbey Hill provide the whole community with a sense of pride. Leaders are based on all sites, and leaders from all areas work closely to ensure that the culture, ethos, curriculum and pastoral requirements are all as one and leaders' expectations are delivered at a consistently high level

Student Cohort Profile 2023 – 2024

	Year 7	Year 8	Year 9	Year 10	Year 11
Number of pupils	46	59	72	50	57
Male	70%	76%	70%	74%	61%
Female	30%	24%	30%	26%	39%
FSM	39%	42%	53%	48%	54%
EAL	4%	0%	6%	6%	9%
CiOC	2%	0%	4%	4%	5%

Curriculum Profile Comparison

The graphs below shows the curriculum populations and location cohort breakdown for the Academic Year 2023/ 2024



Attachment Aware Trauma Informed Approach

In November 2023 Abbey Hill was awarded the Attachment Research community Timpson Special School of the Year award and were also runners up in the Secondary School award. Our approach to managing students is ensuring that we build strong relationships and use this to ensure we get maximum engagement from them. Student behaviour across the Academy is exceptional and, where students require sanctions, these are put in place. On the small number of occasions that students are suspended, significant effort and time is put in to ensure that they learn from the sanction, *with reductions of repeat suspensions being a HSAT KPI. Last year, we only had 4 suspensions, totaling 6.5 days lost through suspensions, with no repeat suspensions.*

Students are also supported in understanding how their behaviour can impact upon others as well as guided as to how to manage their own behaviour. Staff understand the many different needs that students have and will work with them, along with parents, carers and other agencies to ensure students are supported in many different challenges that they face when growing up. The benefits of this approach are clear to see in all areas of the Academy, and is backed up by student, staff and

parental surveys and discussions and, most importantly, engagement. The HSAT Academy KPI's of ensuring children feeling safe in school is being met, with 95.5% of students saying that they do feel safe in school. The KPI of Incidents of bullying, discrimination, sexual - harassment, abuse and violence, are dealt with quickly and effectively is also being met, with 91% of students saying that bullying is not a problem and adults helping students is recognized by 94% of students. Parents voice back this up with 97% of parents thinking that the school deals effectively with any incidents of bullying

School Attendance

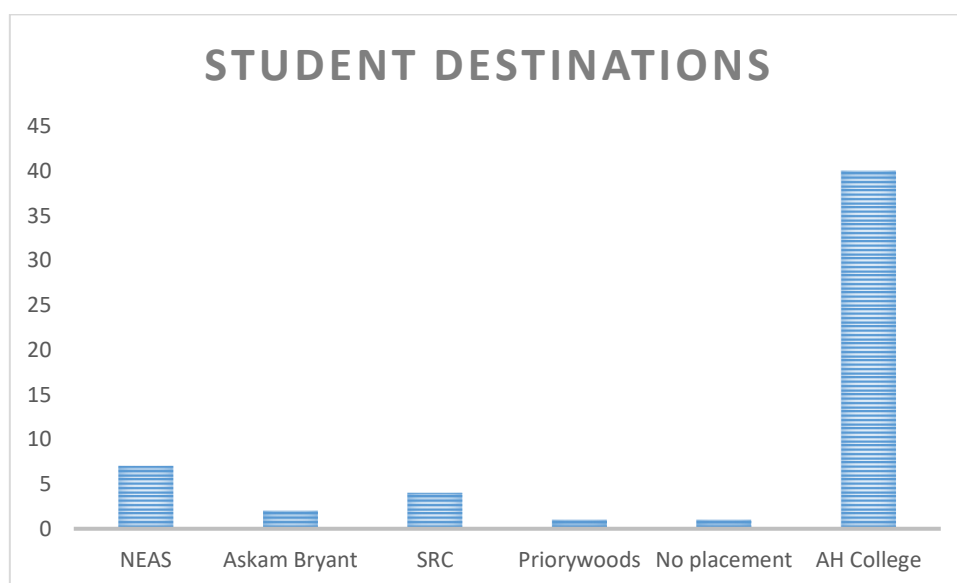
Improving student attendance continues to be a key focus at Abbey Hill Academy *and is a KPI for the school. Our attendance was 90.7%, which is an increase from 2023* and is higher than SEN National average and in line with local 11-16 mainstream schools, but we always strive for better.

When we analyse the data at both a macro and micro level, we knew there were a number of students where intervention and support were required to improve their engagement. There is often an underlying reason for non-attendance and our approach is very much relational in approach with students, families and, where required, external services. This multi layered approach to provide the right support to engage students in education, one which will continue to be a key focus.

Analysis of student data also highlights that we do have some students who due to illness and medical needs are often unable to attend school, even though there is nothing they would like more. We provide the required support for these students and families and ensure they receive the full support of external agencies where required. When looking at attendance cohorts, it is pleasing that there are no particular groups with significantly lower levels of attendance. However groups are regularly monitored to ensure students continue to regularly attend school.

Post 16 destinations 2023/2024

In line with mandatory guidelines, every student had an independent, face to face careers advice and guidance meeting to discuss and plan for their future. The below graph shows a breakdown of student destinations for June 2024 leavers. All but 1 student has secured a placement and the one student that has not is due to a move out of the local area, this will hopefully be rectified by the new Local authority in due course.



As student need continues to diversify, the placements that students attend does so as well. Some students have chosen to attend mainstream college provisions; this is pleasing as it demonstrates their confidence in moving on from Abbey Hill, as well as an understanding of how important it is in choosing the right course for their possible future career. *It is a HSAT KPI for 100% of learners to be involved in education, employment or training.* We are hopeful that as we move further into the term, the one student who has not been successfully placed, due to him having to be located out of area will be successful in have a placement secured for him, and consequently this KPI will be achieved.

In conjunction with the Sixth Form College we use the Tees Valley Careers to carry out a review of where we are against the Gatsby Benchmarks. *It is a HSAT KPI to be above the National Average Gatsby results and has been achieved.*

Benchmark	Abbey Hill Academy	National Results
G1	100%	66%
G2	100%	81%
G3	100%	54%
G4	100%	76%
G5	100%	80%
G6	100%	64%
G7	100%	52%
G8	100%	75%

Careers Education Information and Guidance

The Academy places a great emphasis on [students accessing high quality and impartial CEIAG across all year groups](#) and has, for the second year, taken part in the TVCA SEND enterprise week. This involved joining other SEN schools and colleges' students, to take part in various activities such as online careers talks, college information events, employee question and answer sessions and competitions. This year's event was sponsored by businesses who sent representatives into school to support students during the week, followed by a celebration event held locally at the Arc Centre for competition winners. It was a delight that several of our groups were winners!

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. Seeing a huge number of parents, carers and family members attending, with the luck of really nice weather, meant the afternoon was a great success for students and made them, along with everyone else who attended, really proud to be part of the Abbey Hill Academy.

The table below provide an overview of the CIAEG activities that take place throughout the school year.

Year 7	<ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week • PSHE careers based topic. • Guest speakers in assemblies, including ex-students talking about their own success. • External employee encounters supported by the wider curriculum. • Job of the month
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Year 8	<ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week • PSHE careers based topic. • Guest speakers in assemblies, including ex-students talking about their own success. • External employee encounters supported by the wider curriculum. • Job of the month
Year 9	<ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week • PSHE careers based topic. • Guest speakers in assemblies, including ex-students talking about their own success. • External employee encounters supported by the wider curriculum. • 1:1 CIEAG meeting with impartial careers advisor. • EHCP Review Meetings for students and their parents/carers to begin thinking about Post 16 Options • Transition to Key Stage 4 work begins – Options Event for students and parents and carers to enable option choices to be made for Year 10 • Job of the month
Year 10	<ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week • Guest speakers in assemblies, including ex-students talking about their own success • External employee encounters supported by the wider curriculum. • Stockton Riverside college and Middlesbrough College Taster Day • Dedicated weekly careers lesson. Open Awards accreditation – Preparation for Work, Skills and qualities test, Writing a CV, Application forms and application process, Preparing for a job interview, Mock interviews. • Introduction to pathways choices: tertiary colleges – GCSE's, A levels, T levels, vocational studies, apprenticeships, internships, HE and training providers. (where deemed appropriate) • Second Options Event for students and parents/carers to enable option choices to be made for Year 11 • Vocational accredited option choices – land based studies, hair & beauty, sport & fitness, adventure, photography, food technology, design technology, performing arts and computing. • Job of the month
Year 11	<ul style="list-style-type: none"> • EHCP Review Meetings for students and their parents/carers to make their final choices for Post 16 placements • Opportunities CEIAG individual interviews and application support, if applicable. (previously Youth Direction) • Opportunities drop in sessions for advice and support • Dedicated careers lesson. Open Awards accreditation – Taking part in an Enterprise project. • External employee encounters supported by the wider curriculum. • Vocational accredited option choices – land based studies, hair & beauty, sport & fitness, adventure, photography, food technology, design technology, performing arts and computing. • Job of the month

Assessing the quality of the Abbey Hill Curriculum

To ensure that the delivered curriculum is interesting, enjoyable and relevant, a Quality Assurance process is followed. The QA process follows the OFSTED framework and uses a whole school standardised approach. Outcomes form part of an ongoing cycle and procedures ensure that the system supports staff and departments to develop with a clear focus on how to achieve this.

Targets and development points are used as a review in the next cycle of QA. This allows staff the time and support to drive subject implementation further and for senior leaders to tackle any immediate issues such as staffing requirements or training needs. The QA process is used consistently across all sites and provisions to ensure that we maintain high standards for all of our Abbey Hill students, wherever they may be taught.

This year's Quality Assurance process found the following:

'Excellent subject knowledge shown across the lessons visited. Lessons (formal) showed a sequence which demonstrated that knowledge was being built upon from the last lesson. Retrieval practice demonstrated in both lessons and all students were engaged due to the lesson content, adapted resources and TA assistance. Books showed that MTPs were being followed and there was a clear learning journey in place.'

'Exemplary practice observed in informal curriculum. Staff clearly attuned to students' needs and communication tools.'

'During the lessons observed, student work over time matches the planning and it is clear that students have developed appropriate knowledge and skills.'

'All books viewed showed that the curriculum plan was being followed.'

'Communication was effective and it is clear that the classrooms and school environment have been developed to be communication friendly for students.'

'The curriculum is in place and fully embedded.'

The curriculum is successfully delivered across all sites and the standards of student work are equally high in the satellite provisions

'Resources are based on the levels used to meet the requirements of the learner's ability.'

'The success of the phonics scheme has improved students' reading skills.'

'The school curriculum is constantly under review for ways to improve outcomes for students.'

The Quality Assurance process continues to evolve with the culture being of continual improvements to meet the needs of the students whilst ensuring the system is supportive of staff development and wellbeing.

Abbey Hill Academy
Year 11 Results 2023-2024

Cohort 55

Pupil Premium 31

Children In Our Care 3

		Subject	Entries	Entry Level			FS		GCSE	Progress to target		
				1	2	3	L1	L2		% Below	% Expected	% Above
Core	Entry Level/ Functional Skills/ GCSE	English	32	9	4	12	6	1	0	28	38	34
		Mathematics	32	2	8	11	10	1	0	6	50	44
		Science	34	0	8	13	13	0	0	9	47	44
		PE	28	0	21	7	0	0	0	36	64	0
		ICT	32	4	2	26	0	0	0	16	84	0
		Art	30	0	1	26	0	0	3	0	90	10
Vocational	Open Award	Food certificate	19	0	0	19	0	0	0	0	100	0
		Photography award	13	0	0	13	0	0	0	0	100	0
		PSHE award/certificate	32	0	9	23	0	0	0	0	100	0
		Performing Arts award	9	0	0	8	1	0	0	0	100	0
		Sport award	6	0	0	0	6	0	0	0	100	0
		Computing certificate	17	0	0	17	0	0	0	0	100	0
		Hair and Beauty certificate	11	0	0	11	0	0	0	0	100	0
	Horticulture	4	0	0	0	4	0	0	0	100	0	
	WJEC	Design technology	24	0	6	18	0	0	0	0	100	0
Duke of Edinburgh	DoE Bronze Award	5	0	0	5	0	0	0	0	100	0	
Personal Progress Entry Level 1		Communication	24						0	100	0	
		Cognition										
		Creativity										
		My Body										
		My World										
		My Self										

Qualification highlights

Y11 prior attainment at KS2:

All Key Stage 2 assessment data was teacher assessment.

79% of the cohort was working well below the level of the National Curriculum in Key Stage 2

19% arrived at Abbey Hill with KS2 SATS results but all did not meet the standard.

Y11 accreditation outcomes at Abbey Hill Academy:

72% English met or exceeded target

94% maths met or exceeded target

91% science met or exceeded target

100% art met or exceeded target

84% ICT met or exceeded target

64% PE met or exceeded target

All students entered for their Entry Level 1 Personal Progress Certificate passed with flying colours. This is a qualification for our most complex students that allows them to be accredited against national standards known as the Achievement Continuum.

A Level 2 Functional Skills qualification was offered for the first time in English and again successfully in maths. This is good preparation for students who were not quite ready to be entered for the GCSE but is a building block for them to go on and achieve a GCSE in both these subjects

GCSE Art was a great success this year with 3 students in this cohort securing a GCSE grade (All grade 5 and above)

Y11 students' trialled new subject specific vocational standalone qualifications at a range of levels through our KS4 options structure. These qualifications are chosen to support preparation for adulthood. All students in all areas passed and 100% achieved target grades.

5 successful entries for Duke of Edinburgh Bronze Award were made this academic year.

NB:

It is important to mention the following **Y10 early entry achievements:**

- 6 students achieved E3 in maths
- 3 students achieved L1 in maths
- 4 students achieved an E3 award in hair and beauty
- 12 students achieved a L1 award in sport
- 23 students achieved an E3 award in Food
- 3 student achieved an E3 award in performing arts
- 8 students achieved an E3 certificate in computing
- 10 students achieved an E3 award in computing
- 3 students achieved an E3 award in photography

These early entries are important when students are ready. They give confidence and allow appropriate challenge to continue, keeping expectation and aspiration high.

It is also important to highlight and celebrate an Y12 student's individual achievements, who due to individual circumstances remained with us for an additional year.

- Grade 8 in GCSE Art
- L1 in English
- Successful transition to Art College

Subject Specific curriculum Impact statements

Below is a brief summary from each of the main subject areas that highlights key things within their curriculum.

Informal and Semi-formal learners

Our successful ASDAN Personal Progress programme 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 and themes are explored in a multi-sensory way 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 portfolios provide students with a record of achievement that clearly shows levels of achievement and personal successes in all our core curricular components.

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 They needed support to sustain the level of reading and writing needed for examination They needed us to create a bespoke curriculum that focused on stories and real-life experiences. These stories were memorable, motivating and all students engaged fully. This led to fantastic outcomes and a desire to continue studies in English at Post 16.

Reading

This academic year, there has been some changes to the way Reading runs in school, all of which have been positive and made it more engaging for the students.

We have embedded the Little Wandle Phonics programme into six reading groups across all sites, which has been a great success. We are continuing to roll out this programme in our Semi-formal provision to ensure we have consistency, and we give every child the opportunity to access an early reading programme.

We have also began using Little Wandle Fluency for our students who are confident with their alphabetic code, but are not reading enough words per minute to allow fluency and understanding. Little Wandle Fluency has been very successful, creating a love of reading within the groups as the students become more confident with their reading.

Our group of 'Independent Readers' remains the same as last academic year - focusing on embedding comprehension and inference skills and continuing to foster a love of reading.

- All students working at 70% or more in their Fluency Levels.
- The majority of pupils working on Little Wandle Phonics have made between 7 and 17% progress. This progress is measured from their initial Phonics baseline test

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.

Science

The 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 adapted to 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 really successful, and all students have successfully gained a broad range of qualifications appropriate to their level of aptitude. These qualifications included Open Award Level One, AQA Entry Level Science, Open Award Entry 2/3 Environmental Science and relevant Personal Progress 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 Abbey Hill Sixth Form successfully gaining a place on a suitable pathway that will continue to build on the knowledge they have acquired at Abbey Hill School. The '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 curriculum also enables 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 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. Through the rigorous systems in place, we identified three Key Stage 4 students who are able to study art at GCSE, and we are delighted that one student achieved a Grade 8 in GCSE, with the other students achieving Grade 6.

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 specific knowledge and the personal aspects of digital life 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.

Understanding the risks that modern IT has is a HSAT KPI, and E-Safety is a key element of the computing curriculum - achieved

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.

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 skills and social skills. 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 various competitions against other schools. Students work towards an accreditation appropriate to their academic level.

Design Technology

Through our balanced and varied Design and Technology curriculum at Abbey Hill, pupils have developed the skills and knowledge 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 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 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 and SMSC

The analysis of the impact of the humanities curriculum is ever growing as students not only develop their knowledge of the world around them both the past and the present through the curriculum, but are also encouraged to develop skills 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. 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.

Although Humanities covers many concepts of British values, *a HSAT KPI of ensuring all students are equipped for their role as British citizens is further met by* the Academy providing many opportunities for students to really develop their understanding of Social, Moral, Spiritual and cultural issues. Regular assemblies celebrate diversity and highlight key issues. Abbey Hill has a Gold Award in Rights Respecting School, with rights of the child promoted through regular assemblies, displays and form activities. Trips are embedded in curriculum areas, with students being given the opportunity to visit places and try things they may not have experienced. Abbey Hill Academy offers students of all abilities the chance to attend outdoor learning centres such as Peat Rigg in North Yorkshire, or Bend Rigg in Cumbria where students, fully supported by staff who are prepared to give up their own time, gain experiences they will remember for many years.

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 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. Children are encouraged to enjoy music in as many ways as they choose, either as listener, creator or performer. 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**
- **Duke of Edinburgh Bronze award**
- **Computing**
- **Performing Arts**
- **Product Design**
- **Sport, Health and Fitness**
- **Hair and Beauty**

Students choose and experience highly specialised vocational courses, learning new knowledge, skills and also gaining the confidence needed to seriously consider future post 16 courses and careers. Where possible we link with local employers and use this part of our curriculum to showcase possibilities. These are one year courses and have been designed to ensure a wide range of curriculum opportunities for students whilst enabling them to achieve suitable qualifications.

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 we teach, 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 award 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.

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 / Jewelry Making
• IT/Computing	• Cooking / catering
• Play Factory	• Judo
• Hair & Beauty	• Cycling
• Animal Care	• Dance
• Lego	• Walker Games

The impact TGIW is very positive and it is pleasing that throughout the 2023/24 academic year we were again able to offer a wider range of experiences for students, including those that are taught away from the central school campus. 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 is 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.

Staff wellbeing

For all of the things highlighted in this report to happen, they require skilled, professional and caring staff. Student need, along with the desire to do more and do better from all means that staff wellbeing is at the forefront of leaders' thoughts and is a [HSAT KPI, with the aim of all staff being content, having manageable workloads and feel well supported in their wellbeing.](#)

Teaching staff are very rarely used to cover colleagues and non-teaching periods are larger than the required 10%, to enable teachers to carry out essential activities such as planning, assessment, preparation for students' EHCP's etc. by providing time to maintain high standards. After school meetings are kept to 45 minutes, with one week every half term designated as a wellbeing week, with no after school meetings taking place. All staff have access to free counselling and physiotherapy services should they need it and HSAT is a very proud holder of the Gold Award from Investors in People. Staff turnover is very low and we regularly have a high level of interest from external candidates when teaching posts become available.

