



Leadership Vision

Our school offers a breadth of knowledge which inspires life-long learning. A personalised curriculum pathway with an aspirational end point to aim toward

Hollyfield School is a learning-focused school which aims to:

- **Promote a culture of success**
- **Enhance high expectations, offering all students a broad and rich curriculum**
- **Place every child at the centre of our curriculum planning**
- **Embed the Hollyfield character across the curriculum; including providing all students with the life skills needed to be happy in life after school**
- **Nurture an appreciation of human creativity and achievement.**
- **Foster a sense of awe and wonder in our lessons**
- **Work with local feeder schools to promote consistency and partnership with local community**

Key skills include:

- **Literacy & Numeracy**
- **Empathy and tolerance**
- **Resilience, mental and physical wellbeing**
- **Keeping safe and self-care**

Curriculum Rationale

The curriculum is designed to fulfil our mission statement which aims to ensure that each student attains the highest academic achievement of which they are capable as well as equipping each student to become well-adjusted members of a rapidly changing and increasingly complex society.

Our student profile is typically mixed ability and broadly average prior attainment on entry when compared to national average; our curriculum is designed to meet the needs of all our students with an emphasis on providing the breadth and balance of subjects across all key stages to enable every student to develop their strengths and personal talents.

The foundations of our curriculum are based on our core values of enhancing a culture of success, enhancing high expectations ensuring all students are offered a broad and rich curriculum, where every child is placed at the centre of our curriculum planning.

Our focus across our Key Stage 3 curriculum is to provide all students with the opportunity to develop their skills and acquire the knowledge needed across a broad range of subjects to achieve their potential. Our KS3 curriculum runs over three years for all subjects with the exception of Science and Languages where students start the GCSE course at the start of Year 9. Students start the GCSE courses in French and in Spanish in year 9 and only make their final option choices for the start of year 10. In science, all students start on the 3 year separate science GCSE course at the start of Year 9 leading to a higher take up of students doing all three single sciences throughout KS4. Careful planning and consideration has been given to the skills and knowledge expected at every grade-pathway from year 7, through to year 13; with the focus on repeating and practising these skills so that they are embedded, forming firm foundations for study through GCSE years and onto Key Stage 5.

Teachers at Hollyfield are all responsible for helping their students to read with confidence and understanding. From teaching students specialist vocabulary, deliberately and repeatedly in Science, to accessing and understanding a source in History; we make language come alive and arm students with strategies to decode new words.

Reading is part of every subject and therefore integral to the curriculum at all Key Stages, preparing students for the rigors and challenges of the new GCSEs.

Reading for pleasure and in our leisure time is one of the easiest ways in which we, as students, parents, teachers, will acquire new vocabulary and knowledge. Reading daily, even if only 20 minutes, implicitly allows for the absorption of new vocabulary making us 'word rich' as opposed to 'word poor'. On joining secondary school experts suggest many students have 25,000 words at their disposal; however the 'word poor' have less than half of this. At Hollyfield we are striving to equip our students with another 25,000 by the time they leave us. Hence, by gifting them with the

‘successful’ quota of 50,000 words we will enable them to wow the world outside and proffer academic success.

To help the students discover these words and in consequence the understand them, we ensure that students have a reading book with them which is checked during Form time. Teachers have also been trained to recognise and explain the roots of words in their subjects, explaining the etymology or origin of a word where possible, giving students the tools to decode other words with the same roots. Teachers also encourage students to employ similar strategies when they come across a new word by making meaning maps, subject glossaries or alphaboxes.

Supporting all of this is also the opportunity for the majority of Year 7 and 8 students to have a dedicated reading lesson, 'Accelerated Reader,' once a week. This lesson has a literacy focus, but allows students to enjoy their books in a library setting whilst quizzing and building scores. Accelerated Reader allows teachers to monitor the reading of students through 1-2-1 reading, literacy focused lessons and their engagement with the books they have read. The Librarian rewards readers every week, with most teachers having a mini-celebration, she also promotes other reading competitions through the year.

Students who regularly read at least 20 minutes a day will not only exceed their chronological age, by their reading age, they also have a wealth of words at their disposal, not to mention a rich culture capital through the transportation reading has to offer.

In addition to this students who arrive in Year 7 with low reading scores are supported to improve their reading and writing with our Learning Support Department through various programmes depending on their individual needs.

And finally, the English Department continues to run themed weeks, competitions, interventions, author visits, masterclasses, theatre excursions, spelling bees and many other events throughout the academic year, fostering a curiosity and interest in our wonderful language.

The Hollyfield School is committed to raising the standard of numeracy of all of its students. We want our pupils to be confident and capable in the use of numeracy; be able to apply numeracy skills in a way that supports their learning in all areas of the curriculum; to acquire the skills necessary to help achieve success in further education, employment and adult life. This will be achieved through our work in the maths department, the visible application of numeracy in all subjects and in educational activities (CAS day, sports day, trips, etc.).

We intend all of our student should:

- Be confident with problem solving, how to approach the problem and knowing the various methods to help solve it. E.g. mental, oral, written methods.

- Use a range of numeracy techniques to support their work across the curriculum.
- Be able to understand and use consistent language and suitable mathematical terminology.
- Be able to make and use sensible estimates of a range of measures in everyday situations
- Be able to interpret, explain and make predictions from information given in graphs, charts and tables.
- Be aware of the importance of numeracy skills in all aspects of their education and into adult life.

The Learning Support Department is based in Sharman House and the staff comprise of an Assistant Head teacher, Inclusion, a Deputy SENCO a Senior teaching assistant, SEN administrator and 12 teaching assistants. There are currently 38 students who have Education Health and Care Plans in the mainstream setting. We are supported by an Educational Psychologist and other outside agencies such as Occupational Therapy and Speech and Language Services.

In addition we have a Specialist Resources Provision for students with Social and Communication difficulties including Autism. This is situated in a bespoke area and currently has places for 8 students which will rise to 20 over the next 3 years. It is staffed by a Teacher in Charge an HLTA and two further teaching Assistants and has access to a SALT and EP..

In English, we stretch and challenge the most able by having a dedicated class (highest attaining class) in an otherwise mixed ability cohort. In mixed ability classes, the most able are always challenged to go beyond their comfort zone and challenge themselves, with each activity having a challenge task (or multiple). We differentiate by outcome, encouraging students to do tasks that involve evaluation and higher order thinking in line with Bloom's Taxonomy. The texts we study are chosen based on their ability to stretch students without compromising our lower attaining pupils.

In the Mathematics department teachers have high expectations of all students. All lessons are planned and delivered with extension tasks to deepen thinking or broaden critical and perceptive thinking. The department offers extension and enrichment activities to all students, and ensure that gifted and talented students have the opportunity to develop at the highest level. Our most able students from every year group are entered for the UK Mathematical Trust Challenge to give students exposure to higher order problem solving questions. Furthermore, we offer Mathematics clinics for all year groups where students get the opportunity to attempt challenging mathematical problems and extend their learning. Every year the department also organise the ISSP day where Holyfield's top year 7 students and other schools in the community attend a day full of mathematical brilliance which provoke students to ask good mathematical questions and increases students' natural curiosity.

The Science department runs a 3 year GCSE 'Separate for all' programme that allows the greatest amount of flexibility for students to pursue the separate science course. A deliberate, strategic, curriculum decision has been taken to enable students to study all three separate sciences in only 6 periods by making this course run over 3 years. The impact of this has been a much higher percentage than national (42% at Hollyfield vs 27% nationally) to access the more challenging components of the GCSEs and progress onto A Level. A number of our students in KS5 opt to study for the Level 3 BTEC Applied Science qualification. This is a course taught at Grey Court school that we send students to as part of our mission to streamline provision and maximise opportunities for our students. The Science department also runs a wide range of extra curricular visits to GCSE Science Live, Big Bang Careers Show and CERN in Geneva so that students have a wide range of opportunities to hear from world leading scientists.

The Hollyfield School recognises the value of students acquiring good grades in the English Baccalaureate range of qualifications. To this end we are developing action plans within both Humanities and MFL designed to increase the proportion of students entered for the English Baccalaureate. Currently 59% of Y10 are entered for the English Baccalaureate which is significantly above National average.

A small number of students are removed from a language in KS3 in order to give them additional literacy time. The decisions about which students are chosen for this intervention is done following discussions between the Learning Support Department, Primary Schools and Parents & carers.

Alongside the academic curriculum we provide a weekly, tutor led programme of personal development which focuses on broadening our students understanding of, and place in the wider community. The Personal Development and Wellbeing (PDW) lessons encompass a wide range of topics from democracy to relationships and sex education. We include careers advice and the programme contributes to the delivery of a well-rounded and balanced curriculum within the school.

Hollyfield students do follow the National Curriculum but we recognise that our current curriculum at KS4 does not follow the National Curriculum in respect of Computing. Computing GCSE and IT BTEC are both part of the curriculum offer in KS4 and we make use of CAS days (Curriculum and Skills) to provide IT workshops and cooking sessions to enable KS4 students to focus on enhancing their IT skills and cooking skills respectively. RE is offered as a GCSE option. We make use of assemblies to mark significant religious festivals and also make use of drop down days for RE.

In Key Stage 5 a wide range of subjects are offered to study at A level and a range of BTEC subjects. Each year the curriculum is designed around student needs identified from Year 11 interviews. The curriculum is supplemented by an extensive pastoral support programme; mentoring from KS5 tutors, intervention classes to stretch and challenge across subject

areas and a rich and varied extra-curricular programme. All students participate in an enrichment programme on Wednesday afternoons. We are proud that the overwhelming majority of our students go onto further study at post 16 with approximately 50% of our students returning to us. Of that cohort over 25% traditionally go on to Russell group universities with 66% continuing to study at university.

Enrichment activities at Hollyfield include Oxbridge conferences for our students, speeches from former students who have been to top universities, trips to university and apprenticeship fairs, debates and entering debating competitions such as the English Speaking Union, guest speakers such as employers, athletes, CEOs of companies who talk about their life experiences, sports sessions and clubs such as Football, Rugby, Netball and sports day events such as a varsity sports day and an inter-form sports day, team building activities such as Go Ape, The London Challenge and Paintballing and many more activities

Our extra-curricular programme offers a variety of opportunities for students in all year groups to supplement and fulfil their academic, sporting, musical and artistic potential. The school has a tradition of supporting STEM (Science, Technology, Engineering and Maths) links with outside agencies and there are many opportunities for students to visit institutions as well as participating in school based events. Many departments run extra-curricular clubs; the intent is to offer a mixture of academic, musical, creative and sporting opportunities for as many students as possible.

Examples of embedded and long-standing enrichment activities provided at Hollyfield includes:

- Hollyfield provides a range of sporting opportunities and activities for students of all abilities and key stages to ensure students are active and healthy as well as developing their practical and leadership skills. As well as providing a wide range and varied extra curricular programme before, during and after school, Hollyfield regularly enters a number of local and regional competitions and has built up a reputation for success in a number of sports including Football, Basketball and Dance.
- Duke of Edinburgh Award
- Regular author visits to school
- Musical opportunities including various ensembles and weekly clubs such as Chamber Choir; Senior Choir; Hollyfield Orchestra; Hollyfield Singers; Swing Band as well as regular in-house and public performances. There are two large music concerts every year.
- Annual School Drama Productions
- History and Geography field trips
- Foreign exchange visits
- Mathematical Team Challenges
- Ski Trips

- Culture, Activities and Skills Days (CAS days) twice a year
- OAP Christmas Party
- Hollyfest - bi-annual event.

The Achievement, attainment and progress of students at Hollyfield School

- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.
- The indices of attainment reveal that the majority of the KS4 attainment indicators for the past three years are above national comparators
- The overall standards of attainment, including attainment in English and in Maths (basics) are good and exceed national averages. In 2019 the A8 score was 49.39 (nat 47.2) and the proportions getting 4+ in English & maths was 69% (nat 66%) and 5+ was 47% (nat 44%)
- The standards of attainment of most significant groups of students are good and are in line with similar students nationally. Where the standards of any group are below the national comparators the gaps are closing and interventions are in place and are having an impact.
- Levels of attainment are good in most subjects and particularly high in Single Sciences, Computing, Health & Social Care, Music and PE.
- The proportion of students entered for EBacc was 59% (nat 39%) with 39% achieving at grade 4+ (nat 24%) and 25% achieving EBacc at grade 5+(nat 17%). The APS for EBacc was 4.5 (nat 4.0)
- The overall Progress 8 is positive and in line with National.
- The progress 8 score for most significant groups is better than national similar and where the progress of any group is below national comparator the gap is closing as a result of the impact of interventions. An exception is SEN(k) whose P8 score was in line with National.
- The progress of Disadvantaged was -0.49 which is in line with national (nat -0.44) but is below the national comparator of Non disadvantaged.
- An analysis of the progress of students shows that students of higher prior ability make significantly more progress (P8 = +0.17) than national (nat 0.02) with the progress of middle and lower prior ability being in line with national.
- Progress 8 scores for all 4 elements are at least zero English (0.06), maths (0.00), EBacc element (0.09) and Open element (0.01)

Three Year Vision

We have action plan in place to promote progress for both Disadvantaged and SEN support students; these plans are cross curricular with an emphasis on promoting Ebacc and promoting links between MFL Department and SEN Department. We are working towards ensuring that Religious Education has sufficient uptake at KS4 to run as an option and to re-introduce Food Technology as an option. We are planning to introduce Dance into the KS4 curriculum with Mandarin being introduced into the KS3 curriculum. We are aiming to ensure that at least 70% of our students are entered for the English Baccalaureate with 50% of our students gaining a strong pass across all of their EBacc subjects. The school is looking at further ways to promote cross curricular links and has achieved established links on themes like Black History month.

The Science department is currently reviewing it's curriculum offer to establish a transition year in year 9 to allow students and teachers to follow a clear progression from KS3 to KS4. Our new 5 year Science curriculum will be clearly sequenced so that building powerful knowledge is at the heart of our department and every student, regardless of need, has a clear pathway to success while maintaining our commitment to provide an experience that goes beyond National Curriculum. We are making these changes to ensure that our KS3 and KS4 are a continuous progression model that builds knowledge to the benefit of all of our students.

Student Voice

KS3 Reflections on the Curriculum: Students feel they are given a broad curriculum, with a 'good range of subjects' and 'everyone has their own favourites.' Students enjoy the freedom they are given (one Y8 student commented on being given 'the freedom to write' in English and 'to create your own plays' in Drama) and the practical activities they complete in all subjects, including experiments in Science. One Y7 student said that he likes all his lessons 'because you learn a lot.'

Although they start thinking about GCSEs in KS3, students are glad to have time to enjoy lots of subjects for a long time before making their choices. Students with additional needs reported that they felt well supported, and enjoyed working in smaller groups and with TAs, but also appreciated being given time and space to try things on their own.

KS4 Student Panel with SIP: Students felt that they had received good quality support and advice to help them choose their option subjects for KS4, both in assemblies and with detailed individual support where necessary.

KS4 Reflections on the Curriculum: Students reported feeling happy with their choices and very well prepared for success in exams. One Y11 student reported that 'Learning activities at school are diverse. This is good because

we get to try different ways of learning. Some might work better for us and we can use those at home.’ Another said ‘We get lots of opportunities to work independently.’

KS4 on Support beyond the Traditional Classroom: Students spoke very positively about their experiences in the Re-Start Centre, in Learning Support and in one-to-one sessions to support literacy. One Year 11 student said that this was ‘the best thing about the school.’

KS3 Students in the Phoenix Provision: Students spoke effusively about the games, puzzles and learning activities they complete in The Provision, and about the ways that they develop social skills in a place that is ‘...nice and quiet. A lot quieter than other places.’ One Y7 commented that in the Phoenix Provision ‘There’s room to be you.’

Student Reflections on Extra-Curricular Activities: Students feel very lucky to have such a wide range of extra-curricular activities on offer, including clubs, teams and trips (some of which go overseas). A Y11 student explained that the Berlin trip will really help him to prepare for his GCSE History exam by ‘bringing his studies alive.’

School Council Reflections on CAS Days: A good range of ‘decent trips’ is on offer at a reasonable price and there is a fair system for signing up. Students enjoy their day and appreciate the opportunities they’re given, to take part in cultural, sporting and recreational activities on these days to locations such as farms and zoos, theme parks, galleries, museums and theatres.