

# Huish Episcopi Academy Parent Information Evening

Thursday 4<sup>th</sup> September 2025



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# Welcome from the Principal

Mrs Boyes



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# Mission and values

- ‘To give our young people the knowledge, skills and outlook needed to **achieve great outcomes**, but also remain humble and **proud of our rural community**’
- ‘To ensure all members of Huish Episcopi feel they **really belong in our school, are valued and appreciate each other.**’

**Respect   Ambition   Resilience**



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# KS4 outcomes (all subjects)

	National 4+	Huish 4+	National 7+	Huish 7+
2025	67.1%	72.6%	21.8%	26.6%
2024	67.4%	71.1%	21.7%	18.1%
2023	67.8%	70.8%	21.6%	20.4%



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# KS4 outcomes (English & Maths)

	4+EM	5+EM	7+EM
<i>All students (2025)</i>	73%	57%	17%
<i>All students (2024)</i>	69%	55%	9%
<i>All students (2023)</i>	67%	47%	12%



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# Priorities for 2025/2026

- Improvement in outcomes and engagement across all year groups
- Character education
- Development and growth of the Sixth Form



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# Vice Principal – Quality of Education

Mr Davis



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# Y9 Curriculum Overview – 2 Week Timetable

English	Maths	Science	Geog	MFL	Drama	Design
English	Maths	Science	Geog	MFL	Drama	Design
English	Maths	Science	Geog	MFL	Music	Design
English	Maths	Science	Geog	MFL	Music	IT
English	Maths	Science	History	PE	RE	PSHE
English	Maths	Science	History	PE	RE	
English	Maths	Science	History	PE	Art	
			History	PE	Art	



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# Feedback and Assessment

Feedback and Assessment comes in two distinct formats:

Summative Assessment

Formative Assessment

We use a mixture of both of these to ensure continued progress, as well as accurate data.



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# Feedback and Assessment - Formative

In the subjects from the first 5 rows, Whole Class Feedback (WCF) will be issued 3 times per half-term.

For other subjects, WCF will be issued twice per half-term.

One of these pieces of work will be a 'Mastery Quiz' testing the retained knowledge from homework.

All others will be on a piece of 'application work' within the class, set by the Head of Department.



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# Assessments

- *Year 7 only: United Learning English and Maths Baseline assessments*
- Regular subject assessments (at least once per term) - used to inform end of term reports
- Mid-year assessments (January): United Learning assessments in English, Maths, Science, History, Geography, MFL
- KS3 Assessment Week (June): end-of-year exams taken in all subjects, a mixture of United Learning and HEA examinations



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# Feedback and Assessment - Reporting

Parents/Carers will receive 3 reports each academic year, at the end of each large term.

Staff will report on a student's Attainment, Progress, Attitude to Learning and Homework.

Mid-Year grades will be reported separately after the February half-term.

There is one Parent Consultation Evening for each year group, alongside a 'Meet the Tutor' Evening in September.



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# Reports

## Year 7 Autumn Term Report

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<b>Year group</b> 07 (2024/2025)	<b>Form</b> 7 IE (2024/2025)	<b>House</b> LAMBROOK HOUSE
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<b>Attendance*</b> 90.7%	<b>Unauthorised Absences</b> 4	<b>Authorised Absences</b> 9
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<b>Behaviour Points</b> -13	<b>House Points</b> 59	<b>Report date</b> 20 Dec 2024
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Course	Attitude to Learning KS3	Homework KS3	Progress KS3	Attainment KS3
Art and Design: KS3	B	B	B	B
Computer Science: KS3	B	B	C	C
Drama: KS3	B	B	B	B
Design and Technology: KS3	C	D	B	C
English: KS3	A	C	B	B
Geography: KS3	B	C	C	C
History: KS3	B	C	B	C
Mathematics: KS3	B	B	B	B
Music: KS3	B	B	B	B
Physical Education : KS3	A	Not required	B	Not required
Religious Education: KS3	A	B	A	A
Science: KS3	B	B	B	B
Spanish: KS3	B	B	B	B



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# Homework

- **5+ months** additional progress (Education Endowment Foundation)
- Specific tasks to consolidate and practice essential knowledge:
  - Knowledge organisers
  - Practice and application tasks
- Supportive homework detention for non-completion
- Homework club after-school every day in the Library



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# Knowledge Organiser Example: Science

Concise and simple definitions, so they are easier to learn from memory

Organised into tables, so that self-quizzing (look/cover/write/check) is easier

## Huish Episcopi Academy Year 11 BIOLOGY Knowledge Organiser Unit B7 ECOLOGY

### Unit 1. Ecosystems

1	<b>Habitat</b>	The area in which an organism lives
2	<b>Individual</b>	Single organism
3	<b>Population</b>	Collection of organisms of the same species in a habitat
4	<b>Community</b>	Collection of populations in a habitat
5	<b>Ecosystem</b>	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of the environment
6	<b>Competition</b>	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory
7	<b>Interdependence</b>	Within a community each species depends on other species for food, shelter, pollination etc
8	<b>Adaptations</b>	A feature an organism has that allows it to survive in its ecosystem
9	<b>Biotic factors</b>	Availability of food, new predators, new pathogens, other species outcompeting each other
10	<b>Abiotic factors</b>	Light intensity, temperature, moisture levels, oxygen levels, wind intensity, carbon dioxide levels, soil pH

### Unit 2.

1	<b>Biodiversity</b>	The variety of all the different species of organisms in an ecosystem
2	<b>Factors that reduce biodiversity</b>	Destruction of peat bogs, destroying habitats, releasing carbon dioxide into atmosphere (global warming), pollution, deforestation
3	<b>Maintaining biodiversity</b>	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill

### Unit 3. Sampling technique

	Random quadrat sampling	Transect line
<b>Use</b>	<ul style="list-style-type: none"> <li>Used to count total number of organisms in an area</li> </ul>	<ul style="list-style-type: none"> <li>Used to see pattern of organisms e.g. through a forest/across a river</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>Randomly place quadrat (to avoid bias) and count number of organisms.</li> <li>Repeat 10 times and calculate a mean.</li> <li>Work out area of field and area of quadrat.</li> <li>Calculate total organisms by multiplying mean by number of quadrats that could fit in field</li> </ul>	<ul style="list-style-type: none"> <li>Place a transect line using a 30m tape measure</li> <li>Place the quadrat at 0m and count organisms. Record distance and organism number in table</li> <li>Move quadrat to 5m and repeat, moving 5m each time</li> <li>Plot a graph to see pattern of results</li> </ul>

Images only used if essential and helpful for learning, such as a diagram

The diagram illustrates the carbon cycle. A factory on the left releases CO2 into the atmosphere through combustion. In the center, animals (cows) respire and give off CO2. On the right, green plants absorb CO2 from the atmosphere. Below the ground, decomposing matter gives off CO2. A note at the bottom left states 'Animals eat plants, which contain carbon'.

**The Carbon Cycle**

<b>CO<sub>2</sub> removed by:</b>	Photosynthesis (plants)
<b>CO<sub>2</sub> released by:</b>	Respiration (plants and animals), combustion (of fossil fuels), Decay and decomposition, destruction of peat bogs

# Homework Platforms

Arbor – Our management information system.

- Get the app to check timetables, attendance, house points, detentions etc.

MS Teams – Our main educational platform.

- Guardian summaries are automatically setup by classroom teachers.
- Receive weekly overviews of assignment completion each Sunday.

Sparx – Our online interactive platform for Maths/Reading/Science

- Guardian summaries are automatically setup by classroom teachers.
- Receive weekly overviews of assignment completion

For support, please email [HuishICT@hea.ac.uk](mailto:HuishICT@hea.ac.uk)

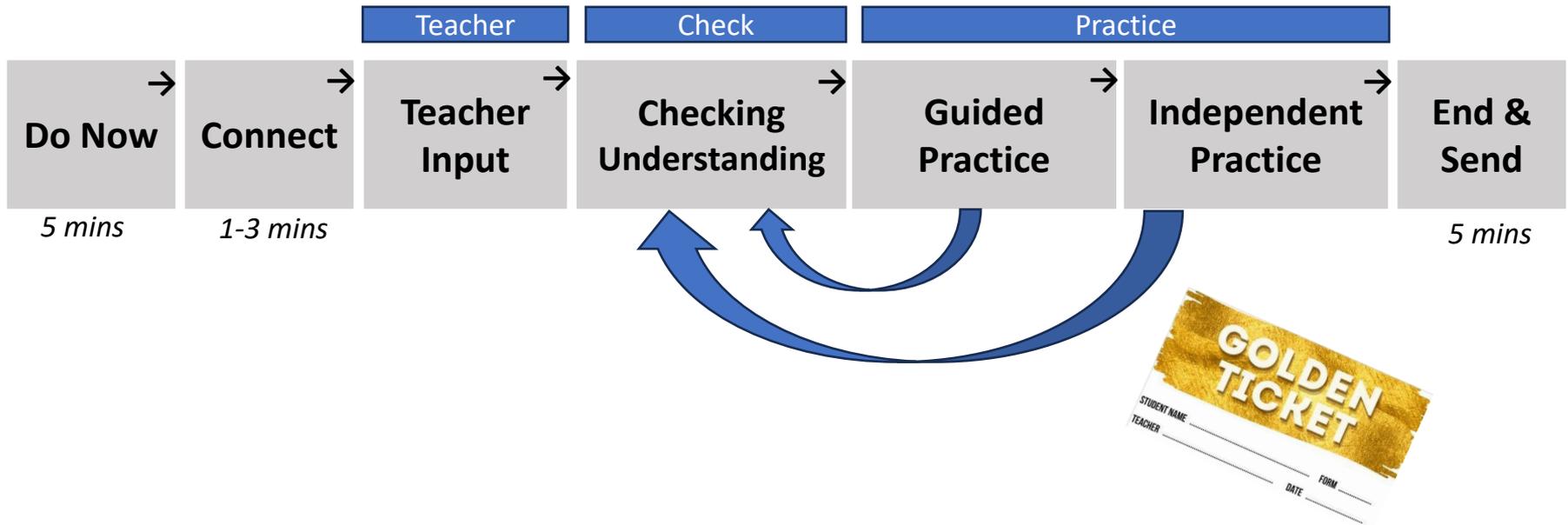


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# The Huish Lesson



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# Vice Principal – Pastoral

Mr Daniel



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# Rewards

- House points
- Best in Everyone half-termly awards
- Platinum, Gold, Silver, Bronze certificates and badges
- Principal's half-termly Afternoon Tea
- Reward trips at the end of each term: Christmas, Easter and Summer
- The Proud Table
- Golden Ticket trip prize draws
- Annual Prize Giving Ceremonies



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# Behaviour System

- Disruption-free learning: Warn – Remove system
- Lunchtime detention system: lates, uniform corrections, hands on, homework.



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# Attendance

- Here at Huish, we place the highest importance on excellent attendance and we respond to poor attendance with a graduated response.
- We expect all students to attend school every day they are well enough to do so, and we encourage them to develop resilience in meeting this expectation.
- Our minimum attendance target is 97% across the academic year. While this may sound demanding, it is important to understand what the percentages represent in real terms. Missing just over 5 school days equates to around 25 lessons lost. If a pupil's attendance were to drop to 90%, this would mean 19 days of learning missed (the equivalent of approximately 95 lessons).
- Every lesson matters. Each absence has a direct and measurable impact on progress, reducing a child's ability to achieve their very best. This is not just theoretical; our recent GCSE data clearly demonstrates the link between high attendance and strong outcomes.
- At Huish, we are committed to working with families to ensure that every student has the best possible chance to succeed, and excellent attendance is a key part of that success. If there are barriers to your child's attendance, please reach out to their tutor or Pastoral Support Worker.



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# Attendance and Outcomes

	<b>4+ (all)</b>	<b>5+ (all)</b>	<b>7+ (all)</b>
<i>Below 90%</i>	50.6%	39.3%	12.3%
<i>90% - 97%</i>	74.4%	62.1%	24.9%
<i>Above 97%</i>	85.9%	75.4%	37.8%

As this data shows, the higher a student's attendance, the stronger their outcomes.

Students attending above 97% significantly outperform their peers with lower attendance. Even small drops in attendance can result in many lost lessons, and the impact on grades is clear.



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# Uniform

- Blazers (compulsory)
- Shirts (tucked in)
- Trousers or skirts (worn correctly)
- Tie (House colour)
- Polishable black shoes (No branded trainer-style footwear)
- One pair of ear studs only
- No facial piercings



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# Pastoral Support

- Safeguarding team



Mr C. Daniel  
Vice Principal (DSL)



Ms A. Houghton-Barnes  
Assistant Principal Safeguarding  
& Attendance (DSL)



Ms E. Bowhill  
Assistant Principal Sixth Form (DSL)



Mrs T. Smith  
Designated Safeguarding Lead  
(DSL)

- Pastoral Support Workers
- Pupil Health and Wellbeing Officer
- School Counsellors
- Medical Team
- School Nurse Team
- Mental Health Support Team (MHST)



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# Message from the Head of Year 9

Mr Wood



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# Year 9

- Thank you for such a positive start
- Many opportunities for extra-curricular activities: Sports, drama, music, trips and school projects etc.
- Support:
  - Tutor is first contact – their name followed by @hea.ac.uk
  - Mrs Tucker (PSW): Kirstytucker@hea.ac.uk
  - Mr Wood (HoY): Benwood@hea.ac.uk



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# Key Dates

## Key Dates

Thursday 18th September - Online Meet the Tutor Evening

Thursday 22nd January 2026- Options Evening 5-7pm

Thursday 5th February 2026 - Parents' evening



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