



ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

THURSDAY 1 FEBRUARY 2024 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

Membership: Philip Speer; Claire Burke, Paul Mumford, Heather Wood, Tony Meneagh, Tomas Thurogood-Hyde, Matt Carnaby

Clerk: Melanie Basson

In Attendance: Clare Sherwood (Vice Principal), Ben Daly (Vice Principal), Mike Craig (Vice Principal), Jo Myhill-Johnson (Regional Director), Dave Varey (Assistant Principal)

| Minute Reference | Summary of action required | Responsible | Status |
|-------------------------------|--|-------------|-----------------|
| 30 November 2023 Item 4.11 | Provide data of complaints submitted and dealt with by the academy, to Mr Meneagh. | TTH | 15 January 2024 |
| 30 November 2023 Item 6.0 | Advise on appropriate wording around single sex groups, gender, and non-binary terms with regard to the proposed RSE policy. | TTH | 15 January 2024 |
| 30 November 2023 Item 6.0 | Add a reference to Section 6 of the RSE policy, to clarify St Ivo LGC involvement in ratifying the policy. Academy to publish RSE policy. | A Crellin | 15 January 2024 |
| 30 November 2023 Item 8.1 | Send Link Lead visit report to Clerk. | HW | 15 January 2024 |
| 30 November 2023 Item 8.2 | Undertake SEN Link Lead visit | TTH | 23 January 2024 |

Agenda

| Item | Timings | Subject | Format |
|------|---------|---|------------------------|
| 1 | 5 mins | Introductions and apologies <ul style="list-style-type: none"> PS apologies received | Oral item - Chair |
| 2 | 5 mins | Minutes of last meeting, matters arising and actions – 30 November 2023 | Papers (pp3-9) - Chair |
| 3 | 5 mins | Declarations of interests | Oral item - Chair |

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| 4 | 40 mins | Interim Principal's report <ul style="list-style-type: none"> Interim Principal's highlights from the report; focus on attendance, behaviour and rewards Committee questions on report; report circulated in advance of the meeting Questions may be provided in advance to the Clerk to ensure additional information can be made available for the meeting if required | Papers attached (pp10-52) with oral contributions from leads - Principal |
| 5 | 10 mins | Self-Evaluation Framework and Academy/Rapid Improvement Plan | Oral item - Principal |
| 6 | 10 mins | Chair's update <ul style="list-style-type: none"> Parent Advisory Committee proposal | Chair |
| 7 | 5 mins | Membership and visits <ul style="list-style-type: none"> Reports and feedback Sixth Form Link Lead visit report 28.11.23 - HW | Papers (pp 53-55) Chair |
| 8 | 2 mins | Date of next meeting: 13 March 2024 Room 2, Main Block, St Ivo Academy | Chair |



MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING
THURSDAY 30 NOVEMBER 2023, 3:30 p.m.
PRINCIPALS OFFICE

Members Present:

Philip Speer, Claire Burke, Paul Mumford, Heather Wood, Tony Meneagh, Matt Carnaby, Tomas Thurogood-Hyde

In Attendance: Mike Craig, Clare Sherwood, Ben Daly, Amanda Crellin (Item 7 only), Maria Double (Item 7 only); Melanie Basson (Clerk)

| Minute Reference | Summary of action required | Responsible | Status |
|-------------------------------|--|--------------------|------------------------------|
| 4 October 2023 Item 5.1 | Committee members to notify Mrs Newell when they have viewed the safeguarding PowerPoint. | All | Complete 22 November 2023 |
| 4 October 2023 Item 5.1 | Committee members are required to complete all mandatory safeguarding training by 20 October 2023. | All | Complete 22 November 2023 |
| 4 October 2023 Item 6.3 | Mrs Newell to circulate Sixth Form dress code to the committee. | EN | Complete 22 November 2023 |
| 4 October 2023 Item 6.3 | Mrs Newell to circulate Behaviour Policy (updated for September 2023) to committee members. | EN | Complete 22 November 2023 |
| 4 October 2023 Item 7.1 | Mrs Newell to add SEF and Academy/Rapid Improvement Plan to the November 2023 agenda. | Clerk | Complete Agenda item 5 |
| 30 November 2023 Item 4.10 | Provide data of complaints submitted and dealt with by the academy, to Mr Meneagh. | TTH | 15 January 2024 |
| 30 November 2023 Item 6.0 | Advise on appropriate wording around single sex groups, gender, and non-binary terms with regard to the proposed RSE policy. | TTH | 15 January 2024 |
| 30 November 2023 Item 6.0 | Add a reference to Section 6 of the RSE policy, to clarify St Ivo LGC involvement in ratifying the policy. Academy to publish RSE policy. | A Crellin | 15 January 2024 |
| 30 November 2023 Item 8.1 | Send Link Lead visit report to Clerk. | HW | 15 January 2024 |

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| 30 November 2023 Item 8.2 | Undertake SEN Link Lead visit | TTH | 23 January 2024 |
| 30 November 2023 Item 8.4 | Home-School Agreement to be reviewed | Principal | TBC |

| ITEM | |
|------|--|
| 1.0 | Introductions and Apologies |
| 1.1 | The committee acknowledged Frank Newton's resignation from St Ivo LGC. Mr Newton has been thanked for his valued contribution over the many years as a governor and appreciation has been acknowledged in the Academy Newsletter. |
| 1.2 | Apologies were received from Jo Myhill-Johnson and these were accepted by the committee. |
| 2.0 | Minutes of the last meeting, matters arising and actions – 4 October 2023 |
| 2.1 | Minutes of the last meeting were circulated to the committee in advance of the meeting. The committee adopted the minutes as a true and accurate record. |
| 2.2 | Matters arising and actions Behaviour policy has been circulated. The Chair confirmed he had not yet completed mandatory safeguarding training, but would do so. <u>Clerk to update action tracker.</u> |
| 3.0 | Declarations of interest |
| 3.1 | Mr Mumford declared an interest which was acknowledged by the committee. |
| 4.0 | Interim Principal's Report – committee questions on the report were circulated in advance of the meeting |
| 4.1 | <p>The committee noted the Interim Principals report to include:</p> <ul style="list-style-type: none"> • Safeguarding • Year 11 (& 13) Maximising Achievement Plan Update • Curriculum • Teaching and Learning • Behaviour and Culture • Attendance • SEF and AIP Update • Catch Up & intervention programmes update • HR, Operations and Site Update • NOR Update • Any other academy matters: to include enrichment and community <p>The committee acknowledged documents circulated in advance of the meeting:</p> <ul style="list-style-type: none"> • Attendance and HR metrics • Parent/Carer survey June and November results and comparison • Explaining St Ivo's approach – communication to parents/carers • NASUWT update 7 November 2023 |
| 4.2 | The committee noted student attendance at St Ivo is 92.2% for all students to date this academic year to date, 0.2% below the national average. |

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| 4.3 | <p>Principals' response to governors questions</p> <p>LGC members questions were submitted to Mr Meneagh in advance of the meeting, responses were presented to the committee and discussed further.</p> <p>A summary of questions and answers accompanies these minutes.</p> <p>Questions were invited.</p> |
| 4.4 | <p>Ms Wood gave feedback on suspension panels she has attended and praised the level of intervention St Ivo have put in place to reduce suspensions.</p> |
| 4.5 | <p>Sixth Form</p> <p>Recognising reports that the Sixth Form student outcomes significantly under performed in summer 2023 examinations, <u>Mr Thurogood-Hyde enquired of the Interim Principals plans to improve the Sixth Form.</u></p> <p>Mr Meneagh explained some scholars were not best prepared to enter Sixth Form at department level and the entry criteria set was low. Centre Assessed Grades and Teacher Assessed Grades for GCSE outcomes also contributed to assessing scholars projected grades.</p> <p>The committee recognised the changes to leadership and teachers more recently aspire to address learning points to improve Sixth Form outcomes going forward.</p> <p><u>Mr Thurogood-Hyde enquired whether the academy was partaking in networking opportunities outside the Trust.</u></p> <p>Ms Sherwood explained the academy are looking to collaborate with other Sixth Forms in other MATs in sharing best practice. Ms Sherwood informed the committee that staff visited local Sixth Form Open evenings at Swavesey Village College and Northstowe Sixth Form College.</p> |
| 4.6 | <p>Drop in sessions</p> <p><u>In relation to quality assurance, Ms Burke questioned whether it would be more appropriate for Heads of Department (HOD) to carry out drop in sessions, where it is outside the Senior Leadership Team (SLT) members area of expertise.</u></p> <p>Ms Sherwood explained SLT drop ins take place to determine consistency in behaviour, scholar engagement, level of challenge and teachers confidence in delivering the lesson. Lesson content quality would be judged by the appropriate HOD with sufficient knowledge.</p> |
| 4.7 | <p>NASUWT</p> <p>Mr Meneagh informed the committee of the current status of discussions with NASUWT and this was acknowledged by members.</p> |
| 4.8 | <p>HR metrics</p> <p>The committee reviewed HR statistics and compared staff turnover variance against the Trust benchmark over the last twelve months, where in October 2023 staff turnover was 12.47% above the Trust average.</p> <p>Committee members have asked before about numbers of staff leaving and have been told it is consistent and in line with previous years - the turnover of staff has a RED rating and has done since Feb 2023; the number of leavers in Oct, Dec 2022, Feb, March, April and Sept 2023 looks to be more than double the numbers the year before. <u>Mr Mumford questioned whether this is consistent with previous years and how the academy is addressing this.</u></p> <p>Mr Meneagh explained the HR data turnover rate includes everyone, including several teaching assistants who retired over the summer. Mr Meneuagh recalled; the original conversation was about the number of teaching staff who left before the summer. However, St Ivo staff turnover rate of 16.10% for the last twelve months is almost within the Trust 'green' boundary of 16.09%</p> |

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| | <p>Mr Thurogood-Hyde stated the education sector face a shortage of teachers nationally, making it a challenge to recruit and retain staff in a market offering competitive career development opportunities. The Trust has a focus on offering aspirations of disruption free learning deemed likely to attract new recruits.</p> |
| 4.9 | <p>Parent/Carer Surveys</p> <p>The committee reviewed the outcome of the recent Parent/Carer Surveys undertaken in June and November 2023.</p> <p><u>Mr Mumford questioned what the academy's response to the outcome of the Parent/Carer surveys and whether this presents implications with regards to Ofsted.</u></p> <p>Mr Meneagh acknowledged Ofsted recognition of the outcome of surveys. Mr Meneagh explained that 'Teacher Tapp' allows one completion per student in each survey, giving a more accurate reflection of parent/carers views. Mr Meneagh plans to continue to monitor and track changing opinions going forward by way of comparison.</p> <p><u>Mr Mumford questioned whether the academy propose any significant changes in light of the survey results.</u></p> <p>Mr Meneagh informed the committee parent/carers expressed their views particularly around how the academy communicate homework, student progress and SEND provision. Mr Meneagh stated the academy are starting to see a swing towards a more positive view of the school. Although it is very early days as can be seen in the overall percentages. As well as the positive responses increasing, the extremely negative responses are decreasing.</p> <p>Mr Mumford commented that a number of responses showed that responders to the survey were more concerned rather than less, and suggested Mr Meneaghs interpretation of the parent survey figures didn't bear up to scrutiny.</p> <p>Mr Meneagh stated there are a number of items raised in the parent that the school will look at in order to address parental concerns. If significant changes refer to complete changes in school or Trust direction, this is unlikely. However, the way that we implement our broader approach and direction of travel, and how we communicate this, will definitely be reviewed following parental feedback.</p> <p>Mr Meneagh informed the committee another Parent/Carer survey is planned for the spring term, and again in the summer term, to gauge improvements.</p> <p>Mr Thurogood-Hyde reassured the committee the Trusts SEND provision was rated Good in the recent Ofsted visits, where 14 academies in the Trust have been part of an Ofsted inspection in the last twelve months.</p> <p>Ms Burke offered feedback in relation to Parent consultations, suggesting parents/carers are interested in knowing about their individual child rather than the curriculum content, which can be found on the school website.</p> <p>Discussion took place about social media posts and in particular that LGC parent representatives advised central team colleagues to hold back from making remarks on social media, as it risked undermining communications from the school.</p> |
| 4.10 | <p>Complaints</p> <p><u>Ms Wood asked whether complaints received by the academy are collated and analysed to identify common themes.</u></p> |

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| | <p>Mr Meneagh explained that all formal complaints are logged and dealt with accordingly, trends could be identified.</p> <p><u>Action: Mr Thurogood-Hyde agreed to provide data of complaints submitted and dealt with by the academy, to Mr Meneagh for the next LGC meeting.</u></p> |
| 4.11 | <p>School Uniform policy</p> <p>In response to feedback from parents/carers and students, the committee acknowledged the adjustments applied to the adjustments to the School Uniform policy. Students can now wear their PE throughout the school day on PE days, saving time getting changed and facilitating scholars a full 55 minute lesson partaking in PE activity.</p> <p><u>Mr Mumford questioned whether it is harder for staff to enforce school uniform, now that some students can wear their PE kit all day on PE days.</u></p> <p>Mr Meneagh explained the PE Department communicate to all staff which scholars have PE and should be in PE kit on a particular day and which scholars should not, facilitating robust monitoring compliance with the School Uniform policy .</p> <p>Mr Daly mentioned that PE uniform options were being considered by the academy.</p> |
| 4.12 | <p>The committee expressed appreciation to the interim leadership of Ms Sherwood, Mr Burns and Mr Daly and acknowledged Interim Principal, Mr Meneagh is set to move the academy forward in future, with their support.</p> |
| 5.0 | <p>Self-evaluation framework and Academy/Rapid Improvement Plan: annual overview</p> <p>Points have been covered section 4.</p> |
| 6.0 | <p>Personal development update, including governor feedback on the proposed RSE policy</p> <p>Ms Crellin presented regarding the Personal Development and St Ivo RSE policy.</p> <ul style="list-style-type: none"> • Context of the policy • Aims of the policy • Inclusion, Equality and Safeguarding • Parental and student engagement in development of the RSE policy – sessions well attended • PD includes sex education, relationships and health education • Parent/Carers right to withdraw their child from sex education, but relationships and health education is statutory • PD curriculum content • Promoting healthy relationships • Sexual health • Intimate relationships <p><u>Mr Mumford enquired how many parents/carers withdrew their child from Sex Education or certain topics.</u></p> <p>Ms Crellin informed the committee that around four families have withdrawn their child from a few topics of the Sex Education element of the RSE curriculum.</p> <p><u>Action: Mr Thurogood-Hyde agreed to advise on appropriate wording around single sex groups, gender, and non binary terms with regard to the proposed RSE policy.</u></p> |

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| | <p><u>Action: Ms Crellin was asked to add a reference to Section 6 of the RSE policy, to clarify St Ivo LGC involvement in ratifying the policy.</u></p> <p><u>Ms Crellin invited governors to consider taking on Link Lead responsibility for Personal Development, to include RSE.</u></p> <p><u>Action: The committee adopted the RSE policy on the applications of the forementioned points as agreed. Academy to publish.</u></p> <p>Ms Crellin and Ms Double were thanked for the level of effort that has gone into developing a robust RSE curriculum and policy accordingly.</p> |
| 7.0 | Chair's update |
| 7.1 | <p>The Chair gave apologies for the next LGC meeting and invited members to consider Chairing the meeting in their absence, and invited members to consider the role of Vice Chair.</p> <p>Ms Wood informed the committee she has completed a 'Taking the Chair' course and has experience in Chairing as a Chair of another school local governance committee. <u>The committee agreed that Ms Wood would Chair the next LGC meeting.</u></p> |
| 7.2 | The Chair informed the committee of aspirations to appoint more governors to St Ivo LGC, to include local and staff governors. |
| 8.0 | Member visits and Link Lead roles |
| 8.1 | <p>Ms Wood informed the committee of her recent visit with Ms Sherwood.</p> <p><u>Action: Ms Wood to send the visit report to the Clerk for circulation.</u></p> <p>Ms Wood and Ms Sherwood agreed the focus for the next school link lead visit would include the status of networking opportunities.</p> |
| 8.2 | <p>Link Lead roles</p> <p>The committee acknowledged Link Lead responsibility for SEN was vacant following Mr Newtons retirement from the committee.</p> <p><u>Action: Mr Thurogood-Hyde agreed to carry out a school visit for SEN.</u></p> <p><u>Ms Burke offered to take on role as Link Lead responsible for PD, to include oversight of RSE policy, with no objections from the committee</u></p> <p>Committee members acknowledged Link Lead roles: Mrs Burke - Pupil Premium, Personal Development Mr Speer - Safeguarding Mrs Wood - Mental health and well-being, and the Sixth Form Mr Mumford - Communication.</p> |
| 8.3 | The Chair invited governors to carry out Link Lead visits in advance of the next LGC meeting. |
| 8.4 | <p><u>Mr Mumford enquired regarding the Home School agreement for the Sixth Form.</u></p> <p>Ms Sherwood reassured the committee that Sixth Form scholars have been consulted around the Home School Agreement. SLT plan to finalise the content of the Home School agreement specific to the Sixth</p> |

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| | <p>Form. The academy propose to add an appendix to the Behaviour policy after Christmas, specific to the Sixth Form to be reviewed in the summer.</p> <p><u>Mr Mumford questioned why the Home School Agreement had been sent out when feedback on the document previously had been negative. Mr Mumford invited Mr Meneagh to review the Home School Agreement and comment.</u></p> <p>Mr Meneagh explained he believed that the Home-School Agreement was a standard document that was circulated each year, or when new students arrived just like in other schools. He was not aware of the controversy that this would cause, neither was Mr Meneagh aware of any discontent with previous versions. <u>Action: Mr Meneagh agreed the Home-School Agreement will be reviewed in due course.</u></p> |
| 9.0 | Date of next meeting – 24 January 2024 |
| 9.1 | The Chair gave apologies for the next LGC meeting scheduled to take place on 24 January 2024. |
| 9.2 | Ms Wood agreed to Chair the next LGC meeting, in the absence of the Chair. |
| | Meeting closed 17:32 |



Principal's Report Spring Term 2024

**St Ivo Academy
Tony Meneagh**

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Introduction and contextual information about the school:

The St Ivo Academy is a large, well-above-average sized, school of 1630 students with 231 in the sixth form. Current numbers are below those of the last three years listed in the school's IDSR of around 1755 and 309. The school has a below average percentage of students in receipt of free school meals (FSM) and with an Education Health Care Plan (EHCP). However, we have an above average percentage of students receiving SEND support and an above average level of student movement stability. The percentage of students for whom English is a second language is close to the national average. The school has a small number of students with social care support, either because of child protection concerns or for children in care compared to other schools nationally.

The safeguarding team comprises of a full-time, non-teaching DSL, DDSL (started in January 2024), the Principal and three others from SLT and the sixth form team supporting the safeguarding team.

Mental health remains the highest trend at St Ivo. The Astrea school counsellors are a lifeline to the students. To increase capacity would be valuable given the exponential rise in requests for mental health counselling. There is a waiting list for students to see the Astrea counsellors. St Ivo has access to 2.5 days a week of a school-based counsellor, provided by the trust. The DSL and DDSL are undertaking the L3 mental health training in January 2024. In February 2024, St Ivo will host a mental health forum for parents in a joint approach by the PD lead and DSL. Mental health booklets to be commissioned for parents/carers and students.

During the last week of December 2023, sadly our Politics and Law teacher died. This impacted on the students and staff considerably. St Ivo Academy and the Astrea Trust supported students and staff by commissioning our school counsellors to offer support to those who needed it; this continues into the New Year of 2024. The school and Trust have managed this situation sensitively and have successfully recruited a new Politics and Law teacher, to minimise disruption and offer a smooth continuation of the lessons, thus reducing further potential anxieties.

Recently, the school has been allocated a Safer Schools Officer (SSO) for one day a week. The SSO has supported the school considerably, talking and working with students and families. The Police alongside USAF personnel have developed a program to support students who are at risk of making poor life choices. The first introductory session has been completed in school and will be followed up by students spending a day 'on base' taking part in team building exercises. The suggested date for this is in February. The SSO has been very proactive in bringing new offers and support packages to the table, including a very interesting link with the Fire Service.

St Ivo works closely with the local Targeted Support service to provide interventions for students. The Emotional Resilience program is a new initiative aimed at Y7's to build confidence, self-esteem and resilience. There are further plans to work alongside targeted support to create and deliver a pilot program around Ethnicity, Diversity and Inclusion. Our PD Lead is working with the Targeted Support Manager to facilitate this.

St Ivo has forged good links with the local Police, Targeted Support team and Assessment teams, local feeder schools and services with the community. This enables us to access and provide the best support for our students.

Please note, the data used for this Principal's report aligns with the half term dates. Half term dates will be used for all data moving forward. There will be an impact on the figures for this report due to the aforementioned.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

| Area | Update | Next Steps and Further Actions | Any Trust Actions |
|--|--|---|---|
| Summary of actions and progress made since the last safeguarding audit | Trust safeguarding review completed September 2023. The review was positive and an improvement on the previous year. There were some areas to improve further, some of these are captured below: | | |
| | School to benefit from full-time, non-teaching DSL. | DSL to work on structure, strategies and systems for best practice at St Ivo. DSL in place full time October 2023 | TSO setting up DSL to visit Astrea schools in Sheffield. <i>Arranged for 27/28 Feb 2024</i> Training as required |
| | School to recruit DDSL to strengthen the Safeguarding capacity | DSL to plan for the effective use of the DDSL by end of Autumn term. DSL to consider the training needs of the new DDSL. <i>DDSL started 04/01/2024</i> | TSO to liaise with DDSL as required to support CPOMS knowledge – <i>TSO visit on 16/01/24</i> |
| | DSL to circulate list of vulnerable students weekly to VP/Principals DSL to share updated list of vulnerable students with Attendance Manager. | DSL now emails weekly vulnerable bulletin <i>Spreadsheets set up and information being shared weekly.</i> | Not applicable |
| | Further student voice to explore positive working relationships with some staff Further student voice to explore inconsistencies in the management of behaviour during lesson time. | Internal student voice conducted November 2023. The results indicate a more positive outcome for working relationships and further work required to build more consistent behaviour management in lessons. <i>Further student voice planned Spring term</i> | |
| | Some inconsistencies with actions on CPOMS and effectiveness of 7 day reporting | 7 day reporting scrutinised. Further CPOMS training required for staff – <i>planned for 16 February 2024</i> | TSO to assist with 7 day reporting and CPOMS training. <i>Meeting TSO 12/01/24 & 16/01/24</i> |

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| | Further internal CPOMS audit to be conducted January/February 2024 | DSL/DDSL to conduct CPOMS review with support from TSO. | TSO to support internal CPOMS audit <i>Re-review being conducted on 08/02/24</i> |
| | Student's articulation of sexual harassment is weak. | Further PD sessions planned for 23/24 to reinforce learning. <i>Assembly planned for 18/03/24</i> | |
| Trends in School | Mental health (anxiety, self-harm, suicidal ideation) remains the most prevalent issue and can impact attendance. | Mental health is taught as part of the PD program. PD lead and DSL working to raise awareness and plan a parent forum. DSL & <i>DDSL</i> attending Astrea level 3 mental health course January 2024. | Trust SEND Officer provide training 30 & 31 January 2024 |
| | Increase in referrals to Astrea school counsellor has significantly increased. This is a valuable resource for students | Use of Astrea Counsellors for 2.5 days a week. DSL to create a mental health booklet for students / parents to signpost to services. <i>Resource to be completed by 22/01/24</i> | Trust to increase counsellor days to meet exponential demand for support |
| | Bullying, racism and homophobic concerns have increased. The increase is due to the way we report issues and awareness has increased due to the PD program. | Staff to continue to support student concerns. Member of staff dedicated to supporting protective characteristics has had a positive impact. <i>ItStopsNow campaign started January 2024 – SLT lead assemblies for Y7-Y11</i> | PD National Lead working with School PD Lead |
| Update on significant cases (anonymised) | 0 students at CP 5 students at CIN | Cases to be reviewed with Principal during safeguarding meetings | |
| Summary of referrals made | 2 CSC referrals 5 EHA referrals | CSC: 2 x Neglect | |

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| | 9 school counsellor referrals | EHA: 1 x Neurodiverse 3 x Family Workers 1 x YPW | |
| Ofsted Qualifying Complaints | 15/01/2024 These were the allegations: <ul style="list-style-type: none"> • “Following the death of a member of staff, the school is failing to protect the mental health of staff • “There has been a significant reduction in SEN staff • “The school has failed to engage students with SEN with the Behaviour Policy” | 16/01/2024 Call with HMI Mr Gibson and Int Principal | 15/01/2024 – 16/01/2024 Trust support via CEO and Regional Director before and during the call |

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

| Children at risk and children in need: | Current | Previous Report (Autumn term 2) | This time last year |
|--|--------------|---------------------------------|---------------------|
| Number and % of PP | 299 (18.37%) | 302 (18.5%) | 304 (21.7%) |
| Number and % of LAC | 4 (0.24%) | 4 (0.25%) | 7 |
| Number and % of young carers | 36 (2.71%) | 36 (2.20%) | 52 |
| Number and % of students privately fostered | 2 (0.10%) | 2 (0.1%) | Not recorded |
| Number and % of students with CP plan | 0 (0.00%) | 1 (0.06%) | 0 |
| Number and % of CIN | 5 (0.31%) | 5 (0.31%) | 5 |
| Referrals made for early help | 5 (0.31%) | 1 (0.06%) | 7 |
| Family support assessments conducted | 2 (0.12%) | 6 (0.37%) | Not recorded |
| Proportion meeting threshold | 2 (0.12%) | 6 (0.37%) | 5 |
| CP meetings attended | 1 (0.06%) | 1 (0.06%) | 2 |
| Number and % of students with an EHCP | 23 (1.40%) | 23 (1.4%) | 20 (1.2%) |
| Number and % of students with serious medical conditions | 0 (0%) | 0 (0%) | 4 (0.2%) |
| Number and % of students receiving external support: CAMHS | 9 (0.55%) | 7 (0.43%) | 6 (0.4%) |
| Number and % of students receiving external support: behaviour support | 0 (0%) | 0 (0%) | 3 (0.2%) |
| Number and % of students receiving external support: S and L | 0 (0%) | 0 (0%) | 0 (0%) |
| Referrals to Channel | 0 (0%) | 0 (0%) | 0 (0%) |

SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place.

Include details of any actions or recommendations made and how these have been carried out.

- In the absence of the Principal's PA, Donna Hartley (supported by Anthony Ward) is maintaining the SCR
- SCR scrutinised by Principal once per half term
- SCR last scrutinised by Principal and external safeguarding advisor on 25/01/2024 as part of a sixth form safeguarding review; any recommendations will be added to the Academy Improvement Plan, and verbal feedback can be given during the meeting.

Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

| Type of training | Date | Number of Attendees | Provider |
|---|----------------------------------|---------------------|------------------|
| National College Annual Safeguarding Module 23/24 | 04/09/23 17/11/23 10/01/24 | 164 173 180 | National College |

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| National College Advanced Safeguarding Module 23/24 | December 2023 | 4 | National College |
| St Ivo Academy Safeguarding training 23/24 | 13/12/23 | 1 | Laura Brasher |
| St Ivo Academy Admin Safeguard training | 05/12/23 12/12/23 | 4 1 | Laura Brasher |

Bullying:

| Aspect | Current number of incidents | Previous report | This time last year |
|------------------------|-----------------------------|-----------------|---------------------|
| All Bullying Incidents | 60 | 61 | 3 |
| Racist Incidents | 13 | 18 | 13 |
| Cyber Bullying | 6 | 7 | 0 |
| Homophobic Bullying | 11 | 12 | 0 |
| Transphobic Bullying | 10 | 7 | 0 |

Analysis and Next Steps

The reported figures are similar to the previous half term, which portrays students feeling more comfortable to raise these concerns. Around 98% of these are low level concerns. The PD Lead forms part of the support process for both victims and perpetrators associated with protected characteristics. Awareness around bullying and protective characteristics has increased. The historic and current PD sessions have highlighted these issues, thus raising awareness, enabling students to recognise unacceptable behaviours and report these to staff. Further PD sessions with more focus on these areas will raise awareness again. Even more focus is required to embed the knowledge and reinforce the delivery of these key topics through the PD programme. Our PD Lead is working with the National Lead for PD, to re-engage students regarding the bullying using the program and materials of 'it stops now' campaign. This was launched during Autumn term 2 and reinforced during recent assemblies and form time on 4th January. There are banners around school site, the use of electronic screens and newsletters where 'It stops now' is actively promoted.

The current systems in place for managing and actioning safeguarding concerns will be reviewed spring term 2. We need to ensure the systems and procedures are efficient and robust, and we are utilising the right staff to ensure the outcomes for the students are positive.

Pastoral staff would benefit from further CPOMS training. This is being delivered during our professional day on 16th February. This will build confidence within the team ensuring correct categories, dates and information is entered within the CPOMS system.

The recent allocation of a full-time, non-teaching DSL in October 2023 and a DDSL in January 2024 will strengthen the safeguarding capacity and allow new developments and strategic operations to excel. The new DDSL has made a positive start and will be an asset to the team.

In light of recent changes, new staff and staff leavers, the safeguarding team are busy updating new posters, visitor leaflets and lanyard additions.

Sexual Harassment:

| Aspect | Current number of incidents | Previous report | This time last year | Current number of pupils on a risk assessment |
|----------------------------------|-----------------------------|-----------------|---------------------|---|
| All Sexual Harassment Incidents: | 4 | 4 | 4 | 0 |
| Verbal: | 1 | 1 | | 0 |
| Physical: | 3 | 3 | | 0 |

Analysis and Next Steps

Sexual harassment figures have decreased slightly since the last report. Sexual harassment education has been delivered through PD lessons to raise awareness of this issue. Following the Safeguarding Review in September 2023, it was noted that “students’ ability to articulate what may constitute an example of sexual harassment requires attention”. The school will need continued development and learning opportunities to embed their knowledge and understanding, so that this element can be addressed further. The PD curriculum will give students the opportunity to do this throughout this academic year. I feel it is worthy to note, following an internal student voice in November 2023, found that years 8-13 were able to successfully explain what sexual harassment was.

Further student voice will be carried out in February 2024 and repeated in the Summer term. There is a planned sexual harassment assembly on 18 March 2024.

Data Analysis: November Mock Exams

November Mock Exams

School level analysis of the Year 11 (and 13) November Mock Exams - **Appendix 1**

Year 11 (& 13) Maximising Achievement Plan Update

Year 11 Maximising Achievement Plan Update - **Appendix 2**

Next Steps:

Provide a summary of next steps to improve the quality of teaching and learning in your school.

- Senior leaders will be supporting heads of departments highlighted as 'red' through the school's coaching programme as an initial step
- Continued use of QA system (SLT, HoDs, LPs) to evaluate teaching against the principles of teaching and core routines in order to determine areas requiring further staff training or individuals requiring support/coaching
- Continue to monitor the implementation of 'Means of Participation' via Principle of Teaching 7 so that teaching is responsive; coaching provided where required
- Whole staff training on reading (using Tuesday staff DP slots) to ensure that tutors maximise the daily reading slots and that students actively read along with their tutor
- Whole staff training on disciplinary literacy on training day (16 February 2024) to ensure that staff are aware of key terms and how best to teach them and students are regularly exposed to high quality texts and are required to actively read along in lessons
- Deliberate practice facilitated by lead practitioners for all teaching staff on disciplinary literacy linked to the Means of Participation in the February training day
- Mini plan created for reading and disciplinary literacy to be completed by February half term.

Next Steps for Reading:

- Astrea Reads is becoming embedded in the new look school day. QA processes have highlighted the current strengths and weaknesses in terms of delivery so that tailored CPD can be delivered to tutors sharing best practice and reminding all tutors of the minimum expectations
- A CPD session on the how to use the PPA time that has been created for tutors in response to union feedback will be delivered. This will ensure the time is used in an effective manner and impact on classroom practice can be seen. This focus will be on the use of the teacher guides
- NGRT data for year 7, 8 and 9 has been made easier to access for all teaching staff. As part of the training, staff will be shown how to access this data for their teaching groups, so teachers know the spread of reading abilities within the group. This will be invaluable as the focus on disciplinary reading develops in this term.
- In December 23 some pupil voice work was completed. This is an initial piece of work that will be backed up with small group face to face sessions in the spring term. This data is valuable evidence for the need for the Reading programme and it also shows compliance against expectations
- The CPD on reading is being explicitly linked to the training already delivered on Means of Participation TLAC techniques, for example, call and response
- New TLAC techniques, FASE reading and Accountable Independent Reading will be launched later this half term.

Embedding B&C Framework and curriculum:

Provide details of your scholar reboarding plan and activities for the start of Spring Term 1:

55-minute assembly slots for Year 7-11, throughout the first day back after the Christmas holiday. These were delivered by DL, SW, VA and ME, and supported by the pastoral team for each year group, plus subject staff.

| January Re-boot | | |
|--|---|--|
| Areas of focus / priorities | Strengths | Areas for development |
| The foci for each assembly <ul style="list-style-type: none"> • Safeguarding reminders • It Stops Now campaign • Introduce new and key staff (DSL & DDSL). • Punctuality and attendance • Morning Welcome • Uniform • Corridor expectations • Break and lunch times • Lessons (positive engagement) • Rewards • New Pastoral office/ support | Consistency of message Having four senior leaders deliver each assembly allowed for consistency and clarity of message. We know that every student heard the message, as it wasn't left to form tutors, where there can sometimes be a disparity in how it's delivered. CPD training for staff As well as students hearing key messages, we had many staff in each assembly, who were also hearing the same messages. Key themes from half-term 2, identified and discussed Leadership, pastoral and PD meetings, prior to Christmas, allowed us to identify and prioritise key themes that needed to be discussed. The launch of the new It Stops Now campaign was also prioritised. | Negativity of lots of info Although we were mindful to finish each assembly with messages around praise and rewards, there was a lot of 'do this, don't do this' in the other themes. Adaptation for different year groups To move this on even more in the future, we could make each assembly bespoke to the individual needs of each year group. Our delivery differed between year groups, but the topics were the same. Staff ownership Mindful that we need all staff to take ownership of B&C, so SLT assembly delivery might not be the best model for every reboot. |

The January re-boot was then followed up by a tutor time activity, the following day. Every student was given their new Behaviour Curriculum booklet for Spring Term. The back page had a series of questions related to the previous days Reboot assembly, to see if the knowledge had been retained. Screen shot below of the activity:

Re-boot January 2024



- Can you recall at least two members of staff you could see if you had any safeguarding concerns:

- Give two examples of when you could use the #ItStopsNow email address (itstopsnow@astreastivo.org):

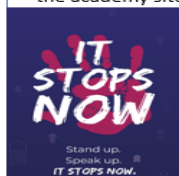
- Give two reasons why good (above 96%) attendance is so important:

- If you need to go and see your Head of Year or SSA, when are the best times:

- How many House Points are you currently on? How many until you reach the next reward (badge & certificate)?

- At break and lunch time, what does 'being on business' mean to you, regarding being inside buildings:

- Give two examples of what our 'corridor expectations' are, as we move around the academy site:



12

Week beginning 08/01/24, HOY led the Behaviour Curriculum tutorial on follow-up from this activity, discussing and modelling the correct answers to each question. This means that all students have had the same messages, three times in the first week back.

Culture – core routines, behaviour, systems and routines

| Strengths | Areas for development, challenges, issues? |
|--|--|
| <ul style="list-style-type: none"> • Entry and exit routines • Detention process • Rewards (badges and certificates) • Behaviour curriculum (weekly tutorial activity) | <ul style="list-style-type: none"> • Break and lunch times (lunchtime staffing in particular) • Cancelling MW due to weather • Corridors (consistency of staff being out in between lessons) • Uniform – PE kit on PE days (new challenge of maintaining standards across two sets of uniform) • Manners (work to be done on how we all greet each other) • Staff buy in (minority of staff, but still an issue) |

Behaviour Data:

Behaviour events from Autumn Term 1 (number of students in brackets):

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------|--------|---------|---------|---------|----------|-----------|
| House Points | 14,656 | 11,031 | 11,916 | 11,448 | 7,732 | 56,783 |
| Reminders | 362 | 784 | 1,417 | 919 | 1,054 | 4,536 |
| Detentions | 152 | 299 | 517 | 551 | 911 | 2,430 |
| Reset (number of students) | 19 (9) | 49 (26) | 99 (34) | 74 (30) | 197 (44) | 438 (143) |

8 positive events to 1 negative

Suspensions (half-term 1):

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------------|--------|--------|--------|---------|---------|---------|
| Suspensions (number of students) | 8 (3) | 8 (3) | 18 (7) | 11 (8) | 9 (6) | 54 (27) |

Behaviour events from Autumn Term 2 (number of students in brackets):

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------|---------|----------|---------|---------|----------|-----------|
| House Points | 12, 578 | 9,698 | 11,105 | 10,427 | 6,657 | 50,465 |
| Reminders | 453 | 1,030 | 1,372 | 666 | 724 | 4,245 |
| Detentions | 246 | 478 | 660 | 558 | 704 | 2,651 |
| Reset (number of students) | 25 (7) | 102 (37) | 98 (33) | 91 (36) | 142 (42) | 458 (155) |

7 positive events to 1 negative

Suspensions (half-term 2):

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------------|--------|--------|--------|---------|---------|---------|
| Suspensions (number of students) | 8 (4) | 6 (5) | 9 (7) | 9 (7) | 14(12) | 46 (35) |

What worked well:

- Ratio of positive to negative house points remains healthy.
- Overall number of Reset events and students who received Resets, has remained steady across both half-terms.
- Decrease in the number of suspension events.
- Slight decrease in the number of reminders.
- Introduction of behaviour curriculum has allowed us to offer a responsive curriculum to issues that have spiked.
- We have increased the number of lunchtime supervisors, which has improved our coverage.
- The new canteen, queuing system and increased seating has been a real positive. Echoed by positive student voice.

Challenges:

- Slight decrease in number of positives to negative, although the balance of 7/1 remains a good ratio. House points for Year 11 remain on the low side.
- Challenge around uniform consequences (corrections), and the difficulty of logging these onto Bromcom. As a result, we don't have an accurate view of which students are providing on-going issues around rolled-skirts, untucked shirts, etc.

- Detention numbers have increased in Year 7, 8 and 9. Remained consistent in Year 10, and have dropped in Year 11. Overall, the numbers have remained relatively consistent across both half-terms.
- Increase in the number of students who have been suspended, even though the total number of suspensions decreased.
- High number of Year 7's being suspended, compared to the same stage last year. We have a small cohort of girls in Year 7, who are proving to be a challenge.
- Truancy across small groups of girls, across multiple year groups remains a challenge.
- Group of Year 10 boys (approximately 6) and their behaviour, remains a challenge.
- Small group of male, Muslim students who have displayed poor behaviour in and around the prayer room.
- We need to improve staffing of transitions and break time duties.

Plan:

- Continue to promote expectations of warm/strict, and the importance of giving house points and golden tickets in every lesson, and for good behaviour out of lessons.
- Investigate character cards or an equivalent, to raise expectations for out of lesson behaviour.
- Increase the number of students who are on Behaviour Support Plans for students who are repeat offenders.
- Increase the number of students who are on Behaviour Supports Plans – truancy, and Year 10 students identified above.
- Laura Brasher is talking to the Locality Team, about a programme for girls/truancy.
- Utilise the Police Officer (PC Watkins), who is in school every Thursday, for students who display continued poor behaviour around the school site.
- Visit to the school from the St Ives Mosque, Imam, to help with guidance around the prayer room and expectations for students who use the room.
- Codify corridor and break time duty expectations for staff.

Certificates/badges:

The table below shows how many students have achieved the house point milestones (6 September 2023 – 8 January 2024). A student in Year 9 achieved 200 house points last term, he was the first in the school to achieve this and the first across the trust.

| | 50 HP | 75 HP | 100 HP | 150 HP | 200 HP |
|----------------------|-------|-------|--------|--------|--------|
| Year 7 (286) | 281 | 245 | 143 | 9 | 0 |
| Year 8 (275) | 221 | 130 | 51 | 5 | 0 |
| Year 9 (268) | 223 | 163 | 97 | 12 | 1 |
| Year 10 (278) | 234 | 175 | 93 | 1 | 0 |
| Year 11 (282) | 147 | 29 | 7 | 0 | 0 |

Golden tickets:

Golden tickets continue to be awarded to students. Last half term 1 sixth form student and 9 students from Year 7-11 won an Amazon voucher and 16 students won a selection box.

Suspensions:

Please provide an overview in the table below of suspensions for the **Autumn term**.

| | All Student | PP Student | SEND Student | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|-----------------------|-------------|------------|--------------|--------|--------|--------|---------|---------|---------|---------|
| Number of Suspensions | 101 | 58 | 36 | 16 | 14 | 27 | 20 | 23 | 1 | 0 |
| % Of Cohort | 6.1 | 17.1 | 14.4 | 5.5 | 5 | 9.7 | 6.9 | 8 | 0.9 | 0 |
| Total Days | 207.5 | 127 | 66.5 | 37 | 37.5 | 49 | 34.5 | 48.5 | 1 | 0 |
| Suspension Rate | 7.27% | 18.5% | 16.52% | 5.48% | 5.3% | 9.96% | 6.94% | 8.74% | 0.9% | 0 |
| Permanent Exclusions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

How does this compare to the same point last academic year?

Suspensions for Autumn Term 2022-23 stood at 86. There has been an increase this year, but this is down to behaviour being tracked and tackled in a clearer manner.

Suspension analysis and commentary:

Suspension numbers remain relatively low, although there has been a slight increase from last year. The largest increase has been in Year 7, where we have gone from 2 suspensions in Autumn Term 2022-23, to 16 suspensions in Autumn Term 2023-24. These suspensions involve four students, who are now on Behaviour Support Plans.

At this stage last year, we hadn't implemented the new B&C policy. The implementation of the policy allows for a clearer escalation of consequences, which may have also led to an increase in suspensions year-on-year. This is mainly around 'failing reset', and the escalation to suspension, which was not in place Autumn Term 2022-23.

Suspension Reduction:

Please attach your suspension reduction plan for how you are planning to reduce the number of suspensions within your academy as **Appendix 3**

Behaviour and Culture Analysis Next Steps:



Continued implementation of the Behaviour Curriculum:

We are now into the second term of the Behaviour Curriculum at St Ivo. Feedback and QA suggests many positives of how the first term went. I have created a booklet for each term, and every student has their own copy. This has work that needs to be completed for each session. I have also created PowerPoints, which Heads of Year then voice over and distribute to their tutor teams. This has allowed for ownership to come from each HOY, but to also make each session bespoke for the needs of the individual year group. Front covers of both booklets (Term 1 and 2), below, with topics.

Scholarship Curiosity Tenacity Responsibility Respect

Behaviour & Culture

Autumn 2023-24

ST IVO ACADEMY
Astrea Academy Trust
INSPIRING BEYOND MEASURE

During our recent year start-up process, we revisited our high expectations. To further embed our understanding and awareness of our positive relations policy we will learn about key topics during this term's **Behaviour and Culture Curriculum**.

This booklet is designed to supplement your learning and understanding of our key values (**Scholarship, Curiosity, Tenacity, Responsibility, Respect**) and ensure that we are demonstrating them at all times. Along with the PowerPoint that your head of year and form tutor will share with you, you will complete brief tasks and quizzes in this booklet.

During this term we will cover:

- ☐ The Astrea Ascent
- ☐ Responding calmly to sanctions
- ☐ Following instructions first time
- ☐ Rewards and recognitions
- ☐ Transition safely with pace and purpose
- ☐ Attendance and Punctuality
- ☐ Avoiding Distractions
- ☐ Respecting the Academy Community
- ☐ Home Learning
- ☐ Astrea Ascent – Re-visit

Please tick the topics on the list to ensure you complete your booklet before the end of term.



Name:

Tutor group:

Scholarship Curiosity Tenacity Responsibility Respect

Behaviour & Culture

Spring 2023-24

ST IVO ACADEMY
Astrea Academy Trust
INSPIRING BEYOND MEASURE

During last term, we revisited our high expectations. To further embed our understanding and awareness of our positive relations policy we will learn about key topics during this term's **Behaviour and Culture Curriculum**.

This booklet is designed to supplement your learning and understanding of our key values (**Scholarship, Curiosity, Tenacity, Responsibility, Respect**) and ensure that we are demonstrating them at all times. Along with the PowerPoint that your head of year and form tutor will share with you, you will complete brief tasks and quizzes in this booklet.

During this term we will cover:

- ☐ Developing Impeccable Manners (Page 2)
- ☐ Dressing Smartly (Page 3)
- ☐ Astrea Ascent – Re-visit (Page 4)
- ☐ Rewards and Recognitions (Page 5)
- ☐ What are the Core Values of St Ivo Academy? (Page 6)
- ☐ What is the St Ivo Academy Ethos? (Page 7)
- ☐ Being an Ambassador (Page 8)
- ☐ Why is Character Important? (Page 9)
- ☐ Transition Safely with Pace and Purpose (Page 10)
- ☐ Following Instructions First Time (Page 11)
- ☐ January Re-boot (Page 12)

Please tick the topics on the list to ensure you complete your booklet before the end of term.

Name:

Tutor group:

Corridor Framework:

We have recently implemented a new one-way system in the Maths corridor. We are also adding signs and dots to corridors, to provide clearer guidance on where staff need to stand on transitions. Extra capacity within SLT should allow for more robust QA of staff consistency. Ensuring the corridor framework is fully implemented to produce orderly transitions is a key focus for this term.

Gratitude's Framework:

To implement areas of the framework. This may include character cards (under review).

Canteen:

We have recently implemented a new system in the canteen, to allow for better flow, speed up waiting time and extra seating. Feedback from staff and students has been positive on this so far. We are continuing to review and tweak (more additional seating, and possible partition wall) as time goes on.

Lunchtime supervisors:

We have recently appointed three new staff to this post. This has allowed us to have additional staffing in key areas, including the Resource Centre, toilets and canteen. Staff positions are under constant review.

Attendance

Whole School Attendance:

| | Key Attendance Target | This time last year | Year to date: End of Autumn term two |
|---------------------------------|-----------------------|---------------------|--------------------------------------|
| Whole School | 96% | 91.9% | 91.9% |
| Individual Student | 95% | | |
| Pupil Premium | 90% | 86.9% | 86.3% |
| SEND | 90% | 89.4% | 86.8% |
| Maximum % of pupils who are PA: | 15% | 24.6% | 22.3% |
| % of PP pupils who are PA: | 20% | 45.7% | 38.4% |
| % of SEND pupils who are PA: | 23% | 34.6% | 36.8% |

FFT Aspire Data:

| Week commencing | YTD | 30-Oct | 6-Nov | 13-Nov | 20-Nov | 27-Nov | 4-Dec | 11-Dec | 18-Dec |
|-------------------------|-------|--------|-------|--------|--------|--------|-------|--------|---------|
| Pupils | | 1,396 | 1,393 | 1,395 | 1,394 | 1,395 | 1,394 | 1,394 | 1,389 |
| School attendance | 91.7% | 91.4% | 92.1% | 92.6% | 92.0% | 91.1% | 90.6% | 89.6% | 89.5% |
| FFT National Attendance | 91.4% | 92.0% | 92.1% | 91.8% | 91.5% | 90.8% | 90.1% | 89.6% | 86.6% |
| Difference | +0.4% | -0.6% | -0.1% | +0.8% | +0.4% | +0.3% | +0.5% | 0.0% | ● +2.9% |

Attendance for Year 11: Class of 2024

| | Key Attendance Target | This time last year | Year to date: End of Autumn term two |
|---------------------------------|-----------------------|---------------------|--------------------------------------|
| Whole School | 96% | 90.1% | 90% |
| Individual Student | 95% | | |
| Pupil Premium | 90% | 83.1% | 81.8% |
| SEND | 90% | 88% | 82.5% |
| Maximum % of pupils who are PA: | 15% | 27.7% | 26.1% |
| % of PP pupils who are PA: | 20% | 43.4% | 42.1% |
| % of SEND pupils who are PA: | 23% | 26.2% | 46% |

| Objective | Key Actions | Update and summary of impact to date |
|---|---|---|
| Raising the profile of attendance | HOY, SLT, SSAs to receive daily updates on attendance | Daily attendance data is sent to HOY, SLT and SSA. Attendance is discussed and acted upon with year teams |
| | SSAs to meet with SLT Attendance lead | Meetings take place and discussions lead to early identification of attendance issues. Attendance interventions are put in place earlier. |
| | Share information with the wider school community – better utilise the staff bulletin to raise awareness | Staff bulletin now standardised via automation on a daily basis; attendance data will be added after the initial trial has been completed |
| | Refresher training to be delivered to SSAs to support the use of Bromcom and track daily attendance | Completed 12/01/2024 |
| Improve punctuality | Tackle punctuality more robustly – late gates and communication with all stake holders | Planned for half term 4 |
| Review best practice in areas of compliance | Train new attendance team in all areas of compliance and best practice, utilising their prior experience from outside the school | Started WB 22/01/2024 when new officer started officially |
| | Review all attendance procedures in school, looking for efficiencies and areas of automation where possible to speed up response times and reduce the chance of human error | Started WB 22/01/2024 when new officer started officially; single point of absence reporting started from 22/01/2024 |

Attendance Next Steps:

There have been changes to the structure of the attendance team:

- The Attendance Manager has left, we have replaced her with an Attendance officer who is being trained to complete administrative tasks
- The current vacancy of Attendance Manager will remain vacant for the remainder of the academic year to allow the SLT link time to train the Attendance Officer first
- Development of knowledge for the team around daily tasks and reporting systems.

Year 11 attendance:

- Attendance target of 93% has been set for those wishing to attend end of year Prom
- 95 “Soft” attendance letters sent to students with less than 92% attendance in October 2023
- 49 Letter 1 letters were sent to 49 students at the beginning of November for those students not demonstrating an improvement in their attendance
- Four formal attendance meetings have taken place and attendance targets set. These will progress to penalty notices being issued if students fail to meet targets and have not engaged in interventions
- Daily phone calls and weekly home visits are being performed for persistent absentees
- Weekly attendance breakdowns are being sent each Friday to parents; these demonstrate weekly overall attendance and attendance at each subject lesson

- Merits are given each week to students who attain 100% attendance for that week or demonstrate resilience in attending school.

Pupil Premium Plan 2023-24

Pupil Premium Plan - Appendix 4

HR, Operations and Site Update

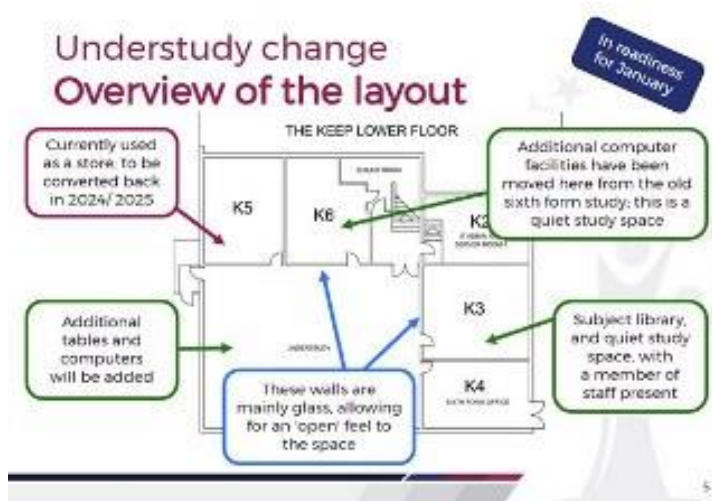
Site maintenance/improvements and any site works projects

- The central estates team have been asked to look at possibilities for remodelling main block toilets and the outside 'canopy' area on the craft playground.
- Fencing work and CCTV has been completed in the area between lower craft block and One Leisure.

Any other site or operational matters

The Sixth Form centre now has one larger space that acts as a study centre, with former classrooms K3 and K6 now available to students. The former Sixth Form study next to the Resource Centre has been converted into a pastoral hub for Years 7 to 11 Heads of Year, Student Support Assistants, and attendance team.

In response to feedback from the student leadership team, the queueing system in the canteen has been remodeled, with one queue and all tills located in the same area. This ensures a smoother flow of students through this busy area of the school.



Number on Roll Update & Projections for September 2023

Number on roll: [PAN: 296]

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|---------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| January 2024 | 289 | 271 | 271 | 280 | 280 | 111 | 124 | 1626 |
| October 2023 Census | 291 | 271 | 273 | 278 | 281 | 112 | 125 | 1631 |
| 4 September 2023 | 288 | 270 | 273 | 282 | 284 | 108 | 124 | 1629 |
| July 2023 | 272 | 277 | 283 | 285 | 107 | 125 | 1 | 1350 |
| January 2023 | 269 | 278 | 287 | 282 | 295 | 131 | 138 | 1680 |
| October 2022 Census | 268 | 276 | 288 | 277 | 294 | 127 | 140 | 1670 |
| 1 September 2022 | 268 | 279 | 289 | 280 | 294 | 122 | 142 | 1674 |
| October 2021 Census | 284 | 292 | 287 | 292 | 292 | 156 | 153 | 1756 |

Leavers and Joiners:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|-------------------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| Leavers in autumn term 1 2023 | 3 | 11 | 8 | 9 | 6 | 1 | 1 | 39 |
| Leavers in autumn term 1 2022 | 2 | 7 | 13 | 7 | 1 | 0 | 3 | 33 |
| Joiners in autumn term 1 2023 | 3 | 7 | 5 | 5 | 1 | 3 | 0 | 24 |
| Joiners in autumn term 1 2022 | 0 | 1 | 0 | 5 | 3 | 1 | 0 | 10 |

Elective Home Education:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|---------------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| EHE Autumn term 1 2023 | 1 | 4 | 2 | 1 | 4 | 0 | 0 | 12 |
| EHE Autumn term 1 2022 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 5 |
| EHE End of Year 2022-2023 | 1 | 2 | 7 | 3 | 1 | 0 | 0 | 14 |

Analysis and Commentary:

- The number of parents selecting elective home education for their children has risen this year. The reasons for this are varied: from waiting to join a new school, to wanting to provide individual and bespoke support in the home. Many of the parents are complementary about the work the school has done to support their child, but like the national picture, some of these parents are choosing elective home education to circumvent accountability for their children. In all cases, the school has tried to work with parents to avoid elective home education and we have always offered meetings to understand the decision better. Not all of these meetings have been taken up, and ultimately the school must abide by the parents' wishes
- The school still experiences some turbulence in its numbers on roll as we are not full; however, I have submitted a request for the local authority to recognise our limited operational capacity in years 8 and 9 to limit change and I shall hear the result of this by 24 January 2024

Any Other Academy Matters

- Work continues to produce a coherent, clear homework protocol with stated underlying principles (recall of previous work, use of online resources, when possible, certain low curriculum time subjects not setting homework other than revision prior to assessments etc). The use of Wonde as a single log in platform is being explored as part of this, as is Carousel – an online platform that the Trust is purchasing for schools this academic year to support online learning and quizzing
- Analysis of 2022-2023 clubs/ trips has been conducted. It shows that 40 trips/ clubs were offered last year. 55% of years 7 – 13 were involved in at least one trip/club. 43% of pupil premium students were involved in at least one trip/club. 54% of SEND students were involved in at least one trip/club. Efforts are being made to ensure that registers for all extra-curricular clubs (especially sport clubs) are being recorded for safeguarding reasons and to ensure that we have accurate records of those involved. Our data from last year will be an under-reporting of numbers due to some registers not being taken. With improved systems we can ensure this does not happen again
- Personal development parent forum will continue this term, the next one is on the 14 February 2024, the theme is mental health
- Rehearsals are in full flow for the school production of Matilda – 6, 7 and 8 February 2024

APPENDIX 1A – Year 11 Mock 2 Analysis



Year 11 Mock 2 Analysis

December 2023

Grade 5 or above in English and mathematics

All students Outcome

| | | |
|------|------|------|
| | | Ma |
| En | | 1.8 |
| | 36.4 | |
| 28.6 | | 33.2 |

En U Ma = 66.8

All students FFT 20

| | | |
|------|------|------|
| | | Ma |
| En | | 2.9 |
| | 53.9 | |
| 13.2 | | 30.0 |

En U Ma = 70.0

All students FFT 50

| | | |
|-----|------|------|
| | | Ma |
| En | | 3.9 |
| | 43.9 | |
| 8.9 | | 43.2 |

En U Ma = 56.8

Analysis/ Areas for development

- Mathematics performance appears to be limiting factor for crossover
- Concerns raised that the English grade boundaries were too lenient, so English results could be over-inflated
- Concerns with performance of mathematics set 3s (higher/ foundation border)
- Concerns with effectiveness of mathematics set 4s (top foundation)

Action(s) [review date]

- Mathematics set 3s to complete the foundation paper as well to compare performance [Dec 23]
- Intervention tutor groups to be created for mathematics and English based on crossover [Jan 24]
- Re timetable set 4s with new teacher [Jan 24]
- Review the impact on the results if the English grade boundaries were nearer to that expected [Dec 23]

Pupil premium students Outcome

| | | |
|------|------|------|
| | | Ma |
| En | | 5.7 |
| | 26.4 | |
| 24.5 | | 43.4 |

En U Ma = 56.6

Pupil premium students FFT 20

| | | |
|------|------|------|
| | | Ma |
| En | | 5.7 |
| | 45.3 | |
| 17.0 | | 32.1 |

En U Ma = 67.9

Pupil premium students FFT 50

| | | |
|-----|------|------|
| | | Ma |
| En | | 9.4 |
| | 34.0 | |
| 7.5 | | 49.1 |

En U Ma = 50.9

Analysis/ Areas for development

- Similar pattern of underperformance in mathematics as for 'all students'
- Increase in the proportion of pupil premium students achieving mathematics but not English affecting crossover

- 10.2 percentage-point increase in proportion not achieving English or mathematics whereas FFT20 comparison against all students suggests there should be little gap (32.1 v 30.0)

Action(s) [review date]

- Out of the 23 students who did not achieve grade 5 in English or mathematics, target support for the six pupil-premium students who achieved a grade 4 in English and the single mathematics grade 4 student in a similar manner through in-class and tutorial intervention support [Feb 24]

SEND K students Outcome

| | | |
|------|-----|------|
| | | Ma |
| En | | 2.2 |
| | 8.7 | |
| 21.7 | | 67.4 |

En U Ma = 32.6

SEND K students

FFT 20

| | | |
|------|------|------|
| | | Ma |
| En | | 6.5 |
| | 23.9 | |
| 13.0 | | 56.5 |

En U Ma = 43.5

SEND K students

FFT 50

| | | |
|-----|------|------|
| | | Ma |
| En | | 0.0 |
| | 19.6 | |
| 4.3 | | 76.1 |

En U Ma = 23.9

(please note that there are 46 students with SEND K in the Year 11 cohort)

Analysis/ Areas for development

- Analysis by groups shows underperforming SEND K students spread between most English and mathematics groups
- Underperforming names have been suspended a number of times

Action(s) [review date]

- Review behaviour support plans for underperforming SEND K students as there is a correlation between underperformance and poor overall behaviour (linking to suspensions as well)

SEND E students Outcome

| | | |
|-----|-----|-------|
| | | Ma |
| En | | 0.0 |
| | 0.0 | |
| 0.0 | | 100.0 |

En U Ma = 0.0

SEND E students

FFT 20

| | | |
|-----|-----|-------|
| | | Ma |
| En | | 0.0 |
| | 0.0 | |
| 0.0 | | 100.0 |

En U Ma = 0.0

SEND E students

FFT 50

| | | |
|-----|-----|-------|
| | | Ma |
| En | | 0.0 |
| | 0.0 | |
| 0.0 | | 100.0 |

En U Ma = 0.0

(please note that there are only three students with SEND E in the Year 11 cohort)

Analysis/ Areas for development

- These students do not fall in the threshold-overlap areas of need; however, they should be a focus for maximising achievement in individual areas

Action(s) [review date]

- Individual support coordinated by the SEND department rather than whole-school approaches [Feb 24]

Attainment 8 (A8) and Progress 8 (P8)

| Cohort (num) | FFT50 A8 | FFT20 A8 | Current A8 | FFT50 P8 | FFT20 P8 | Current P8 |
|---------------------|----------|----------|------------|----------|----------|------------|
| Overall (280) | 44.53 | 49.20 | 44.92 | -0.05 | +0.44 | -0.24 |
| Male | 43.64 | 48.25 | 44.40 | -0.21 | +0.28 | -0.30 |
| Female | 45.46 | 50.20 | 45.46 | +0.11 | +0.61 | -0.19 |
| PP (53) | 41.88 | 46.66 | 37.43 | +0.01 | +0.52 | -0.73 |
| Non-PP (227) | 45.15 | 49.80 | 46.67 | -0.07 | +0.42 | -0.13 |
| SEN K (23) | 36.52 | 41.24 | 29.33 | +0.04 | +0.52 | -0.74 |
| EHCP (3) | 26.00 | 28.00 | 23.00 | +0.23 | +0.43 | -0.07 |
| EAL (40) | 32.67 | 48.49 | 47.53 | -0.03 | +0.44 | +0.29 |
| [Attendance] | | | | | | |
| Below 85% (43) | 42.27 | 47.13 | 23.70 | -0.04 | +0.45 | -1.90 |
| 85-90% (16) | 38.78 | 43.03 | 33.13 | +0.06 | +0.52 | -0.96 |
| 90-95% (57) | 44.87 | 49.54 | 42.86 | -0.06 | +0.41 | -0.26 |
| Above 95% (164) | 45.57 | 50.23 | 52.35 | -0.06 | +0.44 | +0.29 |

Analysis/ Areas for development

- Boys underperforming to a greater degree than girls
- SEND K and PP student underperforming
- Students with the lowest levels of attendance are underperforming the most

Action(s) [review date]

- Review pupil premium exam support plans to ensure they robustly support student need [Jan 24]
- Review curriculum for attendance groups < 90% [Dec 23]
- Ensure there are robust attendance improvement plans in place for students in the 90-95% attendance group [Jan 24]
- Ensure Dec 23 SEND review comments around improving PCPs are implemented swiftly [Feb 24]

Progress in individual subjects

All results in the following table have been coloured against the FFT20 targets for that subject.

| Name | 9 - 5 % | 9 - 4 % | Total Grades | Average Grade | Average Points | Residual | Subject Progress Index |
|--------------------------|---------|---------|--------------|---------------|----------------|----------|------------------------|
| Art (Drawing & Painting) | 81 | 91.4 | 58 | 5+ | 5.31 | 1.04 | 0.17 |
| Art Pottery | 40 | 80 | 15 | 4+ | 4.2 | 0.84 | -0.49 |
| Art Textiles | 82.9 | 94.3 | 35 | 5+ | 5.49 | 1.15 | 0.45 |
| Business Studies | 39.7 | 64.1 | 78 | 4+ | 4.32 | 0.3 | 0.1 |
| Computing | 50 | 70.5 | 44 | 5- | 4.55 | -0.09 | 0.24 |
| D & T Graphics | 0 | 0 | 7 | X= | 0 | -4.64 | -5.43 |
| D & T Technology | 14.3 | 28.6 | 35 | 3- | 2.54 | -0.58 | -1.58 |
| Drama | 44.4 | 63.9 | 36 | 4+ | 4.28 | 0.32 | 0.03 |
| English | 58.9 | 73.2 | 280 | 5= | 5.1 | 0.81 | 0.38 |
| English Literature | 53.9 | 68.6 | 280 | 5- | 4.55 | 0.27 | -0.17 |
| Ethics / Philosophy | 43.8 | 62.5 | 32 | 4= | 4.16 | -0.14 | -0.62 |
| Film Studies | 66.7 | 77.8 | 9 | 5+ | 5.22 | 0.81 | 0.66 |
| Food & Nutrition | 59.7 | 73.6 | 72 | 5+ | 5.28 | 1.45 | 0.88 |
| Further Mathematics | 52.9 | 82.4 | 17 | 4+ | 4.41 | -1.79 | -2.15 |
| Geography | 53.3 | 68.2 | 107 | 5- | 4.71 | 0.3 | 0.22 |
| History | 30.2 | 41.6 | 202 | 3+ | 3.29 | -1.04 | -1.18 |
| Maths | 38.2 | 62.1 | 280 | 4= | 3.95 | -0.34 | -0.73 |
| Media Studies | 50 | 62.5 | 16 | 4= | 4.06 | 0.38 | -0.48 |
| MFL French | 61.7 | 80.1 | 141 | 5- | 4.62 | -0.25 | 0.18 |
| MFL German | 62.5 | 83.3 | 24 | 5= | 4.88 | -0.87 | -0.27 |
| Music | 41.2 | 47.1 | 17 | 4= | 4.12 | -0.49 | -0.6 |
| PE | 34.8 | 52.2 | 46 | 4= | 3.98 | -0.14 | -0.48 |
| Science Biology | 72.7 | 87.3 | 55 | 5= | 5.09 | -0.47 | -1.22 |
| Science Chemistry | 67.3 | 85.5 | 55 | 5= | 5 | -0.56 | -1.25 |
| Science Physics | 83.3 | 92.6 | 54 | 6= | 6 | 0.36 | -0.29 |
| Science Combined | 30.4 | 50.9 | 450 | 43 | 3.62 | -0.35 | -0.52 |
| Child Development | 81.8 | 81.8 | 4.92 | 1.36 | 0.12 | 56.3 | 81.8 |
| Dance | 0 | 0 | 0 | -4.26 | -5.3 | 0 | 0 |
| ICT (KS4 Option) | 66.7 | 86.7 | 3.47 | 0.25 | -0.23 | 46.7 | 86.7 |
| Vocational Sport | 44.4 | 55.6 | 2.94 | 0.69 | -1.58 | 33.3 | 77.8 |

Analysis/ Areas for development

- Highest levels of underperformance are in DT (Graphics? and Technology), Further Mathematics, history, biology and chemistry
- Other subjects with low SPs are art pottery, ethics, German, mathematics, media studies, music, PE and science combined

Action(s) [review date]

- Complete subject results review meetings for underperforming subjects alongside main RAG meetings [Jan 24]
- Once priorities for English and mathematics afternoon-tutorial intervention groups have been allocated, prioritise science, history and German [Dec 23 > Jan 24]
- Review exam entries for students attending alternative provision to ensure that all students have the necessary teacher input to be successful [Feb 24]
- Review entries for science triple to ensure all students are rightly placed on this course (rather than the combined science pathway) [Dec 23]
- Investigate entries anomalies for DT (Graphics) [Dec 23]
- Provide combined science students with the opportunity to take the higher or foundation paper to determine which is the best for them to be successful [Dec 23]
- Review performance of the teachers allocated to mathematics groups 11N/Ma3 and 11S/Ma3 groups (re SPI), and review allocation of teachers to 11N/Ma4 and 11S/Ma4 for concerns about curriculum delivery (despite mock results) [Jan 24]

Appendix 1b – Year 13 Mock Analysis

Summary

Average grade across the cohort is a C-, compared to a C= in the Autumn mocks 2022, which correlated with the final results of the summer as a C=.

73% pass rate with students who have under 85% attendance, compared with 90% pass rate for those with over 95% attendance.

Concerning number of U grades which have been addressed in parental meetings or with HOD action plans in conjunction with SLT links and Head of Sixth Form.

PP students are performing worse than their non-PP peers.

EAL students are underperforming at A' level compared to their peers, but are outperforming their peers in Applied General subjects.

SEND students are performing, on average, above or in line with their peers.

| | All Level 3 | A' level | Applied General | Tech Level |
|-----------------------|-------------|----------|-----------------|----------------|
| Number students | 113 | 109 | 28 | 6 |
| Average Grade | C- | C= | Pass= | Merit- |
| Number PP students | 8 | 8 | 3 | 1 |
| PP Average grade | D= | D+ | Pass- | Pass= |
| Number EAL students | 18 | 17 | 9 | 0 |
| EAL Average grade | D+ | D+ | Pass+ | n/a |
| Number SEND students | 15 | 15 | 3 | 1 |
| SEND Average grade | C= | C= | Merit- | Merit= |
| Gender (female/ male) | 52f/61m | 48/61 | 23f/5m | 2f/4m |
| Gender average grade | C=/C- | C=/C- | Pass+/Pass- | Merit=/ Merit- |

Summary by Subject

| Name | Total Grades | Average Grade | Residual | Avg EAP Diff (Whole) |
|------------------------------|--------------|---------------|----------|----------------------|
| Art (Textiles) | 6 | C+ | 1.94 | -0.2 |
| Biology | 19 | C= | 0.09 | -1.4 |
| Business Studies | 11 | D+ | 2.58 | -2.2 |
| Chemistry | 13 | C- | -4.23 | -1.8 |
| Computer Science | 11 | B- | 7.65 | -0.2 |
| Dance | 3 | - | - | -3.3 |
| Drama | 2 | D- | 6.67 | -1.5 |
| Economics | 11 | D+ | -3.18 | -1.5 |
| English Literature | 13 | D= | -2.5 | -2.2 |
| Ethics/Philosophy & Theology | 6 | E- | -4.17 | -2.5 |
| Film Studies | 10 | D= | 0.33 | -1.1 |
| Food & Nutrition | 8 | - | - | -3.4 |
| French | 4 | C+ | 4.38 | -1 |
| Geography | 17 | C+ | 1.18 | -0.9 |
| Health & Social Care Single | 16 | D- | -5.47 | -0.9 |
| History | 21 | C= | -1.9 | -1.1 |
| IT Applied Level 3 | 7 | E+ | 0 | -0.9 |
| Law | 16 | C- | 0.1 | -1.2 |
| Mathematics | 33 | C- | -1.74 | -1.8 |
| Maths (Further) | 9 | C+ | -4.54 | -1.8 |
| Media Studies | 10 | B= | 5.83 | 0 |
| Music | 5 | D- | -8.83 | -2.6 |
| Physical Education | 9 | C= | 3.15 | -0.3 |
| Physics | 16 | C- | -4.28 | -2.3 |
| Politics | 14 | D+ | 1.13 | -1.2 |
| Psychology | 26 | B= | 7.12 | 0 |
| Resistant Materials | 2 | D= | -0.83 | -1.5 |
| Vocational Sport Double | 6 | D+ | 0.56 | -1.7 |
| Summary | 324 | C- | 0 | -1.3 |

Only Computer Science, Media and Psychology are showing above a C grade in average results.

9 subjects have a D grade average and Ethics and Digital IT BTEC are both E grade averages.

Any HOD with a "U" grade in the results has created an action plan for the student to be shared with their SLT link.

SLT links have met with heads of department to create plans moving forward where there are low grades. In particular, SLT links have been focused on subjects where significant U grades have pulled down averages.

| Concern | Action | Date | By whom |
|---|---|--|---|
| 2 or more U grades from one student | Parental meetings Individual action plans Precise targets with review dates | Dec '23 | Head of Sixth/HOY13 |
| U grades | HOD action plan for student | Dec '23 | HOD |
| Attendance of some Year 13 students | Attendance meetings and action plans for students under 85% Additional work supplied on Teams from HODs for catch up | Jan '24 Jan '24 | Attendance/ Head of Sixth HODs |
| High number of U grades in Ethics | Additional work set for all students to support revision Weekly timed essays with prescribed focus to support focused revision | Dec '23 Jan '23 | HOD HOD |
| Low average in BTEC DIT | Revision guides and additional revision material set CPD audit for HOD/teacher for BTEC coursework Specific concern about one student to be addressed Parents contacted | Dec '23 Jan '24 Dec '23 Dec '23 | HOD HOD Head of Sixth Teacher/HOD |
| High number of U grades and very low residual in music | Parental meetings Increased peripatetic provision offered Resits of performance exam element Rescheduling of curriculum time to allow for more time for composition work | Dec '23 Dec '23 Nov '23 Jan '24 | HOD HOD HOD HOD |
| H&S Care – 25% U or N grades | (Discussion with HOD/SLT link for actions) | | |
| Very high residuals in Computer Science, Drama, Media, Psychology | Validity of spring mock papers to be overseen to ensure breadth of coverage Ensure all teachers are able to standardise/moderate with another teacher/school | Jan '24 Jan '24 | SLT links SLT/RSL/HOD |
| More than a 2 grade average gap between mocks and targets in Business (2.2), English Lit (2.2), Ethics (2.5), Music (2.6) and Physics (2.3) | Students referred to study support Additional intervention (English, Physics) | Dec '23 Jan '24 | |
| Isolated instances of parental response lacking | Sixth form team to monitor from HOD targets Sixth form team to review approaching Spring Mocks Principal to invite parent/students to a meeting if parents do not engage with HOD/Sixth Form leadership | Jan '24 Jan '24 Jan '24 | Sixth form team Sixth form team Principal |
| Students not responding to intervention/additional support | One student has been disapplied from Further Maths One student's entry to BTEC DIT is under consultation | Nov '23 Dec '23 | HOD/RSL Principal |

Appendix 2 - Year 11 (& 13) Maximising Achievement Plan Update

Year 11 Maximising Achievement Plan Update

Include an update of the progress made to date on areas of your Year 11 Maximising Achievement Plan.

| Context and Intent |
|--|
| <p>November mocks gave a P8 of -0.26, with predictions at +.30. If these predictions were achieved, this would show a promising improvement against last summer's results of +0.21. A8 predictions have dropped slightly from the summer, with a 50.44 A8 prediction, some distance short of the 60.02 target.</p> <p>PP predictions are a significant concern with A8 predicted to be 43.58 and P8 -0.11.</p> <p>36.4% of students achieved 5+ EM, with a further 28% of students achieving 5+ in English but not Maths and 1.8% achieving in Maths but not English, leaving scope for improvement; all "crossover" student have been targeted for intervention in tutor time and/or in in-lesson intervention. 71.6% of students are predicted to achieve 9-4 in both English and Maths.</p> <p>Exam analysis meetings with each subject lead, the Principal, link SLT and Year 11 RSL ensured a purposeful start to the year, as this has allowed both senior and middle leaders to analyse results and address concerns from the outset.</p> <p>For EBacc measures, 46.1% of students are predicted to achieve a standard pass; 28.9% a strong pass. Languages are predicted very strong results, so some work will need to be done to ensure that any "crossover" students here are prioritised by Humanities, English and Maths if there is one weaker element for a specific student.</p> <p>Attendance has been a concern this term, especially during the November mocks.</p> |

| Key Performance Targets | | | | |
|---|-----------------------------|-----------------------------|--|--|
| Attainment 8 score: ALL: 60.02 PP: 56.82 SEND: 50.00 | Grade 5+ Eng & Maths: 83.4% | Grade 4+ Eng & Maths: 94.7% | % of students achieving EBacc: Strong Pass: 46.6% Standard Pass: 59% | Progress 8 score: ALL: 1.37 PP: 1.34 SEND: 1.44 |

| Priority Area | Specific Intent and Actions | Update and summary of impact to date |
|----------------------------|---|--|
| Year 11 overall attainment | <p>Improved revision – earlier in academic year and of a higher standard</p> <p>Exam analysis meetings to ensure focus and removal of barriers</p> <p>Supporting students to achieve qualifications in additional languages</p> <p>All Y11 cover lessons to be covered by subject specialist or SLT</p> | <p>Preparing for Year 11 evening had an excellent turnout and was well received by students and parents</p> <p>PLCs for all parents and students to ensure focused revision</p> <p>Individual comms from subjects e.g. Bespoke QLA documents for all year 11 students in Maths linked to the mocks to guide Sparx revision</p> <p>Just In Time sessions held & planned for majority of subjects prior to mocks</p> |

| | | |
|---|--|--|
| | | RAG meetings for HODs/SLT HOY and Head of MFL are collating a list of students who speak an additional language |
| Year 11 PP attainment | Focus for RAG and attendance meetings as well as revision resources | All HODs aware of additional support available on a case-by-case basis: for example, this has been utilised as free peripatetic music lessons for year 11 PP and SEND music students PP focus for book checks/MAF for HODs and SLT |
| Improved 9-5 and 9-4 English and Maths | Specific intervention for crossover students RSL to provide crossover data to EM HODs, HOY and SLT links post-mocks | Intervention is already utilised once per week for targeted students using core PE time Jan '24 - PM registration used for intervention for core subjects |
| Improved grades in under-achieving subjects | All subjects to show year-on-year improvements | Exam analysis meetings held with all HODs Subjects streamlined in some places to ensure teachers can focus on specific areas CPD for HODs on creating successful DIPs |
| Greater accuracy of predictions | Ensuring accurate predictions | Both Maths and Science are trialling models for predictions based on their accuracy last year; EEN to roll this model forward for some subjects following Spring mocks Working alongside the Central assessment team to ensure consistency of mock exams (e.g. no unlocked papers; papers all taken from same series) |
| Ensuring excellence in coursework subjects | All students with a coursework element to be at or exceeding their target in coursework | Timetabled NEA days Use of mock data and RAG meetings to highlight students who will need additional support to achieve target grade in coursework |

Next Steps:

“Runway” to be shared with all staff and student-friendly version to be shared with student/parents

Re-communicate PLCs to students and parents

Year 11 Attendance and AP plan to be overseen by EEN

Plan for students who are not on time for mocks/exams in lieu of a minibus

PP lead to ensure that PP students have the required revision materials

Post-mock analysis of major gaps, particularly focusing on AP students and persistent absentees

Intervention groups to be changed post Spring-mocks

Year 13 Maximising Achievement Plan

| Context and Intent |
|--|
| <p>Average grade across the cohort is a C-, compared to a C= in the Autumn mocks 2022, which correlated with the final results of the summer as a C=. A C- would be a concerning trend, which must be addressed.</p> <p>73% pass rate with students who have under 85% attendance, compared with 90% pass rate for those with over 95% attendance.</p> <p>Concerning number of U grades which have been addressed in parental meetings or with HOD action plans in conjunction with SLT links and Head of Sixth Form.</p> <p>PP students are performing worse than their non-PP peers (D= average grade)</p> <p>EAL students are underperforming at A' level compared to their peers, but are outperforming their peers in Applied General subjects.</p> <p>SEND students are performing, on average, above or in line with their peers.</p> <p>The Sixth Form team have been proactive in meeting with all students who received a U grade in more than one subject; all these students are being closely monitored, with additional supervised study sessions in place.</p> <p>Sixth Form team and SLT have met with students who have not shown significant improvement since December targets were set.</p> <p>Additional support has been put in place for Law and Economics students</p> |

| Priority Area | Specific Intent and Actions | Update and summary of impact to date |
|-----------------------|--|--|
| Moving C= grade to B- | <p>Exam analysis meetings to ensure focus and removal of barriers</p> <p>Morning form to be supervised independent study</p> <p>1:1 Fortnightly mentoring in PM reg for all students</p> | <p>Action plans for all students who did not grade in Nov mocks</p> <p>Parent meetings with Sixth Form team for any student significantly underachieving</p> <p>Exam booster sessions offered to all students prior to exams</p> |
| Reduction in U grades | Attendance and targeted support increased | <p>Parent meetings with Sixth Form team for any student significantly underachieving</p> <p>AM form intervention in some subjects to address U grade students in particular</p> <p>Use of teachers and subject-specialist TAs to support individual students</p> |

| | | |
|---|---|--|
| Improved grades in under-achieving subjects | All subjects to show year-on-year improvements | <p>Exam analysis meetings held with all HODs</p> <p>SLT to ensure curriculum content is complete by Easter</p> <p>Additional work set for all students to support revision</p> <p>Weekly timed essays with prescribed focus to support focused revision</p> <p>Revision guides purchased and additional revision material set</p> <p>Sixth Form team/HOD or Principal to meet with individual parents/students</p> |
| Greater accuracy of predictions | Ensuring accurate predictions | <p>All mock exams to be full papers, preferably from locked series</p> <p>SLT to lead discussion with HODs following gap analysis from EEN showing correlation between mocks and outcomes in previous year</p> <p>Both Maths and Science are trialling models for predictions based on their accuracy last year; EEN to roll this model forward for some subjects following Spring mocks</p> <p>Working alongside the Central assessment team to ensure consistency of mock exams</p> <p>ALIS training offered to all HODs</p> |
| Ensuring excellence in coursework subjects | All students with a coursework element to be at or exceeding their target in coursework | <p>Timetabled NEA days</p> <p>Use of mock data and HOD meetings to highlight students who need additional support to achieve target grade in coursework</p> <p>Increased peripatetic provision offered to support underachievement in music</p> <p>Rescheduling of curriculum time to allow for coursework</p> <p>CPD audit for HOD/teacher for coursework</p> |

| | | |
|--|--|--|
| | | |
|--|--|--|

Next Steps:

Attendance meetings for all students under 90% - completed in Dec '23; targets to be followed up in Spring Term

Sixth Form team regularly monitoring supervised study sessions

Sixth Form team monitoring quantity and quality of work provided for independent study/homework

HODs/SLT have created individual plans for all students who did not grade

"Runway" plan shared with staff and students

Succession planning for Head of Year 13 who leaves on maternity in Spring term.

APPENDIX 3 – SUSPENSION REDUCTION PLAN

| OBJECTIVE | ACTIONS / HOW? | SUCCESS CRITERIA / IMPACT | BY WHEN | LED BY | MONITORED BY |
|---------------------------|---|---|----------|--------|--------------|
| Reset Classroom | <ol style="list-style-type: none"> 1. Communicate expectations of students behaviour and work ethic 2. Triage room to calm students and reflect reasons for being sent with a member of staff – reflection sheet completed. 3. Continue to use the reset classroom following a suspension. 4. Use of laptops to ensure students follow timetable – help to reduce knowledge gap for when student re-enters lessons. | <ul style="list-style-type: none"> • Students are calm when they enter the reset classroom, resulting in less failure due to disruption. • Students spend day in reset classroom following suspension, reducing repeat suspensions. • Three warnings used in the reset classroom to prevent suspension. Phone call home to get parental support, on third warning. | On-going | Sw/DL | |
| Return to School Process | <ol style="list-style-type: none"> 1. Return to school meetings to continue – SLT and pastoral member of staff to be present in the meeting. 2. Student spends day in the Reset Classroom after return to school meeting. 3. Interventions/support discussed as part of meeting. | <ul style="list-style-type: none"> • Suspension investigation sheet completed before suspension. HoY completes return to school sheet, sheet uploaded to CPOMS and merged with suspension letter. • SLT present in return to school meetings, showing importance, and reducing repeat suspensions. • Help to avoid repeat suspensions, through use of interventions and not just consequences. | On-going | Sw/DL | |
| Reduce repeat suspensions | <ol style="list-style-type: none"> 1. Weekly suspension report given to HoY – HoY liaise with SLT link | <ul style="list-style-type: none"> • BASI meeting – focus on suspension data for each year group. SLT link meeting to discuss suspensions and | On-going | DL | |

| | | | | | |
|--|--|--|----------|----|--|
| | <p>2. DL monitoring and updating SLT regarding suspensions on a daily basis.</p> <p>3. Track interventions for students with multiple suspensions i.e. EHA, Behaviour Support Plan. Ensuring that we're not missing opportunities for wider support.</p> | <p>strategies to reduce repeat suspensions. Ensures all suspensions are followed up with actions.</p> <ul style="list-style-type: none"> • SLT play a crucial role around the school site and in Reset/Detentions. By being aware of students who have been suspended, extra levels of intervention can be utilised at all times, to avoid repeats. • Students have work for every lesson that they are suspended, limiting loss of progress during absence, and ensuring it is not seen as an alternative to school. • Students who have 2+ Suspensions, automatically go on to a Behaviour Support Plan, to help try and avoid further incidents. | | | |
| Behaviour Escalation Process (Reset Classroom incidents monitored) | <p>1. Continue to send weekly information to all pastoral team.</p> <p>2. Letters for each stage (Stage 1-4) of the tracking process are available and issued when triggered</p> | <ul style="list-style-type: none"> • Live tracker to visualise progress with students displaying most challenging behaviour – pastoral team to complete behaviour forms, letters and update tracker. Discuss at BASI every week. • Document is up to date, meaning timely intervention and clear communication with home as support, leading to reduced suspension through advanced warnings. • Clear communication with home through SSA/HoY, increasing parental | On-going | DL | |

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| | | <p>support. Support from home further aiding the reduction of suspensions.</p> <ul style="list-style-type: none"> Students who have 2+ Suspensions, automatically go on to a Behaviour Support Plan, to help try and avoid further incidents. | | | |
| Behaviour Curriculum | <p>1. We are now onto our second term of the behaviour curriculum. This takes place during one tutorial each week, for every year group. They all have their own booklet to complete for each lesson.</p> <p>2. HoY voice over the PowerPoint each week (distubuted by DL), so that HOY have ownership for their own year group and can tailor it to the needs of the relevent year.</p> <p>3. QA of work/booklets</p> <p>4. Map onto curriculum document</p> | <ul style="list-style-type: none"> Expectations and purpose communicated with tutor team to ensure consistency in approach Ensure that behaviour patterns and data is looked at, so we tackle relevent issues in a timely manner. We have adapated the order of delivery at certain points, in response to areas of need. Tutors visit tutpr groups to ensure that the work is happening. They have also collected samples of the booklets from each tutor group to ensure a high standard of work is being achieved. These have been passed on to DL at the end of each term. Curriculum path visible and in future will enable further ties with morning welcomes, assemblies and PD to reinforce messages taught in the curriculum. | On-going | DL | |

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| Praise and Rewards | <ol style="list-style-type: none"> 1. Incorporate praise (warmth) into Morning Welcomes 2. Issue reward badges at each relevant point, and place names on tracker to ensure we know which students are at each point. 3. Continue with Golden Tickets, issuing an average of 1 per lesson, plus outside of lesson times for behaviour that goes above and beyond. 4. Student leadership opportunities and student voice, so that the student body feel empowered and listened to. | <ul style="list-style-type: none"> • Monitor number of positive House Points being issued, against negatives • Ensure that all parties (parents, students and staff) realise that 'warmth' is at the front and centre of our school culture. | On-going | Sw/DL | |
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APPENDIX 4

Pupil Premium Review 2022-2023 and planning update 2023-2024

Pupil Premium Plan Review of 2022-2023

RAG Summary (full details below)

| PP strategy target | R | A | G | Action required |
|--|---|---|---|---|
| Raise PP Y11 outcomes | | | G | Achieved uplift in PP attainment and progress, when comparing 2019 to 2023; and uplift in % Grade 5+ in English and maths. |
| Raise PP Ebacc entry | | | G | For 2023, 38.6% , continuing the year on year rise since 2019. |
| Close gaps in learning | | A | | Outcome gaps between All and PP (Y11) was similar 2019 and 2023, but both outcomes improved compared to 2019. All Y7-11 need further diminishing of the difference. Hence 2023-24 strategy. |
| Improve PP attendance | | A | | Above national but PP/non PP gap needs reduction. |
| Improve inclusion and well-being provision | | | G | Range of provision (e.g. uniform, food, music lessons, counselling) and post-covid Educational visit opportunities expanded. |

Assessment by St Ivo Academy for 2022-2023:

Following the last 'normal' year of 2018-2019, there was the March 2020 to July 2021 period of most intense Covid-19 pandemic disruption; less disruption September 2021 to July 2022 apart from particular spells of infection and absence; and even less disruption September 2022 to July 2023 apart from some reduced attendance. A key focus of the academy was to close the gaps in learning that had developed during the previous Covid disruption. Headlines assessment:

Target - Raise PP achievement

- Progress outcomes for Year 11 PP students improved a little from 2019 (-0.22) to 2023 (-0.2).
- Attainment outcomes for Year 11 PP students improved significantly from 34.62 in 2019 to 39.68 in 2023.
- PP Ebacc entry figures has risen (2019 5%; 2023 38.6%).
- The academy proactively sought to meet gaps in learning that had emerged or become exacerbated during Covid disruption e.g. diagnostic assessments; literacy and English interventions for Y7, Y8,Y9; additional Y10/Y11 English teaching groups; additional English and Maths teaching time during 'period 6'; study materials and revision resources for internal assessments; digital resources for online learning and revision; one-to-one and small group intervention strategies in English/maths.
- The drive to raise achievement has been aided by the introduction and gradual embedding of Trust-wide behaviour and learning strategies to achieve a culture of disruption-free learning and studious habits.

Key outcomes:

- Improvement in Progress and Attainment compared to 2019, for all pupils and Disadvantaged Pupils (see outcomes table of the Principal's Report).
- PP Ebacc entry % has improved significantly from 2019 to 2023.
- % Grade 5+ in English and maths is encouraging but still needs to improve for All pupils and PP pupils.

Target - Improve PP attendance

Activities: Contact and monitoring by the Attendance Officer and School Education and Welfare Officer; pastoral focus by Student Support Assistants.

Key outcome:

- PP school attendance % improved each year: from 2019, 2020, 2021 but fell 2022 and again 2023 (86%) as part of a national trend (see attendance section in the principal's Report)
- Attendance strategy ahead for 2023-2024 will deploy individual action plans and incentives for PP, and include a focus on driving down Persistent Absence amongst PP.

Target - Improved inclusion and well-being support

Activities focused on provision and assistance to reduce disadvantage over learning and personal development opportunities, and boost inclusion and self-esteem. These included:

- Uniform: The school proactively met PP uniform needs throughout the year, thus reducing the difficulties faced by pupils in acquiring uniform due to family financial circumstances and any supply chain related issues.
- Food provision e.g. by SSAs for targeted pupils; breakfast, occasional lunches, pre-assessment nutrition; Ingredients support for food lessons.
- Music lessons for PP.
- Additional quality Alternative Provision: Some PP Grant was allocated to Alternative Provision to ensure good quality inclusion for all PP experiencing AP or for particular individuals.
- Educational visits had been unfortunately cancelled during the Covid disruption. However, educational visits restarted.
- A trust appointed student counsellor - fully booked.

Pupil Premium Plan for 2023-2024

Full details are published in the St Ivo Academy Pupil Premium website strategy.

[Pupil Premium and Recovery Premium – Astrea St Ivo](#)

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Gaps in learning: core knowledge, understanding and skills; and also gaps in the quality and completion of classwork and homework. This results in underachievement. Although Year 11 PP attainment and progress has improved by 2023, a gap exists compared to non-PP (See outcomes table). |
| 2 | Reading challenges: gaps in reading ages; quality and quantity of reading. This diminishes curriculum access, outcomes, and life opportunities. |
| 3 | Outcomes gap compared to national outcomes, including English and maths. |
| 4 | Attendance gap (PP/Non PP) diminishes learning time and potential achievement |
| 5 | Well-being: Often limited expectations, low self-esteem, and less home resources lead to reduced ambition, engagement, and outcomes. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| <p>Close the gaps in PP core knowledge, understanding and skills by implementing consistently good 'Quality First Teaching' (QFT) based on new school-wide principles (influenced by Trust direction, school themes, and published research e.g. EEF, Lemov ('Teach Like a Champion'), Rosenshine, Sherrington (WALKTHRU), Wiliam, Christodoulou.</p> <p>No gap in the standard of books/folders, and completion of classwork and homework, between PP and non-PP.</p> <p><i>1 year priority focus to embed, but ongoing.</i></p> | <p>The impact of QFT will be observable in the quality of class learning and homework. Learning walks and observations will be recorded and analysed on a central spreadsheet, looking at the consistency of 'Do Now' entry tasks, learning intentions and success criteria; effective questioning and reviews; whole class and personalised feedback (to challenge errors and misconceptions) and student responses / redrafting; knowledge-rich content; retrieval practice; sequencing; modelling; reading and writing opportunities in class and tutor time.</p> <p>Looking frequently at the standard of work and responses to feedback (personalised / whole class) in PP books/folders, with some comparison to non-PP. e.g., during work scrutiny systems in the school calendar.</p> <p><u>Jan 2024 update:</u> All teaching staff have received a CPD series and Deliberate Practice on 'Means of Participation' to ensure joy and participation in learning, including PP.</p> <p>No apparent gap in the standard of books/folders between PP and non-PP is being seen during:</p> <ul style="list-style-type: none"> Weekly SLT book look expectations variance across Y7-13 Nov Marking and Feedback checkpoint English Curriculum visit by National Lead Dec 2023 |
| <p>Improving literacy for fluent reading, writing and expansion of vocabulary: students across all year groups show improving confidence, and ability. Gaps below age-related expectations for all students (both PP and non-PP), will be diminished in order to enhance access to curriculum learning.</p> <p><i>2-year priority focus to embed, then ongoing.</i></p> | <p>Y6 into Y7 transition: Students (including PP) who have been identified during entry to Y7 as being below age-related expectations will have received early bespoke academic support to enable them to access the full curriculum depth. Entry and exit data will be recorded.</p> <p>To strengthen the students, accelerated reader become further embedded to help improve reading for progress and pleasure.</p> <p>In addition, all students are experiencing frequent practice in reading and sometimes at length e.g., Form tutor time 2-3 mornings per week; lessons in book-based subjects include reading of 400-800 words per lesson.</p> |

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| | <p>NGRTs (Y7, Y8, Y9) are analysed and followed by targeted intervention led by a newly appointed teacher of reading, and the reading strategy is a designated SLT role.</p> <p><u>Jan 2024 update:</u></p> <p>The re-structured school day now enables form tutor reading 3 days per week for 25 mins.</p> <p>Spring term 2024 staff CPD seeks to ensure quality of tutor time reading experience, and a focus too on raising disciplinary literacy within subjects.</p> |
| <ul style="list-style-type: none"> English: PP and all students are to meet or exceed expected progress in English compared to national data. The outcomes progress gap between PP and non-PP in English is to be diminished or closed. Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%. <p><i>3-year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p> | <p>English/literacy interventions Y7,8,9</p> <p>Targeted Y10/11 English intervention through some English overstaffing to ensure capacity. Each intervention will comprise 6-week blocks with entry and exit data to assess impact.</p> <p>Y11 English targeted intervention through Just in Time revision sessions.</p> |
| <p>Maths: PP and all students are to meet or exceed expected progress in maths compared to national data. The outcomes gap between PP and non-PP in maths is to be diminished or closed.</p> <p>Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%.</p> <p><i>3-year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p> | <p>Additional numeracy/Maths support by KS3 and KS4 TLR holders.</p> <p>Targeted Y10/11 Maths intervention through some English overstaffing to ensure capacity. Each intervention will comprise 6-week blocks with entry and exit data to assess impact.</p> <p>Y11 Maths targeted intervention through Just in Time revision sessions.</p> |
| <p>Resources barrier (book-based, digital) will have been overcome and so remove disadvantage through inconsistent access to learning, and hence inhibited progress in homework and revision.</p> <p><i>Ongoing part of the 3-year strategy</i></p> | <p>Provided high quality textbooks and revision resources for PP students. Embed and track digital resources (e.g., Sparx Maths, Sparx Reader, Hegarty Maths, Corrective Maths) to enhance blended 'home/school' learning and enable analysis of attainment with tailored feedback.</p> <p><u>Jan 2024:</u></p> <p>St Ivo KS3 English Sparx Reader homework completion rates are routinely sound on Trust and national leader boards e.g. Dec 2023:</p> <p>Astrea: 3/8; national 56; 69.4% hwk completed; average minutes of reading set per week 34.3 (highest in the Trust).</p> |
| <p>PP attendance: continue ensuring school PP attendance is above national PP attendance, but also seek to diminish the in-school PP/non-PP gap by reducing Persistent Absence of PP.</p> <p><i>1 year priority, then aim higher in each year.</i></p> | <p>Persistent absence of PP to be reduced, preferably yearly over 3 years (PA is defined nationally as below 90%).</p> |

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| <p>Improved PP well-being which reduces low self-esteem, isolation, and lower engagement. This includes seeking to provide aspirational experiences and opportunities to stretch PP High Prior Attainers.</p> <p>Improved PP well-being through continuing with the SSA staffing (Student Support Assistant) in each Year Team to offer more regular personalised PP support; and use the trust-wide counsellor.</p> <p><i>1-year strategic priority to embed, then ongoing</i></p> | <p>Financial assistance for uniform.</p> <p>Inclusion in outside classroom opportunities e.g. financial support for educational visits (subject-related and universities).</p> <p>Music lessons.</p> <p>Gym membership.</p> <p>Food store by SSAs for targeted pupils.</p> <p>Use of student counselling service.</p> <p><u>Jan 2024 update:</u></p> <p>Duke of Edinburgh participation provided.</p> |
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Member Visit Record

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| Name | Heather Wood |
| Date of Visit | 28.11.2023 |
| Focus of Visit | To understand the current 6 th Form arrangements and the Improvement Plan |
| Classes/staff visited | A tour of the 6 th Form area and classes and a meeting with Clare Sherwood (SLT 6 th Form Lead), Patrick Braybrook (Head of 6 th Form) |
| Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. Visit included a meeting with Clare Sherwood, a tour of the 6 th Form facilities, a meeting with Mr Braybrook and an introductory conversation with a 6 th Form Head Student. | |
| What I have learned as a result of my visit Clare is enthusiastic about the plans/ambitions for the 6 th Form and believes that a dedicated focus can improve the 6 th Form offer for current and future students. The immediate focus is on raising achievement and asking what can be done to maximise achievement in the 6 th Form. One aspect of this is to focus on improving 6 th Form attendance in school overall. This is more successful in Year 12 where attendance was at 95.2% but was lower in Yr 13 at 89.2%. The expectation is that, once students are in school for the required morning registration, pupils are more likely to use the time to study and seek support with their work. The 6 th Form offer includes dedicated personal development time to support students in their next steps. For example, sessions on university finance, visits from university speakers to advise on applications, mock interviews to help students prepare for university and speakers offering apprenticeships all form part of the additional advice/support offer available to 6 th Form students. In addition, there are weekly Year 12 enrichment lessons (such as sport). Alongside, the focus on raising the achievements of the current 6 th Form students, there is also a focus on ensuring new 6 th Form entrants are as well prepared as possible. The school has reviewed the entry requirements to study A-Level courses and has raised these to ensure students accepted onto a course have a higher chance of success. There are also improved plans for ensuring the current Year 11 students receive good quality advice on the day they receive GCSE results. In previous years, this has been co-ordinated from within Year 11, but the plan is for 6 th Form leads to be available on GCSE results day to help advise Year 11 students who are making their final Post 16 choices on this date. There has also been early | |

consultation with Year 11 families around the A-Level option blocks which the school hopes to offer in September 2024.

Positive comments about the focus

There was a balance between raising achievement and offering more holistic opportunities for example, the Head and Deputy Head students helped to organise Charity and fundraising events.

I was particularly pleased to hear about the revised/improved plans for supporting the current Year 11s when they receive their GCSE results. Feedback from last year's cohort highlighted the lack of timely information as a concern and the new plans for the current cohort appear to address this.

Aspects I would like clarified

No immediate questions but have listed areas for discussion during the next visit.

Ideas for future visits

The intention is to complete a termly visit – as the school needs to maximise achievement, each visit should contain an update on achievement data.

Shortly after the November 2023 visit, there were some changes to the 6th Form area involving the co-location of the Pastoral Team and some classroom moves to accommodate this. Clare Sherwood spoke to me on the phone to talk me through these changes which was appreciated. Given the negative media focus which accompanied the announcement of these changes, I would like to understand more about these and the impact on students during my next visit.

In addition, it would be helpful to meet with some or all of the 2 x Head Students and 2 x Deputy students to talk to them to hear their perspectives on what is working well and what aspects of the 6th Form they feel could be improved.

Clare Sherwood has recommended that one of the 6th Form visits focuses on 'Your Future' (Tutor Time, Personal Development and Careers).

The remaining 2 x visits will focus on these areas.

Any other comments

Since completing my visit, but before writing up this report, the school community experienced a sudden bereavement of a staff member who taught many 6th Form lessons. On behalf of LGC, I would like to pass sincere condolences on to the school community and hope that ongoing support remains available to those 6th Form pupils and staff colleagues who require it.