ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 1 MAY 2024 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

Membership: Philip Speer (Chair), Claire Burke, Matt Carnaby, Tony Meneaugh, Paul Mumford, Tomas Thurogood-Hyde, Heather Wood.

Clerk: Melanie Basson

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

Minute Reference	Summary of action required	Responsible	Status
1 February 2024 Item 6.0	Liaise on the final arrangements for the PAC, with a view to enabling the next LGC meeting to make appointments.	TM/TTH/PM	1 May 2024
13 March 202 Item 5.0	Finalise PAC TOR	TTH	1 May 2024
13 March 2024 Item 6.1	Ms Sherwood to circulate an overview of the Sixth Form at next LGC meeting.	CS	1 May 2024
13 March 2024 Item 9.2	Assign each AIP objective to respective Link Lead role, to be communicated by the end of this term.	TM	28 March 2024
13 March 2024 Item 9.3	Proceed with the recruitment process and invite both staff candidates to next LGC meeting.	Clerk	28 March 2024
13 March 2024 Item 9.4	Undertake a Skills Audit for the LGC	Clerk/All	1 May 2024

Agenda

Item	Timings	Subject	Format
1	5 mins	Introductions and apologies	Oral item - Chair
2	5 mins	Minutes of last meeting, matters arising and actions – 13 March 2024	Papers (pp3-14) - Chair
3	5 mins	Declarations of interests	Oral item - Chair

4	40 mins	Interim Principal's report • 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 (pp15-70) with oral contributions from leads - Principal
5	5 mins	PAC	Oral item - Chair
6	10 mins	Sixth Form overview	Oral item - CS
7	5 mins	Persistent Absentees	Oral item - Principal
8	10 mins	Self-Evaluation Framework and Academy/Rapid Improvement Plan	Oral item - Principal
9	10 mins	St Ivo LGC Skills Audit 2024	Oral item - Clerk
10	10 mins	Chair's update	Chair
11	5 mins	Membership and visits • Staff LGC members • Reports and feedback • Careers Lead visit MC – 21 March 2024	Papers attached (p71) Chair
12	2 mins	Date of next meeting: **19 June 2024 Room 2, Main Block, St Ivo Academy**	Chair

MINUTES OF THE

ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING

WEDNESDAY 13 MARCH, 3:30 p.m.

PRINCIPALS OFFICE

Members Present:

Philip Speer (Chair), Heather Wood, Claire Burke, Paul Mumford, Tony Meneaugh.

In Attendance: Mike Craig, Clare Sherwood, Ben Daly, Melanie Basson (Clerk).

Minute Reference	Summary of action required	Responsible	Status
30 November 2023 Item 8.2	Undertake SEN Link Lead visit	TTH	Complete – Item 9.1
1 February 2024 Item 2.2	Clerk to update and re-circulate draft minutes for LGC meeting held 30 November 2023, and to append Q&A sheet to those minutes.	Clerk	Complete
1 February 2024 Item 4.6	All committee members agreed to submit any questions about the sixth form to Ms Wood, who offered to incorporate them into her visits.	All	Complete
1 February 2024 Item 6.0	Liaise on the final arrangements for the PAC, with a view to enabling the next LGC meeting to make appointments.	TM/TTH/PM	1 May 2024
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ITEM	
1.0	Introductions and Apologies

1.1	The Chair thanked Ms Wood for chairing the last LGC meeting in his absence.
1.2	Apologies for absence were received from Tomas Thurogood-Hyde and Matt Carnaby and these were accepted by the committee.
2.0	Minutes of the last meeting, matters arising and actions – 1 February 2024
2.1	The register of actions was updated as above.
3.0	Declarations of interest
3.1	There were no declarations of interest in addition to those already known to the committee.
4.0	Interim Principal's Report – committee questions on the report were circulated in advance of the meeting
4.1	The committee noted the Interim Principals report to include: • Safeguarding • Year 11 (& 13) Maximising Achievement Plan • Curriculum • Teaching and Learning • Behaviour and Culture – including Suspension Reduction Plan • Attendance • Personal Development • SEF and AIP (RAG rated) • HR, Operations and Site Update • Any other academy matters
4.2	Taking the report as read, the committee raised the following points and questions:
4.3	**Mental health support** In relation to the increased number of scholars accessing mental health support, Ms Wood enquired what impact this is expected to have on staff resources and teaching time. Mr Meneaugh explained Mental Health First Aiders would provide a coordinated first-tier response for mental health concerns, thus providing support whilst students await counselling slots. As such it is unlikely to have a significant impact on staff resources. Recognising St Ivo has 2.5 WTE counsellors offering support to scholars, Mr Mumford questioned whether the trust plans to increase MH support at St Ivo. Mr Meneaugh explained the trust continue to monitor MH support provision, and should St Ivo identify a need to provide more than 2.5 WTE counsellors, this would need to be funded from the school budget. Mr Meneaugh stated the academy await feedback from CAMH with regard to lead times for scholars accessing mental health support through Centre 33, Helios and Younited. The trust has arranged for Jenni Machin to deliver mental health support first aid training to staff of 3 and 4 July 2024. Mr Daly added the academy signposts scholars for MH support to outside organisations on the school website and in the Welfare support booklet for scholars.
4.4	**Complaint**

	Mr Mumford enquired regarding the outcome of a complaint about St Ivo and questioned whether there were any learning points for the academy. Mr Meneaugh confirmed a complaint was submitted to the Department of Education concerned the fact that the complainant did not receive a response to their complaint within the published timescale. Mr Meneaugh confirmed the academy were reminded by The School Complaints Compliance Unit of their requirement to comply with their complaints policy. In response to this, the academy has created a dedicated complaints@... shared mailbox so that the school's Director of Strategic Operations, the acting PA to the Principal and the Principal can consolidate responses.	
4.5	**Uniform** Mr Mumford expanded his question around uniform, asking whether the current system is effective and might benefit from a review. Mr Meneaugh explained proposals for changes to the uniform is expected to reduce the number of uniform correction cards issued. Mr Meneaugh recognised the need for a consistent approach which the academy continue to monitor and work with scholars in a warm strict manner. Mr Daly explained the card system works well for staff to address uniform in a practical way, day to day and reassured the committee the number of cards printed would last some time.	
4.6	**Business department** In reference to department grading next steps, Ms Burke questioned how the business department is being transformed.	
4.7	**Reading program** Recognising the rules and implementation of the reading program and next steps, Ms Burke asked whether staff are being given advice about content and delivery. And questioned how effective this is and whether is it included in teacher gradings. Ms Myhill-Johnson reassured the committee that booklets are available for teachers, offering writing guides which provide a summary of the book and each chapter and how to deal with difficult vocabulary and content. Additional PPA is provided to teachers to offer dedicated time to use each resource. Mr Meneaugh explained support is provided and assessed through the coaching model. In terms of the Principals report, where it mentions support for teachers who are not as confident at delivering the tutorial reading, Ms Wood questioned what interventions and support has been made available as part of this and how the impact/ benefit of these interventions are measured. Ms Myhill-Johnson explained audio versions are available for staff not as confident in reading aloud at pace and further adaptations can be made by way of support.	
4.8	**Period 6 attendance** Ms Burke invited the committee to consider how the academy could promote scholar attendance at period 6 sessions. The committee agreed attendance at period 6 could be improved by: - Reiterating the benefits of scholars final examination outcomes - Offering more opportunity for scholars to attend sessions -different times of the day, days of the week - Quality assurance process – teachers to share best practice for sessions	

	• Offering consistency of the quality of content and focus material • Provide incentives for staff who provide sessions and scholars who attend
4.9	**Succession planning** In response to Ms Burkes question with regard to succession planning in light that the Head of Art is retiring, the Principal confirmed a handover period will provide an opportunity for succession planning. Ms Wood complimented St Ivo scholars who's artwork was represented in a local Art competition, recognising the high quality of work.
5.0	**Parents Advisory Council (PAC)** Mr Mumford fedback the outcome of discussions around the formation of St Ivo PAC. It was agreed that the Committee Terms of Reference (TOR) would be amended to allow for a member of the Astrea Parent Forum to be invited to be represented on the committee. Mr Meneaugh explained we are not ready to make appointments to the PAC yet. A parent/carer engagement meeting is scheduled for 25 March 2024, where the academy plans to announce the formation of the PAC. Mr Mumford offered support in the production of the Principals video presentation to set out what membership of the PAC entails and candidate criteria. Parents/carers will be invited to express an interest in joining the PAC. The Chair enquired when St Ivo plan to make appointments to the PAC. Mr Meneaugh proposed applications from nominees could be shared with LGC members for consideration, in advance of the next LGC meeting scheduled for 1 May 2024. With a view to finalising PAC member appointments at this meeting. The committee agreed the PAC membership should include a diverse range of individuals views, representative of the community. Mr Mumford expressed an interest in chairing the PAC, with the view that the committee would need time to become established, and provide a link to the LGC. Committee members agreed to this proposal, noting the PAC Terms of Reference are to yet be finalised. Committee members agreed once the committee is more established, the position of Chair could be appointed as detailed in the TOR. Action: Mr Thurogood-Hyde to finalise PAC TOR.
6.0	Sixth Form
6.1	Ms Wood enquired what the school's plan is in the event that fewer than hoped students apply to St Ivo Sixth Form. Mr Meneaugh explained that entry requirements have been discussed with all applicants to the Sixth Form. Mr Meneaugh stated that 76/110 applicants would have qualified for entry to the Sixth Form last academic year. Reassuring members that there has been an increase this year, with 89 scholars qualifying for entry to the Sixth Form. In addition, St Ivo received applications from scholars who do not currently attend St Ivo. Ms Wood questioned whether courses are at risk of not running next academic year.

Mr Meneaugh confirmed at present, the following subjects at risk are:
Computer science, Design and Technology, Drama, Ethics, Food, Further Maths, French and German, Health & Social care , Media, music and vocational sport. Mr Meneaugh stated that Law has high numbers of interest but may not run, due to the challenge in appointing a subject specialist to deliver the entire course.
Clerks note: not to be published under after 19 April 2024.

Mr Meneaugh informed the committee this has been communicated to Heads of Department who will meet with all scholars to discuss what their options are.
Mr Meneaugh committed to confirming which subjects will be running no later than 19 April 2024.

Ms Wood questioned whether the academy has considered collaborating with other local Astrea Sixth Forms to accommodate more subject choices.
Ms Myhill-Johnson confirmed options have been considered but said distance is an issue for staff to travel between academies, losing valuable teaching time.

The committee were reassured by Mr Meneaugh that scholars and parents/carers will be informed at the same time and next steps will be clarified.

Mr Mumford expressed a view that when an academy doesn't run a course, it is difficult to run in future due to staffing development and experience. Mr Mumford suggested when planning future Sixth form numbers, the academy could focus on identifying and delivering a core of subjects.

Mr Mumford questioned what the medium term plan is for St Ivo Sixth Form.
Mr Meneaugh explained that planning for the Sixth Form starts lower in the school, with the GCSE offer and results affecting the right range to broadly appeal to scholars. Mr Meneaugh aspires to avoid any single point of failure for any scholar, and recognises the need for good results.

Ms Burke suggested lower class numbers could be perceived as a positive for potential scholars when making decisions to apply to St Ivo Sixth Form.
Ms Myhill-Johnson confirmed the benefits of smaller classes and acknowledged courses need to be viable.

Ms Sherwood informed the committee of activities undertaken by the Sixth Form, offering to provide an overview.
Action: Ms Sherwood to present an overview of the Sixth Form at next LGC meeting.

Noting St Ivo has a program of enrichment activities for Year 12, the Chair enquired whether Year 13 have the same opportunities.
Ms Sherwood confirmed Year 13 scholars have the opportunity to take part in program of enrichment activities, but not as many as in Year 12.

7.0	Self-Evaluation Framework and Academy/Rapid Improvement Plan
7.1	The committee acknowledged points addressed in previous agenda items at this meeting.
8.0	Chairs update
8.1	The committee acknowledged points addressed in previous agenda items at this meeting.
9.0	Membership and visits
9.1	**Link Lead visits** Mr Thurogood-Hyde was thanked for his report from the SEND/Pupil Premium visit on 29 February 2024 and questions were invited next time when TTH is present.

	Ms Burke questioned whether there is capacity to record student voice anonymously. Mr Meneaugh stated St Ivo are currently undertaking a Student survey, presenting the Ofsted set of questions to all scholars during IT lessons and Form time. Ms Sherwood informed the committee when recording students' opinions, the academy record the year group of scholars but views are collated anonymously. Ms Myhill-Johnson stated the academy aim to achieve a high response rate to the student survey by allocating specific time to complete it. Ms Wood was thanked for her report from the Sixth Form visit on 5 February 2024 and questions were invited. The Chair was thanked for his report from the Safeguarding visit on 14 January 2024 and questions were invited. The Chair said he recognised the benefit of the DSL role not having SLT responsibilities, leaving time to deal with safeguarding day to day.
9.2	**Link Lead roles** The Chair invited the committee to consider Link Lead roles in line with AIP objectives and focus for school visits. The committee agreed Link Lead roles as: The Chair- Safeguarding and Leadership and Management Mr Carnaby - Curriculum and Assessment and Careers Mr Mumford- Behaviour and Communication Ms Burke - Teaching and Learning and Personal Development Ms Wood - Sixth Form and mental health and wellbeing Mr Thurogood-Hyde- SEND and PP. Action: Mr Meneaugh to assign each AIP objective to respective Link Lead role, to be communicated by the end of this term.
9.3	Following an invitation to all St Ivo staff, the committee noted that staff members Clare Webster (Head of year 12) and Jane Panter (Head of English) have expressed an interest in joining the LGC. Action: Clerk was asked to proceed with the recruitment process and invite both candidates to next LGC meeting.
9.4	The committee discussed representation of current LGC committee members skills and experience in pursuit of identifying skills for potential new members, and agreed to undertake a Skills Audit. Action: The Clerk was asked to undertake a Skills Audit, outcome to be presented at next LGC meeting.
10.0	Date of next meeting and future agenda items This was confirmed as 1 May 2024. Future agenda items: • Persistent absentees - LB

11.0	Any other business
	Ms Wood reported positive feedback received from Thorndown Primary School for St Ivo English teacher Hannah Purton. Who gave up her own time to offer input to Year 6 with regards to support with the English provision and understanding the curriculum provision for Year 6 and Year 7.
11.1	All parties were thanked for their contribution and retired from the meeting.

13 March 2024 LGC pre-meeting questions

Item	LGC member	Question	Answer
T1	Tomas Thurogood-Hyde	With reference to p15, is the movement in young carer numbers (a drop from last year and an increase in-year) suggestive of the school discovering the status as time goes on? If so, could it be screened for more deliberately at the start of the academic year?	When scrutinising figures for young carers it was evident that numbers were not transposed onto CPOMS this year but captured within the CTF file. This has now been rectified and thus shown as a recent increase. I still believe we have more carers than we have captured. Once the school has a Young Carers Champion in place, this will be an avenue to explore potential uncategorised young carers further. At the beginning of an academic year, the new year 7 data will now be transposed in a timelier manner.
T2	Tomas Thurogood-Hyde	Staying on p15, the doubling of the number of students accessing CAMHS is either good news (CAMHS is meeting more of our need) or bad news (there's more need, or it's more severe). Do we have a view on which and, if the latter, why?	As a school we are capturing more data as effective CPOMS training is being delivered to staff. I am aware that more students with mental health concerns have been recorded and this is a reflection we have a high level of need in this area. We are still seeing the impact from Covid and appear to have significantly high levels of students with mental health needs. Current waiting times are high in our area.
T3	Tomas Thurogood-Hyde	P21 – 89 offers against NOR of 122 in Yr13 and 110 in Yr12 is a worry in terms of declining trend and potentially quite a sharp fall. It also suggests that some of the subject class sizes will be very small and inefficient. I know you'll address some of this in agenda Item 6 and could you provide the offer number for the same point last year so, assuming there was some drop-off, we can predict final numbers from the 89?	Before moving to the new admission entry requirements, we modelled the criteria on our current Year 12 to see how they would impact on the cohort: of the 122 in Year 12, only 76 would have met the entry requirements. I have informed heads of department of the subjects at risk of not running on Tuesday 12 March 2024 and plan to let parents and students know on Friday 15 March 2024. The sixth form team will then meet with all students affected to discuss other options ahead of the 19 April deadline for confirmation.
T4	Tomas Thurogood-Hyde	Pp26-27 – the shift in ratios between reminders, detentions and RB referrals seems to suggest, particularly in Yr9 and Yr11, that behaviour was being corrected less effectively in Sp1 than in Au2 and/or that it was coming in at a higher level of misbehaviour so not progressing through the stages. In Yr11 in Sp1, at least 205 detentions were issued to students who had not had a reminder – what explains this?	High numbers of 'failed detentions' during mock exam period, creating an escalated detention for the following day. This won't include any other behaviour events i.e. reminders. Hence the higher ratio of detentions to reminders. Year 9's also has a higher number of failed detentions than other year groups. Data for failed detentions and repeat offenders has been shared with HOY this week to have follow up conversations with students and parents, to try and reduce numbers.

T4	Tomas Thurogood-Hyde	P28 – please will you clarify what you mean by Yr7s "finding their feet" as an explanation for RB numbers? Does it mean starting to test boundaries?	To a certain extent, yes. This is the pattern we see with Year 7 cohorts most years. We are monitoring data to look for trends to identify patterns, students, etc.
T5	Tomas Thurogood-Hyde	P41 – comment, not a question: I have asked HR whether we can run turnover numbers without staff on casual contracts, such as invigilators, because we can get fairly large swings in numbers of people who are on payroll but not otherwise staff in the usual sense.	No response required
P1	Paul Mumford	Now that we've discussed PAC, subject to any final changes to the Terms of Reference, when do we think the best time to launch PAC is? And, please could Tony be careful about using a video as the medium for publicising PAC given the recent Doncaster Astrea school video.	Mr Meneaugh is acutely aware of the importance of any video landing well with parents in order for the launch of the PAC to be successful.
P5	Paul Mumford	We've been round the loop on the discussion at 30th Nov LGC about central Astrea team presence on social media and how it might undermine local messages, but where has this comment actually landed in minutes? Have the 30th Nov minutes been updated and can/have we seen them? (There was also my comment about how the results from the parent surveys were being reported).	Comments have been noted and minutes amended accordingly. Final minutes have been shared with the committee and adopted as a final record. The academy to publish.
P6	Paul Mumford	Is there a staff member joining LGC?	Yes, Clare Webster (Head of Year 12) and Jane Panter (Head of English) will be joining the LGC. As there are two places, and only two applicants, an election was not necessary.
P7	Paul Mumford	With Frank having left LGC, are we looking for a replacement community rep?	To be discussed at the meeting – See minute ref:9.4
P8	Paul Mumford	The summary of the Principal's report states that increasing capacity of Astrea mental health advisors would be valuable; the summary table (page 13) has an action for the Trust to increase from 2.5 days a week - what is the extent of the increase the Trust is making/when will it be available?	Any increase in the amount of counselling hours available would have to be funded out of the school's budget, not central
P9	Paul Mumford	It feels like you're still not on top of uniform; is it time to change the approach? Printing out 10,000 extra uniform correction cards speaks of an approach that would benefit from a review.	Some of the amendments the school is making to the uniform is to address concerns about the way it is worn. There are three possible options in tackling uniform infringements: (1) take no action, (2) continue with the current approach, but ensure it is robustly implemented, (3) change the approach. The school is considering a tiered approach to corrections, where deliberate uniform infractions would be addressed through immediate detention rather than the two-corrections in 24 hours approach.

ID	Name	Question	Response
P10	Paul Mumford	Number of suspensions this year (39) compared to this time last year (42) - this is reported as being "lower" - feels like the correct way to report it would be that the number is essentially the same?	(see table below)

2022/2023

Total	HT1	HT2	HT3	HT4	HT5	HT6
246	48	38	42	49	36	33

2023/2024

Total	HT1	HT2	HT3	HT4	HT5	HT6
152	54	46	39	13	0	0

Marginal decrease in HT 3 suspensions compared to last year, but worth noting significant decrease on HT2 to HT3 this year, compared to last year.

ID	Name	Question	Response
P11	Paul Mumford	The number of staff at Stage 1 absence trigger has increased (18 - 22) since last LGC - what does this mean?	This is not a significant concern. St Ivo staff Sickness Rate using 12 months rolling data is 1.42%, below the trust average of 3.6%
C1	Claire Burke	Year 11 Mocks - RAP There is a lack of consistency between departments. Why do some departments not hold Period 6 and just in time sessions? What is the reason that there is such a difference in what is happening in registration revision? Are all departments aware of the exemplary examples (e.g. history)?	Registration revision is core subjects and then EBacc (so Maths/English, then science, then History, Geo and MFL). Will definitely feed back to history that sessions are so well received and carry out student voice on these sessions to make them even more impactful moving forwards. Period 6 lessons (and JIT) are led on a voluntary basis, so we cannot compel any staff to lead them, though subjects leads have indicated that they will be held for all subjects in the summer. Just-in-time (JIT) sessions are very difficult to run for subjects such as science who have 4 papers running simultaneously (higher and foundation for triple and combined). In the summer, we will have large groups, but we have limited space and limited numbers of, for example, physics teachers, so not all students can see their physics teacher. In the summer, we will look at which classes have had the most recent lessons and boosters and work with the head of science to plan which specialist is with which group. Some subjects saw their students the day before the mocks, so did not feel they needed a JIT, but these will be held for all subjects in the summer.

C2	Claire Burke	Teacher grading - Does this stat include the student teachers particularly if they are teaching a high percentage of time? How does this work when Ofsted visit?	We have three student teachers currently who are training via Teach First. Teacher grading does include them because they are paid. They are timetabled members of staff so would continue teaching when Ofsted visit. If the department they are in is deep dived by Ofsted then the head of department would make it known that a member of staff is a Teach First trainee. Their lessons would still be visited.
C3	Claire Burke	Next steps for department grading - Some general comments given but how is the business department being transformed?	See minute reference point 4.6
C4	Claire Burke	Next steps for teaching reading - information given about rules and implementation but are staff being given advice about content and delivery? The content and delivery isn't mentioned in the next steps. How effective is this? Is this included in the teacher grading?	See minute reference point 4.7
C5	Claire Burke	Behaviour sounds positive but why are there still so many reports of petty reprimands? "Rules are intended to trip up the students" (as mentioned in Tomas' visit report form). As Year 11s were entering a mock, a member of staff was telling children to tuck in shirts and roll down skirts. Are staff reflecting on how reprimands are impacting on learning? How are positive relationships with students being built? How can staff be given that wider perspective to focus on learning whilst maintaining high standards of behaviour?	Amendment to Year 11 Reset process. '3 green and go' for Year 11's leading up to exams. Staff training on warm/strict, with warmth coming first. Monitoring data for staff who have high levels on negative to positive events, followed by extra training and support.
C6	Claire Burke	What is the reason for the Head of Art leaving? This has always been one of the strongest departments ... is there some successional planning in place? Do I remember hearing that the HoD is a lead examiner?	Mr Goold is retiring from teaching. He is indeed the chief examiner for AQA and sets all the assessment materials for the course. See minute reference point 4.9
C7	Claire Burke	"Good behaviour due to engagement rather than compliance" quote from Elaine Warriner on the AIP appendix. How can this be highlighted to and can replication be encouraged in weaker teachers / departments?	Our teaching and learning focus since the autumn term has been 'responsive teaching'. We have provided staff training on the rationale for this. We have also given staff a toolkit of techniques which they can choose to use to increase participation ratio in their lessons (and therefore increase student engagement). Our QA system is based around our 10 principles of teaching and we have focused in particular on principle 7 'responsive teaching'. HoDs are encouraged to examine the QA results with their SLT link to consider areas to improve on or to highlight staff that are doing a great job and could therefore be observed or offer support to others.
C8	Claire Burke	When Ofsted visit, how will the staff, pupil and parent survey impact outcomes?	This will depend on the nature of the staff, student and parent survey results. The school will also provide evidence of how this has

			changed over time. Ofsted are aware of the ways in which ParentView can be manipulated by minority interests, and the fact that some questions require second-hand information as parents are not in school, so they will determine whether views given match what they actually see in the school. More weight may be given to staff and students as they experience the school on a daily basis.
H1	Heather Wood	In terms of the Head's report, there is a brief mention of support for teachers to are not as confident at delivering the tutorial reading. I would like to ask what interventions and support has been made available as part of this and how the impact/ benefit of these interventions are measured.	See minute reference point 4.7
H2	Heather Wood	I note that reference has been made to persistent truancy from a small number of girls and that Laura Brasher is due to attend a meeting about this. I would like to have an update on this please (which could be at a subsequent meeting if this is a more appropriate timescale) to understand what measures/support is being put in place.	To be discussed at the next meeting
H3	Heather Wood	During the 6th Form agenda item, I plan to ask what the school's plan is in the event that fewer than hoped students apply to the 6th Form	To be discussed at the meeting. Agenda point 6.1

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term One

2023-2024

St Ivo Academy

Tony Meneaugh

Contents

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.

Please outline key information regarding the student cohort and contextual details relating to the school. Include any specific issues or challenges the school faces.

The safeguarding team comprises of a full-time, non-teaching DSL, DDSL (started in January 2024), the Principal and 3 others from SLT, and 2 in the sixth form team, all 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 completed the L3 mental health training in January 2024. It is our goal to have more L3 first aid in mental health trained in the summer term. We have secured training for around 20 members of staff to take place in Summer term 2. On 14th February 2024, St Ivo will hosted a mental health forum for parents, in a joint approach by the PD lead and DSL. This was a success, and a lot of information was shared between PD, safeguarding, Astrea counsellors and the Younited team with our parents and carers. St Ivo completed and published a Mental health booklet to compliment the event. This booklet is used widely in school and shared with students, parents, carers, professionals and staff.
The Safer Schools Officer (SSO) continues to support our students. The SSO supports the school considerably, talking and working with students and families. This joint approach helps to resolve concerns and promotes welfare. The SSO had been able to source a variety of programmes for young people to access. We look forward to exploring these in more detail in the following weeks. More recently our SSO has been very proactive in bringing new offers and support packages to the table, including a very interesting link with the Fire Service. This has been taken up by the sixth form team and will reinforce the key elements of road safety.
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. Transforming lives and Impact are two further programmes being offered to the school in the spring and summer terms.
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 to the students.

St Ivo Sixth Form underwent an external safeguarding review, and we are in the process of reviewing this report and implementing some recommendations. The report was positive advising Sixth Form safeguarding was efficient and effective.

There has been a trust safeguarding re-review on 16/2/24 – the report is yet to be shared with the school, but I can advise that the school has been able to move forward in a number of areas and has resulted in the safeguarding department becoming stronger.

The current systems in place for managing and actioning safeguarding concerns have been reviewed during spring term 2. This review has been supported by the DSL visiting two Astrea schools. The visits were enlightening and

motivating where key structures observed proved incredibly beneficial. The DSL has put forward a proposal for consideration to the Principal. These proposals will be shared once decisions regarding the proposal have been made. We need to ensure our systems and procedures are efficient and robust, and we are utilising the right staff to ensure the outcomes for the students are positive.

The safeguarding team have worked to produce enhanced meet and greet protocols and visitor documentation to support safeguarding at St Ivo Academy. New safeguarding posters are around the school site instructing all students and adults of our team and reminders about procedures. All students have received emails about how to report concerns and who to contact. The school email account safeguarding@astreastivo.org and itstopsnow@astreatstivo.org have been shared with all students.

The school has recently been allocated funding for CCTV and enhanced security in term of additional fencing and turnstiles. This will help to further secure the school site. This is still in progress and being sourced, more details to follow. I am pleased to report that the turnstile has been installed at the bottom end of the school site (next to the Burgess Hall).

Summary Update:

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

	Update	Next Steps and Further Actions	Any Trust Actions
	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. *Arranged for 27/28 Feb 2024* 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. *DDSL started 04/01/2024*	
	DSL to circulate list of vulnerable students weekly to VP/Principals	DSL now emails weekly vulnerable bulletin	

	DSL to share updated list of vulnerable students with Attendance Manager.	Spreadsheet to be set up and updated weekly	
	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. Further student voice planned for April 2024	
	Some inconsistencies with actions on CPOMS and effectiveness of 7 day reporting	Pastoral team advised. 7 day reporting scrutinised. Further CPOMS training required for staff.	TSO to assist with CPOMS training. *Meeting TSO 12/01/24 (training delivered 8/3/24)* TSO to support internal CPOMS audit *Meeting TSO 12/01/24*
	Further internal CPOMS audit to be conducted January/February 2024	DSL/DDSL to conduct CPOMS review with support from TSO. CPOMS review conducted March 2024 by TSO – noting greater improvement	
	Student's articulation of sexual harassment is weak.	Further PD sessions planned for 23/24 to reinforce learning. This element is being delivered summer term 1.	
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. Mental health forum took place on 14/2/24 – successful event. DSL & DDSL attending Astrea level 3 mental	Trust SEND Officer provide training 30/31January 2024

		health course January 2024. DSL/DDSL/Assistant Sendco Completed and awarded certificates. L3 First Aid in mental health training is being delivered 20th & 21st June and 3rd and 4th July for xx member of staff.	
	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.	Trust to increase counsellor days to meet exponential demand for support
		DSL to create a mental health booklet for students / parents to signpost to services. Resource to be completed by 22/01/24 Booklet completed and in circulation and being shared with students, parents/carers, staff.	
	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. ItStopsNow campaign started January 2024 – SLT lead assemblies for Y7-Y11. High profile using electronic screens and banners. This was relaunched on 27th February.	PD National Lead working with School PD Lead and Vice Principal
	We have recently seen an increase in DV notifications from MASH.	Planned detailed training for all staff in June 2024. Use of staff briefings to share scaled down DV	

		information/mini training on 29/4/24	
Update on significant cases (anonymised)	0 students at CP 2 students at CIN	Cases to be reviewed with Principal during safeguarding meetings	
Summary of referrals made	4 x CSC referrals 3 x EHA referrals 2x Younited referrals 2 x school counsellor referrals 6 x MHST referrals 1 x CASUS referral	CSC: 1 x sexual abuse/other (parental mental health) 1 x Physical abuse 1 x Neglect 1 x Physical abuse, emotional abuse, domestic abuse EHA: 1 x Neurodiverse 1 x Family Worker 1 x YPW	
Ofsted Qualifying Complaints	None		

Homophobia

1st Sept – 29th Oct – 8 incidents reported CPOMS

1st Sept – 29th Oct – 4 events on Bromcom (using discriminatory language)

31st Oct – 31st Dec - 9 incidents reported CPOMS

31st Oct – 31st Dec – 8 events on Bromcom (using discriminatory language)

2nd October 2023 – PD lead, Behaviour Lead, Safeguarding Lead, Pastoral Lead (fortnightly meeting), discussed Homophobia incidents as slight increase in incidents reported. Responsive curriculum outlined below.

w/b 30th Oct – PD tutor theme homophobia and transphobia

w/b 30th Oct – morning welcome theme protected characteristics

w/b/ 13th Nov – Anti-bullying (snitching) theme in morning welcome, assembly and PD tutor

1st Jan-18th Feb – 6 incidents reported CPOMS

1st Jan – 18th Feb – 4 events on Bromcom (using discriminatory language)

- Number of reported cases have decreased this could be due to the delivery of PD tutor/ morning welcome.
- After the Christmas holidays the first assembly back had a focus of respect. PD tutor and morning welcome focus respect and tolerance (BV).

- Last year 2022/2023 – 2 suspensions for abuse against sexual orientation and gender identity, this academic year 2023/2024 – 0 suspensions.

Student voice survey from half term 4 :

- I would report a student if they were being homophobic =

81% agreed.

- Teachers identify and deal with possible homophobic behaviours when they see it –

I have not witnessed any of these behaviours = 59%.

26% agreed.

- I feel safe at St Ivo Academy – **75% said yes.**
- If I feel unsafe at St Ivo Academy, I know at least one trusted adult I could talk to – **84% agreed.**

Racism

1st Sept – 29th Oct – 15 incidents reported CPOMS

1st Sept – 29th Oct – 4 events on Bromcom (using discriminatory language)

25th Sept – PD tutor and morning welcome focus – protected characteristics

31st Oct – 31st Dec – 12 incidents reported CPOMS

31st Oct – 31st Dec – 8 events on Bromcom (using discriminatory language)

w/b 30th Oct – morning welcome theme protected characteristics

w/b/ 13th Nov – Anti-bullying (snitching) theme in morning welcome, assembly and PD tutor

1st Jan-18th Feb – 25 incidents reported CPOMS

1st Jan – 18th Feb – 4 events on Bromcom (using discriminatory language)

- Incidents have increased over time. Reboot assembly after Easter to focus on respect, appropriate language, #itstopsnow, no to banter.
- Last year 2022/2023 – 3 suspensions for racist abuse, this academic year 2023/2024 – one suspension.
- Despite the number of incidents increasing the suspension rate has reduced this is due to the impact of the PD tutor sessions, morning welcome and 1:1 discussion with students about these incidents. Therefore, cases are not leading to suspension because of this preventative work.

Student voice survey from half term 4

- I would report a student if they were being racist =

87% agreed.

- Teachers identify and deal with possible racist behaviours when they see it 34% agreed.

I have not witnessed any of these behaviours **51%.**

- I feel safe at St Ivo Academy – **75% said yes.**
- If I feel unsafe at St Ivo Academy - I know at least one trusted adult I could talk to – **84% agreed.**

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 1630	Previous Report (Spring HT2) 1629	This time last year
Number and % of PP	294 (18.04%)	299 (18.35%)	304
Number and % of LAC	4 (0.245%)	4 (0.245%)	7
Number and % of young carers	36 (2.21%)	39 (2.39%)	53
Number and % of students privately fostered	2 (0.12%)	2 (0.12%)	0
Number and % of students with CP plan	0 (0%)	0 (0%)	0
Number and % of CIN	2 (0.12%)	3 (0.18%)	11
Referrals made for early help	3 (0.18%)	1 (0.06%)	4
Family support assessments conducted	4 (0.245%)	0 (0%)	0
Proportion meeting threshold	4 (0.245%)	0 (0%)	Still at assessment stage
CP meetings attended	0 (0%)	0 (0%)	0
Number and % of students with an EHCP	23 (1.4%)	23 (1.4%)	19
Number and % of students with serious medical conditions	0 (0%)	0 (0%)	4
Number and % of students receiving external support: CAMHS	8	13 (0.80%)	8
Number and % of students receiving external support: behaviour support	0 (0%)	0 (0%)	6 (plus 2 at one-week placements)
Number and % of students receiving external support: S and L	0 (0%)	0 (0%)	4 - AP
Referrals to Channel	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 actioned.

The following reviews and actions were completed last term:

- 25/01/2024 - Review by Tony Meneaugh, Interim Principal, with Craig Keady, external consultant (holistic overview of SCR)
- 27/02/2024 - Review by Julie Carles, Regional Operations Manager (holistic overview of SCR)
- 27/02/2024 - Review by Tony Meneaugh, Interim Principal (particular focus on checking column R: self-declarations)
- 19/03/2024 - Review by Tony Meneaugh, Interim Principal, Laura Brasher DSL, Anthony Ward Director of School Strategic Operations and Donna Hartley, Acting Executive Assistant (particular focus on checking columns L – S)
- 18/04/2024 - Update meeting from Kelly Kirk (HR recruitment) covering her team's review of the HR files and links to the SCR, also examining risk assessments
- 19/04/2024 - Review by Tony Meneaugh, Interim Principal

Donna Hartley, Acting Executive Assistant to Senior Leaders has been updating the SCR and has received training from the Trust and via the National College.

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
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
St Ivo Academy CPOMS updates and overview training	16/02/24	17	Laura Brasher
Safer Recruitment training	25/02/24	1	National College
NAASA Conference	27/02/24	1	NAASA
St Ivo Academy Young Carers, FGM and Vaping	08/03/24	100	Laura Brasher

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	29	24	3 (3 Y9)
Racist Incidents	12	25	0
Cyber Bullying	3	2	0
Homophobic Bullying	10	6	1
Transphobic Bullying	3	3	1

Analysis and Next Steps

The reported figures have remained stable compared to the previous report. There has been a marginal increase in bullying and homophobic incidents, but a significant decline in racism incidents in spring term 2. Whilst the marginal increases and decreases have occurred, we must remain vigilant and ensure our students are reaching out to staff where needed and reporting incidents. We must not become complacent but respond by engaging with students and prioritising current trends within our responsive curriculum. During Spring term 2, the safeguarding team responded by reminding students who are the safeguarding team. This was delivered by emailing all students in school from our safeguarding email account, with details of how to contact us for support or advice. Following this in summer term 1, a PowerPoint will be shared in form time to all students. We will be collating student voice around this. Around 98% of the concerns reported above are low level concerns. A wider student voice around safeguarding will be conducted in summer term 1.

The racism figures have decreased since the last report. It is reassuring that there is a decline and this is reflective of the effectiveness of PD delivery and the reinforcement for students to report incidents around racism and other protected characteristics. It is imperative that incidents are being reported for us to investigate, educate and reinforce how we will not stand for any form of racism in school. We will continue to monitor these incidents and will respond via our responsive PD curriculum as needed.

The Vice Principal and PD Lead, pastoral team and safeguarding team 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 Vice Principal and PD Lead are 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. This was further reinforced and another #itstopsnow campaign was launched during Spring term 2 on 27th February 2024.

Sexual Harassment:

	Number of Incidents					
	22/23 HT 2	23/24 HT 2	22/23 HT 3	23/24 HT 3	22/23 HT 4	23/24 HT 4
Verbal Sexual Harassment	2	0	0	1	2	1
Physical Sexual Harassment	0	1	0	1	0	1
Sexual Violence	1	1	1	1	0	0
TOTAL	3	2	1	3	2	2

Analysis and Next Steps

There have been no reported sexual harassment cases in spring term 2. Sexual harassment remains a high priority in term of maintaining the high profile of this safeguarding category. Sexual harassment education continues to be delivered through PD lessons to raise more 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. During spring term 1 more work with sexual harassment took place and there is further work being reinforced in summer term 2.

Further student voice will be carried out in April 2024. A sexual harassment assembly took place on 18th March 2024, with reminders of how to report these issues.

Data Analysis: March Mock Exams

March Mock Exams

Please attach your school level analysis of the Year 11 (and 13) March Mock Exams as **Appendix 1**

Year 11 (& 13) Maximising Achievement Plan Update

Year 11 Maximising Achievement Plan Update

Please attach your updated MAP as **Appendix 2**

Year 11 focus:

Maths outcomes to be improved through:

- grade 3/4/5 intervention groups (80 students)
- carousel "masterclass" for underachieving group (60 students)
- Bespoke QLA documents for all students
- Personalised "how to progress" emails from teachers to all underachieving students and their parents
- Particular focus on revision resources for PP students and provision of equipment eg calculators

All HODs meeting with RAG leaders to define granular, focused strategies and ensure their teams are being steered appropriately to high quality revision resources and lessons

All leaders to be aware of gaps and how these are to be addressed

Attendance meetings for students with low attendance

RSL and HOY to contact parents and students to create exam plan

AP lead to work with RSL and exams office to ensure consistency and high attendance for students

Just In Time revision boosters to be held daily before school and during P3

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy: 99

FTE Equivalent: 90.2

	Number of Teaching Staff	% of Teaching Staff
SLT	10	10.1
LP	5	5.1
UPS	51	51. 5
MPS	20	20.2
ECTS	7 (includes one LP)	7.1
ITTs	3	3
UQTS (not part of ITT)	4	4

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. So far this has led to a Year 11 Action Plan for Business. The SLT link is monitoring the quality of implementation. The lead for Psychology has made progress in their use of QA processes for Teaching and Learning and has identified a focus for T&L for this term.
- Middle Leadership training sessions will be part of CPD for HoDs in Term 6/ Summer 2.
- 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 through our QA 'drop in' process so that teaching is responsive; coaching provided where required
- Lead practitioners are coaching identified key staff.
- Staff training Day 8th March 2024 focused upon preparation for the introduction of booklets (including a presentation from Astrea's Curriculum Lead); marking and feedback policy update; guidance ('Daily 5') on supporting SEND and Pupil Premium students in lessons; a PD session for all staff; and IP time will build upon our previous training days with the focus on collaborative planning and how booklet driven lessons fit in with our continued focus on building in the Means of Participation to bring energy and joy into lessons.
- Immediate focus on continuing to embed responsive teaching and increase participation ratio through our Means of Participation. The T and L lead has met with Trust T and L leader (29-02-24), conducted a joint learning walk and using the findings from this will jointly plan further staff training sessions.
- As a result, DP led by Trust VPs 16-4-24 engaged all staff in deliberate practice for the use of MWBs. This helped to provide staff with a clearer mental model about how these can be used as a tool to increase participation ratio and build challenge into lessons.
- Staff training during the early part of the Summer term will include guidance on supporting EAL (English as an Additional Language) students in lessons.
- DP for the summer term will provide CPD for staff on how teaching via booklets can best utilise methods from our T and L Toolkit. Staff will also be introduced to new TLAC techniques such as Accountable Independent Reading, Right is Right, Stretch It and Double Planning to further strengthen knowledge and awareness of effective teaching methods.

Behaviour and Culture

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)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	11, 354	8, 355	8, 633	8, 454	4, 988	41, 784
Reminders	742	964	1166	458	374	3, 704
Detentions	298	464	562	438	579	2, 341
Reset (number of students)	29 (17)	106 (39)	156 (43)	85 (35)	171 (38)	547 (172)

6 positive events to 1 negative

Suspensions (half-term 3):

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	6 (4)	8 (5)	10 (7)	7 (6)	8 (6)	39 (28)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	7, 590	5, 899	6, 484	5, 317	3, 329	28, 619

Reminders	358	721	694	318	254	2, 345
Detentions	176	388	487	327	576	1, 954
Reset (number of students)	20 (10)	81 (32)	111 (40)	80 (34)	148 (50)	440 (166)

6 positive events to 1 negative

Suspensions (half-term 4):

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	1 (1)	6 (5)	2 (2)	3 (3)	7 (6)	19 (17)

Certificates/badges:
The table below shows how many students have achieved the house point milestones (6 September 2023 – 29 March 2024).

	50 HP	**75 HP**	**100 HP**	**150 HP**	**200 HP**
Year 7 (292)	284	281	262	167	56
Year 8 (275)	259	230	181	73	19
Year 9 (272)	255	231	207	121	36
Year 10 (278)	260	236	206	105	15
Year 11 (282)	209	164	82	5	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.

What worked well:
- Ratio of positive to negative house points remains healthy at 6:1.
- Overall number of Reset events and students who received Resets, remains steady across the three half-terms and was down from half-term 3 to half-term 4.
- Large decrease in the number of suspension events, from half-term 3 to half-term 4, and compared to half-term 4 from 2022-23.
- Large decrease in the number of reminders from half-term 3 to half-term 4.
- Decrease in the number of detentions from half-term 3 to half-term 4.
- Introduction of behaviour curriculum has allowed us to offer a responsive curriculum to issues that have spiked. We have included sessions on the school ethos and core values, to aid understanding and consistency around these topics.
- We have increased the number of lunchtime supervisors, which has improved our coverage. Daily SLT meeting to discuss hotspots from previous day, to ensure staff are where they need to be.
- The new canteen, queuing system and increased seating has been a real positive. Echoed by positive student voice.
- SLT transition points reviewed, to ensure coverage for every transition and key areas of the school. These have been laminated (with timetable and key info for each area) and given to all SLT to wear on their lanyards.
- Lessons generally remain very calm and good learning environments, although we still have challenges around passive learning.

Challenges:
- Slight decrease in number of positives to negative, although the balance of 6:1 remains a good ratio. House points for Year 11 remain on the low side.
- On-going challenge with students and uniform. In particular skirts being rolled, and shirts being untucked.
- Truancy across small groups of girls, across multiple year groups remains a challenge.
- Group of Year 10 boys (approximately 5) and their behaviour, remains a challenge. One on managed-move, and one has recently left the school on a mid-phase transfer.
- Keep on improving staffing of transitions by class teachers and support staff.
- Large areas of the school site are not covered by CCTV cameras, which sometimes leads to investigations taking more time than should be required.
- Cover lesson standards (short-term supply), can be an issue around consistency of behaviour standards.
- Use of 'casual' poor language, when students are talking to their friends.

Plan (key priorities in **bold**):
- **Tackle uniform issues and infringements consistently and rigorously.** Continue to push use of correction cards with staff.
- **Improve lesson transitions further, ensuring students move between lessons and at social time in a safe manner, with all staff challenging those not meeting expectations in a fair and consistent manner**
- **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.**
- Increase the number of students who are on Behaviour Support Plans for students who are repeat offenders. Ensuring that all students with 2+ suspensions, are on a plan.
- Increase the number of students who are on Behaviour Supports Plans - truancy in particular.
- Some of the students identified have recently started on AP.
- Two of the identified students have started managed-move at the beginning of this term.
- 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.
- Codify corridor and break time duty expectations for staff, and QA that this is happening consistently.
- Extra CCTV locations have been identified. Trust have given the okay for this, and we are seeking quotes.
- Summer-term re-boot assembly discussed key topics identified from spring-term 2. This includes respect and use of appropriate language.
- Improve messaging/information to short term supply, around use of behaviour policy and consistency.

Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	159	83	46	23	28	39	30	38	1	0
% Of Cohort	4.89	10.66	9.61	2.35	4.21	5.26	5.41	7.32	0.9	0
Total Days	317.5	183.5	81.5	53	67.5	67.5	54	74.5	1	0
Suspension Rate	10.89	26.02	20.09	7.72	9.82	13.68	10.14	13.24	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 end of half-term 4 2022-23 stood at 177. There has been a decrease to 158, for the same stage this year. Half-term 4 was a lot lower this year (19), compared to half-term 4 2022-23 (49).

Suspension analysis and commentary:

- Suspension numbers remain relatively low.
- Suspensions are tracking down, from half-term 1 (54), to half-term 2 (46), to half-term 3 (39), to half-term 4 (19).
- Suspensions for SEN E are down from 8 at this stage last year, to 3 this year.
- Suspensions for PP students were lower for half-term 4 this year (6), compared to half-term 4 2022-23 (14).
- Suspensions for girls are up significantly this year, for the same stage. 92 to 54. Several students with multiple suspensions are now on AP and awaiting managed-moves (one student recently started hers). Others are on Behaviour Support Plans.
- Suspensions for boys are significantly lower this year, for the same stage 123 to 66.

Suspension Reduction:

See Appendix 3.

Behaviour and Culture Analysis Next Steps:

What actions will you be taking this next half term in light of your data and analysis?

Post Easter Reboot:

Key themes have been identified, from last half-term. On the first day back, we held 5 assemblies for Years 7-11, and members of SLT discussed the topics (shown below). This was to help ensure that we get off to a positive start to this half-term. Subject teachers, across all five lessons, were also part of the assembly, so they picked up on the same messages. Follow-up tutor activities have taken place during the first week back to ensure the themes have been heard and discussed consistently.

Topics
- Break and lunch times
- Corridor expectations
- Respect – appropriate language #itstopsnow (itstopsnow@astreastivo.org)
- 'Banter'
- British Values & PC
- Student voice feedback

Continued implementation of the Behaviour Curriculum:

We are now into the third term of the Behaviour Curriculum at St Ivo. Feedback and QA suggests many positives of how the first two terms went. We 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. We 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 all booklets (Term 1, 2 and 3), below, with topics.

Corridor Framework:
SLT staffing of transitions discussed every morning to ensure coverage of key locations. QA of lesson transitions for other staff to also be a focus.

Canteen:
In January, we 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:
Staff positions are under constant review and are discussed daily at SLT briefings to ensure hotspots are covered.

Attendance

Current attendance for the Academy is at National Average of 91.2%.

National Average last academic year was 91.7%, National averages have lowered.

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of spring term two
Whole School	96%	91.6%	91.2%
Individual Student	95%		
Pupil Premium	90%	86.3%	85.4%
SEND	90%	88.4%	85.9%
Maximum % of pupils who are PA:	15%	23.2%	24%
% of PP pupils who are PA:	20%	41.8%	43%
% of SEND pupils who are PA:	23%	36.1%	37.6%

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of spring term two
Whole School	96%	89%	89.5%
Individual Student	95%		
Pupil Premium	90%	82.1%	80.9%
SEND	10%	85.9%	85.2%
Maximum % of pupils who are PA:	15%	26.2%	25.4%
% of PP pupils who are PA:	20%	45.8%	42.9%
% of SEND pupils who are PA:	23%	41.2%	45.1%

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 communication between – Attendance officer re: absence Dashboard set daily for viewing of HOY & SSA Weekly figures circulated to SLT PSG
	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 – Summer Term
	Refresher training to be delivered to SSAs to support the use of Bromcom and track daily attendance	Completed 12/01/2024 Updates given during weekly pastoral briefings.
Improve punctuality	Tackle punctuality more robustly – late gates and communication with all stake holders	Planned for half term 5
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 Further progression to systems including late procedures. Attendance officer has met with other trust school attendance leads and also local authority lead.
	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 Email bounce back to encourage 8.30am reporting of absence the leading to Truancy call sent out by 9.15am. Plan to meet trust attendance support on 5th March

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 task.
- 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
- Late procedures have been changed to electronically signing – inventory.
- Development of knowledge for the team around daily tasks and reporting systems.
- Attendance officer is building upon the procedures and starting to develop interventions.
- Tackle the attendance of all students to work on resilience, rewards and culture associated with attendance and punctuality.

- Pupil premium attendance targets and monitoring working with PP lead.
- 7 meetings taking place outside of weekly Pastoral briefing/Safeguarding/SLT updates: Year 7-11, 6th Form & SEND meetings take place over a two-week period.
- Weekly celebration of student's attendance is included in PowerPoint presentation.

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
- Merits are given each week to students who attain 100% attendance for that week or demonstrate resilience in attending school.
- Year team and SSA working on a one-to-one basis with targeted students – this is reviewed in 2 weekly meeting cycle.

SEND Update

SEND Executive Summary:

	Number of students	% of cohort
Number of students on Roll	253	15.5
Number of students with an EHCP (E)	23	1.4
Number of students with SEN Support (K)	230	14.1
Breakdown by Year Group:		
Year 7	E:4 K:29/289	E:1.4 K:10.0
Year 8	E:3 K:30/274	E:1.1 K:10.9
Year 9	E:10 K:43/272	E:3.7 K:15.8
Year 10	E:3 K:47/274	E:1.1 K:17.2
Year 11	E:3 K:47/281	E:1.1 K:16.7
Year 12	E:0 K:16/110	E:0 K:14.5
Year 13	E:0 K:16/121	E:0 K:13.2
Breakdown by Gender:		
Boys	E:16 K:123/642	E:2.5 K:19.2
Girls	E:7 K: 105/792	E:0.9 K:13.3
Breakdown by Type: Total SEND 253		
Cognition and Learning	E:7	E:2.8

	K:131	K:51.8
Communication and Interaction	E:13 K:33	E:5.1 K:13.0
Social, Emotional and Mental Health	E:2 K:54	E:0.8 K:21.3
Sensory and/or Physical needs	E:1 K:12	E:0.4 K:4.7

Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	91.2%	85.9%	91.9%
PA YTD	24%	37.6%	

Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	159	83	46	23	28	39	30	38	1	0
% Of Cohort	4.89	10.66	9.61	2.35	4.21	5.26	5.41	7.32	0.9	0
Total Days	317.5	183.5	81.5	53	67.5	67.5	54	74.5	1	0
Suspension Rate	10.89	26.02	20.09	7.72	9.82	13.68	10.14	13.24	0.9	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Please outline within this section of the report:

- Key areas of strength and improvement and the impact - see recent SEND report from Ryan Purdy and Jenni Machin: SEND_Consistencies Checklist IVO updated 9.1.24.docx
- Key areas of development and improvement and the intended impact
- Develop interventions to ensure that they are robust and effective *(through monitoring).* **Fix-it/Thinking Reading, social skills, touch typing, inference, lego therapy.**
- SEND /PP crossover pupils - pupils make progress in line with Non-SEND *(QA of interventions)*
- Staff recruitment and training
- Staff Training and CPD on SEND – Further development. SPLD, ASD, ADHD, SLCN, VI, HI, PD
- PCP for All students and shared with staff. Plan to develop this alongside APDR Cycle
- Development of Provision Mapping and Interventions Tracker
- Increase the quantity of Parent and Student Surveys
- Access planning and arrangements
  - o All access arrangements are applied for and accepted for year 11 and year 13. Helen is currently developing her plan for year 10 and year 12 students to assess and then apply as necessary.
- Parental engagement

We have some very positive parents and good advocates. However, a few families are not as positive with the route school has/is moving in and as a result are challenging. There are other families that are struggling with the provision we can provide and we have a huge list of students (28) that are on our list to refer for assessments for ADHD and

ASD to Younited. This is causing us a significant issue as the level of detail needed to complete a referral is vast, unwieldy and so time consuming, it impacts directly on our day-to-day ability to support students and complete the referrals in a timely manner.

We are having a huge influx of with high needs linked to ASD and SEMH. We have several with EBSA needs that we are struggling to manage. Staffing limitations are having a significant impact upon our ability to support these students with the highest needs and there are some elements of their EHCP (statutory requirements) that due to low staffing, we are struggling to meet. Staff absence and exams access arrangements are also having an impact on ability to offer interventions and support those that need help in the class. We currently have several families applying for a parent led EHCP (3 in process and a further 3 to be submitted), this could have major ramifications for funding and thus staffing too in order to meet their needs.

Astrea Reads Update

Please provide an update on the Astrea Reads strategy in your school.

STRAND 1: Astrea Reads Aloud

Please provide:

- An updated overview of the texts that each Year group are reading across the year in your academy.
- An updated summary of the ongoing staff training and scholar onboarding that you have provided in your academy. How is this monitored by SLT.
- Any other details of the success the Astrea Reads Aloud tutorial.

Within St Ivo we continue to use a range of texts to challenge students and increase cultural capital. The texts we are currently using are:

Year 7

Alice in Wonderland

The Hobbit

Boy in the tower

Back of the class

Wonder

My sister lives on the mantlepiece

Year 8

The Giver

Great expectations

Chinglish

Hunger games

Northern lights

I am Malala

Year 9

The boxer

Outsiders

Pride and prejudice

The book thief

Noughts and crosses

Lord of the flies

Year 10

Mythos

Life of pi

Wildfell hall

Fahrenheit 451

The time machine

I know why the caged bird sings

- Texts cover a range of issues and include British Values and protected characteristics. These have been mapped across each year group ensuring good coverage across each year group.
- A central bookstore has been established which allows smooth swapping of texts and enables accurate monitoring of the number and condition of the books.
- Tutor time reading is quality assured by as Assistant Principal visiting each tutor regularly, with the aim of seeing everyone once a week. Other members of SLT visit tutor groups when time allows.
- All visits are recorded using the academy online recording systems and staff who are identified for praise or concern are logged onto the staffing spreadsheet. Staff are notified of the praise/concern.
- As an academy the process for staff who regularly (3 times) cause concern over the quality of their reading sessions has been agreed and will be used going forward to formalise the concern. Support and further training will be offered at this time with the clear aim of ensuring all tutor reading sessions are delivered in the manner expected.
- Before staff achieve the threshold of 3 concerns, extra training will be given so that staff are reminded of the expectations for the session.
- New reading rulers have been purchased and guidance on their use shared with tutors. Further CPD is planned for the near future.
- For this half-term, a new PowerPoint has been created that has to be projected during the reading session. It states clearly the expectations to help tutors ensure these are being met and to use it to challenge those who are not following them. Alongside this, it is a very useful tool to remind/challenge staff to ensure the session is delivered meeting academy and trust expectations.
- Small group pupil voice with year 8 gained the following notable feedback:
- Chinglish has made me want to read other books at home
- I really enjoyed reading Hunger Games after seeing the film. The book was better
- Chinglish made me think about what it is like to experience racism
- I wondered what it would be like to live a world like The Giver
- I loved the Hunger Games. I wanted to read on in front of the teacher
- Since reading the Hunger Games I have got the other books to read
- I likes the fact that the Giver is written about someone near my age
- Chinglish was cool as I liked the diary
- Small group pupil voice work with year 9 gained the following notable feedback:
- I enjoyed the Book Thief as I am interested in the second world war
- In the Book Thief it was cool as it showed lots of different viewpoints through the book
- The Boxer was great as I go to a gym outside of school
- In the Boxer it is written in rounds like a real fight which I thought was great
- I really enjoyed the way the Boxer was structured

- I enjoyed Noughts and Crosses as I liked the action
- I got the race issues that Noughts and Crosses looked at
- A learning walk to seven different tutors across Year groups 7 – 10 on 16th April with Louise Jackson showed a marked improvement in the quality of the delivery showing that all the work that has been completed is having an impact.

STRAND 2: Reading Intervention

Please provide an overview of the students accessing Fresh Start and progress to date.

Please include an overview and analysis of the data from the spring term assessments.

					NGRT Ages		A1 Sept	A2 Dec	Spr1 Feb	Spr2 Mar/April
		SEN	May-23	SAS	Sep-23	Feb-24	Assess 1	Assess 2	Assess 3	Assess 4
							Module	Module	Module	Module
Year 7			SATs							
		PP	92	85	09:00	08:08	26	26	26	26
			91	91	09:10	09:05	26	26	26	26
		SEN/ESL				05:00		Set 1 speed sounds	Set 1 speed sounds	word time 1.6-1.7 Intro Module
		EHCP	92	85	08:10	08:02	26	26	26	Completed
		PP	101	86	09:00	08:06			26	26
		SEN	00:00	88	09:05	09:10			26	26
			94	80	08:00	08:04	26	26	26	Completed
		ESL		75	07:02	no data	16	16	26	Completed
			99	78	07:10	07:10		26	26	26
		SEN	89	89	09:10	06:03	26	26	26	Completed
		EHCP	no data	82	08:02	09:05	4	4	4	4
		ESL	no data	70	06:04	no data	16	16	26	26
		PP SEN	99	89	09:03	12:07			26	26

Year 9			NGRT Sum 2023	SAS						
		EHCP - C&L (spLD)	10:11	89	no data	09:10	26	26	26	26
		EHCP - C&L (MLD)	09:00	78	no data	07:07	26	26	26	26
					no data	07:10	26	26	26	26
			08:06	76	no data	08:10	26	26	26	26
		EHCP - C&L (spLD)			no data	10:00		26	26	Completed
					no data	05:00			Set 1 speed sounds	Set 1 speed sounds
Year 10										
					no data	no data			26	26
		EAL			no data	no data			11	16

- 5 students have graduated in the testing prior to Easter - four Year 7 and one Year 8.

STRAND 3: Reading in the Curriculum

Please provide an overview of Sparx Reader in your school to date:

Positives	Areas for Improvement	Next Steps and Actions
• St Ivo have been in the top 50% of Astrea Academies for Sparx Reader ten times since the introduction of the reading homework. • St Ivo have reached 24th across the	• Based on data analysis for the period October 2023 (Sparx started) to 13th March 2024: • Y7, Y8, Y9 PP pupils are proportionally underperforming in terms of homework completion and SRP points compared to non-PP pupils.	Sparx Reader homework is now centrally set to ensure consistency, and hence completion monitored. Summer term: English classroom teachers have planned to be identifying PP pupils in their classes who have lower completion rates, and having conversations to determine the cause of this, and whether school can offer any

country and have been in the top 100 eleven times nationally,	• For example: • Y7 289 students • 77 PP / 212 NonPP • PP = 26.6% of cohort • Completion Rate: • 14PP in the lowest performing 30 students = 46.6%. • SRP achievement • 15PP in lowest 30 = 50%	further support. Completion rates to be checked by leaders every 2 weeks.
• 93% of students who regularly access their home learning complete the full reading allocation • 44% of students who regularly access their home learning read over and above their allocated reading	• Y8 272 students • 65 PP • PP = 24% of cohort • Completion Rate: • 12PP in the lowest performing 30 students = 40%. • SRP achievement • 14PP in lowest 30 = 47%	
• 86% of *Fresh Start* students who access their home learning complete the reading that has been allocated demonstrating their independent reading and 24% read over and above their allocated reading time • Since starting Sparx Reader, students at St Ivo have read for an additional 9,522 hours outside of lesson time and 1,716 books with students reading between 5 and 17 books so far this year on top of their class reading	• Y9 270 students • 45 PP • PP = 17% of cohort • Completion Rate: • 9PP in the lowest performing 30 students = 30%. • SRP achievement • 12PP in lowest 30 = 40%	

• There are currently 34 students who have been awarded Gold reader status in Sparx demonstrating their excellent attitude to reading.		

Astrea Reads Next Steps:

Provide details of any revisions to your Astrea Reads Strategy and/or your Sparx Action Plan to ensure 90%+ completion rates.

- Sparx action point – see table above.
- The entry/exit procedures for Fresh Start have been reviewed to ensure greater parental 'buy in' and to celebrate the successful completion of the scheme (graduation).
- Clear communication between Fresh Start teacher and the English HOD has been refreshed to ensure the department know who is currently on the support programme and who has graduated so they can go back up to SRP 300 homework rather than 150.
- Year 6 students will be provided with a short story pack that aligns to Academy values. Spoken versions of this will be made available for those students who require it and the short stories can be referenced in tutor time and assemblies once the students arrive at St Ivo Academy in September.
- NGRT testing has been completed in March for Years 7,8 and 9 to ensure accurate and up to date data is available to allow tracking of student progress.
- CPD for staff on the best use of the reading rulers to ensure effective use is made of the resource.

Transition Update

Year 6 to 7-Please attach as Appendix 4:

- Your transition plan
- Your family handbook for 2024/25.
- Your Home/School Agreement

Sixth Form:

Each applicant (including external students) has been interviewed by Head of Sixth Form/Head of Year 12 to discuss subject suitability. Students who have been impacted by 'at risk' subjects met with the Head of Sixth Form to discuss options. Offer letters have been sent out.

Thursday 27th June- Year 12 induction day. Welcome assembly, taster lessons, planned activities about study skills and sixth form life. Individual photos also to be taken.

Students will receive a pack containing summer work for each subject they have chosen. To be completed and returned on the first day back in September – this will be checked by the head of department addressing any concerns over incomplete or poor quality of work.

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

Fencing works to further secure the site have now been completed, with fencing installed between craft block and the One Leisure delivery area.

Repainting has taken place in N Block and Science Block corridors.

NOR and Projections Update for September 2024

Please provide updates below of current NOR.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
March 2024	289	276	271	286	281	110	122	1635
January 2024	290	274	271	283	280	111	124	1633
October 2023 Census	291	271	273	278	281	112	125	1631
4th September 2023	288	270	273	282	284	108	124	1629
July 2023	272	277	283	285	107	126	0	1350
January 2023	269	278	287	282	295	131	138	1680
October 22 Census	268	276	288	277	294	127	140	1670
1st September 22	269	281	292	283	295	127	142	1689
October 21 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 YTD-end of HT4 2024	**5**	**13**	**12**	**12**	**6**	**2**	**4**	**54**
Leavers-YTD by end of HT4 2023	**6**	**9**	**22**	**8**	**3**	**3**	**3**	**54**
Joiners YTD-end of HT4 2024	**6**	**17**	**9**	**14**	**2**	**3**	**0**	**51**

Joiners-YTD by end of HT4 2023	0	6	5	8	4	1	0	24

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE YTD-end of HT4 2024	3	6	2	2	4	0	0	17
EHE YTD by end of HT4 2023	1	2	6	1	1	0	0	11
EHE End of Year 2022-23	1	2	7	3	2	0	0	15

Projected NOR for September 2024

Please include details of offers made for Year 7 on National Offer Day

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
1st March 2024	294	288	274	270	284	140	110	1660
End of HT 4 Update	269	289	275	270	284	140	110	1637

	Total Offers	Of which are 1st Preference	Of which were 2nd Preference	Of which were 3rd Preference	Of which were non-Pref. (or <3rd)	Total acceptances to date
1st March 2024	294	*	*	*	*	2
End of HT 4 Update	269	*	*	*	*	210
Comparison with End of HT4 2023	25	*	*	*	*	208

* Cambridgeshire do not provide this level of breakdown

Any Other Academy Matters

You may wish to include information in this section such as:

- Enrichment Programme and Activities
- Community Engagement and Events
- Attendance and updates at Parental Events
- Any other contextual matters/news/information

A number of trips took place during the last half term, including ski trips for Years 10 to 12 at February half term (around 50 students) followed by Years 8 and 9 at Easter (about 30 students), Year 10 residentials to Paris (50 students) and Ypres (90 students) and day trips to Mountfitchet and Hedingham castles for nearly all Year 7 students.

- Summary of the spring term clubs:
- 613 students involved in clubs in the spring term
- 12 different clubs offered throughout the term
- 277 female (45%)
- 336 male (55%)
- 99 students are PP (16%)
- 104 students are SEND (17%)
- Year 7 – 171 students (28%)
- Year 8 – 191 students (31%)
- Year 9 – 115 students (19%)
- Year 10 – 69 students (11%)
- Year 11 – 50 students (8%)
- Year 12 – 17 students (3 %)

- Year 10 Work Experience organisation continues apace to ensure all students have a placement for the w/b 1st July.
- Work Shadowing is taking place for Year 12 students for the first time this year and students are currently finding placements.
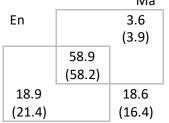- Easter Holiday catch-up and revision sessions: Dance, Computing, Dance, Art, Psychology.
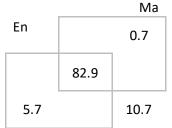
Appendix 1

Year 11 Mock 3 Analysis
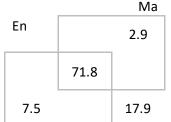## March 2024

Grade 4 or above in English and mathematics

All students
Outcome (last mock)

	Ma
En	3.6 (3.9)
58.9 (58.2)	
18.9 (21.4)	18.6 (16.4)

En U Ma = 81.4 (83.6)

All students
FFT 20

	Ma
En	0.7
82.9	
5.7	10.7

En U Ma = 89.3

All students
FFT 50

	Ma
En	2.9
71.8	
7.5	17.9

En U Ma = 82.1

Grade 5 or above in English and mathematics

All students
Outcome (last mock)

	Ma
En	0.7 (1.8)
35.0 (36.4)	
31.4 (28.6)	32.9 (33.2)

En U Ma = 67.1 (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

Grade 7 or above in English and mathematics

All students
Outcome (last mock)

	Ma
En	1.4 (1.4)
11.1 (9.6)	
22.5 (23.6)	65.0 (65.4)

En U Ma = 35.0 (34.6)

All students
FFT 20

	Ma
En	8.2
12.5	
1.8	77.5

En U Ma = 22.5

All students
FFT 50

	Ma
En	6.8
8.9	
1.4	82.9

En U Ma = 17.1

Analysis/ Areas for development

- Mathematics performance still appears to be limiting factor for crossover
- Continued 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)
- Reduction in crossover since last mock, reduction in mathematics but increase in English
- Proportion achieving En or Ma higher than FFT50, but lower than FFT20

Action(s) [review date]

- Intervention groups to be focused on 3/4/5 crossover students in both English and Maths [Apr 24]
- Maths "carousel" planned for two weeks before exams for all students achieving 2+ grades under target (60 pupils) [Apr 24]
- Smaller English and Maths intervention group for students achieving 1-3 in Maths and English
- All Maths teachers have emailed students personalised emails on "How to Progress" for any students two grades under target at mock [Mar 24]
- QLAs used to individualise feedback and revision plans for each student [Mar 24]
- Re timetable set 4s with new teacher [Jan 24]

Grade 5 or above in English and mathematics – pupil premium

Pupil premium students Outcome	Pupil premium students FFT 20	Pupil premium students FFT 50
Ma	Ma	Ma
En 1.9 (5.7)	En 5.7	En 9.4
22.6 (26.4)	45.3	34.0
28.3 (24.3) 47.2 (43.4)	17.0 32.1	7.5 49.1
En ∪ Ma = 52.8 (56.6)	En ∪ Ma = 67.9	En ∪ Ma = 50.9

Analysis/ Areas for development

- Reduction in crossover since last mock, reduction in mathematics but increase in English
- Proportion achieving En or Ma higher than FFT50, but lower than FFT20
- Similar pattern of underperformance in mathematics as for 'all students'

Action(s) [review date]

- Relaunch of PP5 strategy [Mar 24]
- All PP students provided with revision guides [ongoing]

- All PP students given a calculator if required to increase their fluency when using the calculator in exam [ongoing]
- English HOD focus on PP marking and books; ongoing focus within CPD
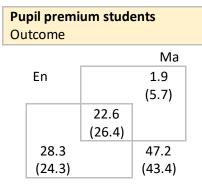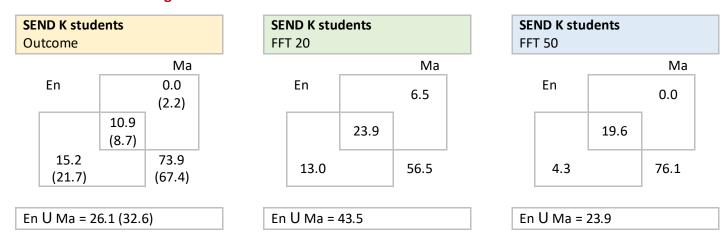
Grade 5 or above in English and mathematics - SEND

SEND K students Outcome	SEND K students FFT 20	SEND K students FFT 50
En / Ma 0.0 (2.2) 10.9 (8.7) 15.2 (21.7) — 73.9 (67.4)	En / Ma 6.5 23.9 13.0 — 56.5	En / Ma 0.0 19.6 4.3 — 76.1
En ∪ Ma = 26.1 (32.6)	En ∪ Ma = 43.5	En ∪ Ma = 23.9

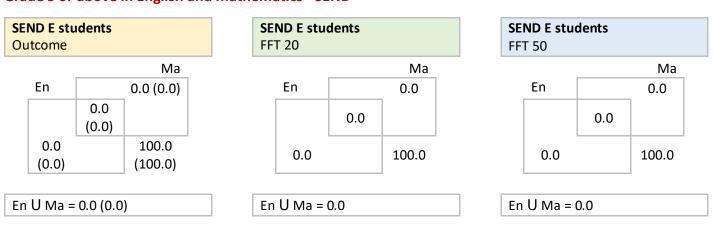*(please note that there are 46 students with SEND K in the Year 11 cohort)*

Analysis/ Areas for development

- Analysis by groups shows underperforming SEND K students spread between most English and mathematics groups
- Underperforming names have been suspended several 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)
- Individual plans for students within SEND department [ongoing] eg. Parent meetings; 1:1 tuition; additional support in SSU; adapted resources
- Coaching for students with extra time to ensure they maximise available time

Grade 5 or above in English and mathematics - SEND

SEND E students Outcome	SEND E students FFT 20	SEND E students FFT 50
En / Ma 0.0 (0.0) 0.0 (0.0) 0.0 (0.0) — 100.0 (100.0)	En / Ma 0.0 0.0 0.0 — 100.0	En / Ma 0.0 0.0 0.0 — 100.0
En ∪ Ma = 0.0 (0.0)	En ∪ Ma = 0.0	En ∪ 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; reviewed Apr 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.

GCSE 9-1 (Att8 Points) Name	Mock results							
	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Grade	Average Points	Subject Progress Index
Art (Drawing & Painting)	15.8	75.4	91.2	94.7	57	5=	5.09	-0.09
Art Pottery	6.7	40	80	80	15	4=	3.87	-0.83
Art Textiles	31.4	82.9	94.3	100	35	6-	5.69	0.65
Business Studies	15.6	39	57.1	93.5	77	4+	4.16	-0.04
Computing	27.3	52.3	75	97.7	44	5-	4.77	0.39
D & T Graphics	0	85.7	100	100	7	5+	5.43	-0.03
D & T Technology	8.8	23.5	41.2	82.4	34	3=	3.18	-0.98
Drama	11.1	38.9	52.8	91.7	36	4=	3.94	-0.27
English	33.7	64.9	77.9	95.3	276	5+	5.41	0.68
English Literature	23.1	53.1	67.4	95.2	273	5-	4.68	-0.07
Ethics / Philosophy	31.3	50	59.4	87.5	32	5-	4.78	-0.06
Film Studies	0	55.6	66.7	88.9	9	4=	4.11	-0.62
Food & Nutrition	8.3	31.9	37.5	91.7	72	3+	3.5	-0.91
Further Mathematics	43.8	62.5	87.5	87.5	16	5+	5.44	-1.06
Geography	30.8	53.3	66.4	94.4	107	5-	4.8	0.3
History	20.5	41.5	54.5	93.5	200	4=	4.06	-0.4
Maths	12.8	36.6	64.1	97.8	273	4=	4.16	-0.54
Media Studies	12.5	50	68.8	100	16	4+	4.31	-0.19
MFL French	8	38	60.6	97.1	137	4+	4.19	-0.25
MFL German	29.2	75	83.3	100	24	6-	5.5	0.36
Music	5.9	41.2	52.9	94.1	17	4=	3.88	-0.95
PE	24.4	37.8	44.4	97.8	45	4=	4.07	-0.45
Science Biology	21.2	78.8	96.2	100	52	6-	5.52	-0.74
Science Chemistry	17.3	73.1	88.5	100	52	5+	5.23	-1.01
Science Physics	25	84.6	88.5	98.1	52	6-	5.6	-0.66
Summary	20.7	51.2	67.4	95.3	1958	5-	4.6	-0.17

GCSE 9-1 Double (Att8 Points) Name	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Average Grade	Average Points	Residual	Subject Progress Index
Science Combined	6.4	28.4	49.3	96.4	43	3.7	-0.42	-0.48

Vocational Level 1
/ 2 (Att8 Points)

Name	L2D* - L2M %	L2D* - L2P %	L2D* - L1P %	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Child Development	43.8	71.9	84.4	32	L2P	4.07	0.58	-0.66
ICT (KS4 Option)	21.4	28.6	92.9	14	L1D	2.79	-0.29	-0.93
Vocational Sport	25	62.5	100	8	L2P	4	1.35	-0.69

Analysis/ Areas for development

- Highest levels of underperformance are in Further Mathematics, BTEC IT, Chemistry, D & T Technology, Music, Food & Nutrition, Art Pottery, Biology, Physics, Film Studies, Vocational Sport, though coursework elements will significantly pull up exam performance in Music, Food, IT, Film studies, and will improve, though less significantly, in D&T Voc Sport and Child Development.
- Other subjects with low SPs are PE, History and science combined

Action(s) [review date]

- Complete individual subject results review meetings all subjects [Apr 24]
- Once priorities for English and mathematics afternoon-tutorial intervention groups have been allocated, prioritise science and history [Mar 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 again Apr 24]
- Review tier entries; individual conversations with students and parents – particular focus on Maths, Science and MFL following students sitting both H and F papers [Mar 24]
- Continued "how to revise" information in tutor Thursdays [ongoing]
- Remind students of PLCs, available interventions and support through tutors, SSA and HOY.
- Exam "low attenders" plan [Apr 24]

Appendix 1.1

Year 13 Spring Mock Analysis
March 2024

Headline analysis

KS5 Key Headline Mock Exam data 2023/24						
	November Mock Exams			March Mock Exams		
	All	PP	SEN	All	PP	SEN
L3 Overall Average Points per Entry	27.61	21.59	28.46	31.61	31.04	33.88
L3 Overall Average Grade	C-	D=	C=	C=	C=	C+
L3 Overall VA	-0.69	-1.1	-0.53	-0.3	-0.21	-0.14
Students Achieving AAB including 2 Facilitating (%)	7	0	1	10	0	2
Students Achieving AAB including 3 Facilitating (%)	6	0	1	4	0	1
A Level						
Average Points per Entry	28.79	23.33	29.14	32.27	31.43	35.12
Average Grade	C=	D+	C=	C+	C=	B-
Applied General						
Average Points per Entry	15.71	12.5	20	23.79	28.33	15
Average Grade	Pass=	Pass-	Merit-	Merit=	Merit+	Pass=
Tech Levels						
Average Points per Entry	21.67	15	25			
Average Grade	Merit-	Pass=	Merit=			

Analysis/ Areas for development

- Slight improvement from November to Spring, from a C- average grade to C=
- Significant improvement for PP pupils, from D= to C=
- Slight improvement for SEND pupils from C= to C+
- SEND pupils outperforming all other cohorts
- A'level grades are higher overall than applied/technical courses

Actions

- SLT met with leaders to analyse data [Mar 24]
- Sixth Form team met with parents and students for any student with U grades [Mar 24]
- RAG meetings ongoing, individualised for each HOD [Mar/Apr 24]
- Sixth form team running supervised study each lesson to support revision
- All students receive 1:1 mentoring on a fortnightly basis, monitored by Sixth Form team
- Ongoing support for students who received U grades in November from Sixth Form team: additional study support; parental meetings; 1:1s with academic staff; pastoral mentoring
- Assemblies focused on next steps for motivation; practical revision support in tutor

Subject level analysis

Name	Total Grades	Avg Pts Per Entry	Average Grade	VA	PREDICTED Average Grade	PREDICTED VA
Ethics/Philosophy & Theology	6	6.67	E-	-2.02	D-	-1.19
Music	4	20	D=	-1.75	D=	-1.75
Health & Social Care Single	16	16.56	Pass=	-1.65	Merit-	-1.02
Physics	16	22.5	D+	-1.63	C+	-0.69
Geography	15	26	C-	-1.47	C+	-0.67
Resistant Materials	2	25	C-	-1.45	C-	-1.45
Maths (Further)	8	35	B-	-1.32	A-	-0.32
Drama	2	20	D=	-1.08	C=	-0.08
Mathematics	33	26.67	C-	-1.06	B-	-0.09
Business Studies	10	22	D+	-0.94	C-	-0.44
Art (Textiles)	6	28.33	C-	-0.87	C-	-0.87
English Literature	13	20.83	D=	-0.84	C=	-0.03
History	20	26.5	C-	-0.84	B-	0.11
Film Studies	10	22	D+	-0.82	D+	-0.82
Economics	11	25.45	C-	-0.8	C=	-0.35
Chemistry	13	26.15	C-	-0.79	C+	-0.02
Psychology	26	28.46	C=	-0.58	C=	-0.54
Art (Fine Art)	18	33.89	C+	-0.5	B-	-0.34
Politics	12	28.33	C-	-0.41	C=	-0.24
Physical Education	8	31.25	C=	-0.36	C+	-0.24
French	4	37.5	B-	-0.23	B-	-0.23
Art (Photography)	18	34.44	C+	-0.22	B-	-0.11
Law	16	31.88	C+	-0.08	B-	0.3
Media Studies	9	41.11	B=	0.09	B=	-0.13
Biology	19	33.16	C+	0.11	B-	0.38
Computer Science	11	34.55	C+	0.26	B-	0.62
Dance	3	-	-	-	Merit-	-0.69
Food & Nutrition	8	-	-	-	Merit=	0.02
IT Applied Level 3	7	-	-	-	Merit=	-0.36
Vocational Sport Double	6	-	-	-	Dist=	-
Summary	350	27.68	-	-0.75	-	-0.28

Analysis/ Areas for development

- Significant concerns with Ethics/Philosophy & Theology, Music, Health & Social Care Single, Physics, Geography, Resistant Materials, Maths (Further), Drama, Mathematics
- Some subjects (eg Drama, History) are significantly buoyed by coursework, which has been set and moderated by experienced staff who have also examined
- Some concerns with non-specialist staff (H&S care; physics; Law)

Actions
- Maths and English intervention in AM tutor time 3 times per week
- Science P6 intervention
- P6 for Food, Dance and Health and Social Sare
- Increased support for music students from peripatetic teachers, including additional 1:1 sessions in preparation for recital [Mar/Apr 24]
- Additional support for non-specialist in H&S care with resourcing and revision [Mar 24]
- Science teacher ran masterclasses for health and social care students to aid revision [Mar 24]
- All HODs met with SLT and analysed results post-mocks. RAG meetings individualised.
- Bespoke revision resources for students, including Easter revision plans [Mar 24]
- PE: Thursday Lunchtime Revision classes for all students focus on Energy systems and Biotech. Additional support form ICT dept around practical video editing [Mar 24]
- Past paper and mark scheme packs given to all students [Mar 24]
- "Just In Time" or masterclasses prior to all mocks [summer 24]
- Holiday Academy catch up in Computing, Art, Dance and Psychology to support revision and exam preparation [Easter 24]

Appendix 2

Year 11 Maximising Achievement Plan Update
March 2024

Overview

- Spring Mock P8 is -.24, compared to -.49 at the same point last year
- In 2023, outcomes were +.26; this year we are predicting +.11
- PP predictions are a significant concern P8 -0.45.
- 45% of students are predicted 5+ EM, with a further 22% of students predicted 5+ in English but not Maths and 2.9% achieving in Maths but not English,
- 69.3% of students are predicted to achieve 9-4 in both English and Maths.
- For EBacc measures, 38.2% of students are predicted to achieve a standard pass; 26.8% a strong pass.
- PM tutor has been used for EBacc intervention, primarily focusing on Maths, English and Science
- Compelling evidence from History in particular that the interventions have been impactful
- New intervention groups from Easter; Maths change focus from LAP to 3/4/5 border students, particularly crossover students
- All E/M crossover students are in an intervention group with a subject specialist
- Open bucket subjects have been able to utilise time in mock exam window for small group intervention mornings or afternoons (Dance; Music; H&S Care)
- Increase in interventions (holiday academy and P6)
- SEND department have reviewed extra time and access arrangements

Year 11 Team Actions

- Concerns around equipment to be addressed by exams officer and head of maths (calculators) [Apr 24]
- Attendance plan for key individuals to include HOY contact April 24 and individualised approach [Apr 24]
- Whole year group attendance plan for mornings of exams [Apr 24]
- Just In Time sessions to be moved to P3 rather than during split lunch [summer 24]
- AP lead to meet with RSL, HOY and VP for y11 to ensure highest attendance possible
- Relaunch of PP Daily 5 for all staff [Mar 24]
- Co-ordinate effective use of Just In Times
- Continued focus on Thursday's Revision Focus in tutor time
- Masterclass "Carousel" for Maths for all students 2+ grades below target as this is a key measure for the school

HOD actions year 11
- SLT leads have met with HODs to analyse data and discuss paths to exams
- RAG meetings have been individualised for all HODs/leads
- All leaders to analyse trends, gaps in knowledge from papers sat, SEND, PP, whole-department strategies and actions

Example HOD actions:

	Year 11	Year 11	Year 11
Maths	Tutor time intervention - post-Easter grade 4 and 5 targets. Was LAP. Includes all students who are getting 4/5 English but not Maths	Emails to all students two grades below with "How To Progress"; advice; websites - individualised from each teacher	QLA - what to revise for all students individualised to each exam paper - "green sheets"
Science	Wednesday P6 intervention	Malleable under-achieving group for Y11 intervention plus Triple Intervention - rotating Physics or Chemistry	Centralised planning focused on 20% of paper - calculations and practicals - marginal gains; centralised revision planned and resources bespoke to each group
History	P6 every Wednesday - HOD and LP; plus 2 hour pizza revision before Easter to guide Easter revision; produced own revision guides; centralised revision resources and schedule - emailed to parents in January - week-by-week focus so all staff/students/parents	New PM form intervention group using full papers - focus on America - knowledge retrieval and exam technique; weekly bulletin to ensure all staff are in the same place with year 11; centralised homework guidance; using IP for "consequence" question - visualiser for revision	Focus on the knowledge of papers and skills in the sources paper - eg comprehension question comparing sources - HOD has analysed areas for development to ensure laser focus for revision
Computer Science	JiT for BTEC IT with SLT and teacher	Long answer focus - homework and in class; informal language focus; precision in language being addressed through vocab tables and PLCs. One teacher so consistency of approach and uniformity of resources for all students.	Ongoing P6 on Thursdays

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	Improved revision – earlier in academic year and of a higher standard Exam analysis meetings to ensure focus and removal of barriers Supporting students to achieve qualifications in additional languages All Y11 cover lessons to be covered by subject specialist or SLT	Preparing for Year 11 evening had an excellent turnout and was well received by students and parents PLCs for all parents and students to ensure focused revision Individual comms from subjects eg. Bespoke QLA documents for all year 11 students in Maths linked to the mocks to guide Sparx revision Just In Time sessions held & planned for majority of subjects prior to mocks 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 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 (eg 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

Appendix 2.1

Year 13
Maximising Achievement Plan Update
March 2024

Overview

- Attendance to mocks has been very high
- Bar two subjects, all subjects were able to utilise full papers to ensure breadth and consistency for students
- Action plans and parent meetings have taken place, with further meetings and actions being taken for a small minority of students
- Supervised Study is now fully operational
- SLT leads have reflected with HODs on previous mock results and prediction versus attainment gaps
- Attainment is not as high as it should be, with a C= average grade
- Predictions seem more realistic than last year, though there is still some inconsistencies between departments
- NEA deadline is fast approaching, with some departments reliant on coursework grades to boost exam performance

Context and Intent
Average grade across the cohort is a C=, an improvement from C- in the Autumn.

Fewer 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 similarly, with the same mock grade of C=.

SEND students are performing, on average, above their peers, with a C+ average grade. |

Year 13 Actions – whole school

- Mock exam reflection with Sixth Form leadership and exams officer [Apr 24]
- Sixth Form and Senior Leadership teams to continue to ensure that enough extension work is set for students and that lessons are purposeful though student voice, drop-ins and checking of work set in supervised study [ongoing]
- Exams officer planning for complicated exam arrangements (3 A'level exams in one day for two students) - met with students and parents [Mar 24]
- Teachers given time to moderate coursework to ensure consistency and accuracy – reminders all up to date for completion and 10 day window [Apr 24]

RAG meetings held with each HOD/subject lead

- Each HOD reflecting on performance, SEND, PP
- HODs to name specific areas to improve and weaknesses to be addressed in lead up to exams as part of flight path
- Subject leads and staff to address gaps through individualised support and intervention
- Sample actions for year 13:

	Year 13	Year 13	Year 13
Maths	Emailed home for all; parents in for underperforming students; additional resources; logged students on to website; computer lesson to model effective revision.	Individualised Easter revision timetable including menu.	AM tutor time support 3 times per week for all under-performing students
Science	Monday P6 intervention	Changed staffing to accommodate staff leaving at Easter	Use of "planbook" to plan lessons and ensure rigorous focus; HOD has liaised with all staff post-mocks to ensure teaching is focused on weaker areas from mock
History	Focus on thematic interpretation of Ireland which will certainly improve grades that was based on chronological study	Practice essay structures every lesson; high quality resourcing and teaching. Confident in C+ - hopeful for a B- average.	Use of A grade essays to model and annotate for revision - extremely experienced team have built up bank of resources for all essay questions
Computing	BTEC - additional support P6 Thursday and in free lesson each week	Additional intervention with one student sitting paper from last year - 3x per week - + contact home	Thursday P6 intervention for computer science; holiday academy; bespoke resources

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Moving C= grade to B-	Exam analysis meetings to ensure focus and removal of barriers Morning form to be supervised independent study 1:1 Fortnightly mentoring in PM reg for all students	Action plans for all students who did not grade Parent meetings/calls with Sixth Form team for any student significantly underachieving Exam booster sessions offered to all students prior to exams
Reduction in U grades	Attendance and targeted support increased	Parent meetings with Sixth Form team for any student significantly underachieving

		AM form intervention in some subjects to address U grade students in particular
		Use of teachers and subject-specialist TAs to support individual students
Improved grades in under-achieving subjects	All subjects to show year-on-year improvements	Exam analysis meetings held with all HODs
		Additional work set for all students to support revision
		Weekly timed essays with prescribed focus to support focused revision
		Revision guides purchased and additional revision material set
Greater accuracy of predictions	Ensuring accurate predictions	All bar two mock exams were full papers
		SLT to lead discussion with HODs following gap analysis from EDS showing correlation between mocks and outcomes in previous year
		Working alongside the Central assessment team to ensure consistency of mock exams
		ALIS training offered to all HODs
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 HOD meetings to highlight students who need additional support to achieve target grade in coursework
		Increased peripatetic provision offered to support underachievement in music
		Rescheduling of curriculum time to allow for coursework
		CPD audit for HOD/teacher for coursework

Countdown for years 11 and 13

Week beginning	Year 11	Year 13
Mon 15 Apr	Reset assembly	Mentoring continues
	new intervention groups for PM form focused on crossover students and attainment in Maths	Study sessions and AM form a focus for Sixth Form leadership
	Science intervention boosters begin	Music exam (Weds)
	NEA marks on Bromcom (Thurs)	NEA marks on Bromcom (Thurs)
	NEA marks published (Fri)	NEA marks published (Fri)
	Art exams begin	
Mon 22 Apr	Art exams continue	Science masterclasses (Mondays)
	GCSE PE moderation (Tuesday)	English and Maths boosters (3x per week - AM form)
	Exams assembly - logistics	MFL: 1:1 speaking practice
Mon 29 Apr	Dance Exam (Mon)	As above - continued
	MFL speaking (all week)	Assembly focused on final build up
	GCSE PE moderation (Tue)	Mentoring/study skills closely supported
	BTEC DIT JIT and Exam	
	Maths Carousel Morning (60 students)	
	Exams assembly - "step in to the arena"	
Tue 7th May	Exams	Y13 Art/Graphics/Photog exams
	Just In Times	Y13 MFL speaking
		BTEC IT Resit
Mon 13th May	Exams	Exams
	Just In Times	Just In Times
Mon 20th May	Exams	Exams
	Just In Times	Just In Times
		Leavers' Assembly P3 Friday 24th May
Mon 3rd June	Exams	Exams
	Just in Times	Study Leave with Just in Times
Mon 10th June	Exams	Exams
	Leavers' assembly	Study Leave with Just in Times
	Science booster afternoon	
	Study Leave begins	
Mon 17th June	Exams/study leave/Just In Times	Exams/study leave/Just In Times
	Final exam: Friday 21st June	Final exam: Thursday 20th June

Intervention

P6 Interventions			
Monday	Wednesday	Thursday	Friday
Science (invitation)	History	Computer Science	
French conversation	French conversation	French conversation	French conversation
Art/ Photography	Art/ Photography	Art/ Photography	Art/ Photography
	Music	Music	
	Product Design & Graphics		
	Geography		

Other Interventions
Maths Carousel masterclass morning
Just In Time or masterclass sessions prior to every exam
History Friday - Pizza Masterclass
Form time PM intervention - Ebacc subjects
Y13 MFL: 1:1 speaking practice 1 hour per student each week
Y13 Science masterclasses (Mondays)
Y13 English and Maths boosters (3x per week - AM form)

Appendix 3 – Suspension reduction plan

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
Reset Classroom	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.	• 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	DL
Return to School Process	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 disucssed as part of meeting.	• 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	DL

Reduce repeat suspensions	1. Weekly suspension report given to HoY – HoY liaise with SLT link	• BASI meeting – focus on suspension data for each year group. SLT link meeting to discuss suspensions and strategies to reduce repeat suspensions. Ensures all supsensions are followed up with actions.	On-going	DL	DL
	2. DL monitoring and updating SLT regarding suspensions on a daily basis.	• 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.			
	3. Track interventions for students with multiple suspensions i.e. EHA, Behaviour Support Plan. Ensuring that we're not missing oppurtunties for wider support.	• 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)	1. Continue to send weekly information to all pastoral team.	• 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.	On-going	DL	DL
	2. Letters for each stage (Stage 1-4) of the tracking process are available and issued when triggered	• 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 support. Support from home further aiding the reduction of suspensions.** • **Students who have 2+ Suspensions, automatically go on to a Behaviour Support Plan, to help try and avoid further incidents.**			
Behaviour Curriculum	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. 2. HoY voice over the PowerPoint each week (distubuted by DL), so that HOY have owenership for their own year group and can tailor it to the needs of the relevent year. 3. QA of work/booklets 4. Map onto curriculum document	• **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**	**DL**

Praise and Rewards		• 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	DL
	1. Incoperate praise (warmth) into Morning Welcomes 2. Issue reward badges at each relvant 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 outisde of lesson times for behaviour that goes above and beyond. 4. Student leadership oppurtunities and student voice, so that the student body feel empowered and listened to.				

Appendix 4

St IVO Transition

Context

An effective transition between Key Stage 2 and Key Stage 3 is important in establishing long term success for students within their secondary provision. Research tells us that 'Children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition' [1]. In addition, we know that Primary colleagues can sometimes find the transition process frustrating due to the variance of approach from secondary schools, which disrupts the final few weeks of year 6 and students' Primary experience.

Consequently, within Astrea, our transition process is guided by two key aims:

- To create a programme that is based around the common features of successful transition.
- To provide a cohesive transition programme across Astrea academies within the same locality.

Defining a successful transitions

At Astrea, we define a successful transition for students as:

- developing new friendships and improving their self esteem and confidence
- having settled so well in school life that they cause no concerns to their parents/carers
- showing an increasing interest in school and schoolwork (including homework)
- quickly getting used to new routines and wider school organisation with great ease
- experiencing curriculum continuity

Key features of a successful transition programme [2]

- Effective information sharing between primary partner schools and the secondary school.
- The use of 'bridging materials'
- Visits to Secondary school by prospective teachers, children and their parents
- Induction events (as a whole cohort and additional opportunities for any vulnerable pupils)
- The distribution of key information about secondary school to parents/carers in a timely manner
- Talks at the school, taster days and other joint social events between schools
- Ensuring there are regular opportunities to prepare by addressing worries, reassuring and encouraging students, explaining what to expect and how secondary school works, and by giving advice and tips on how to cope at their new school.
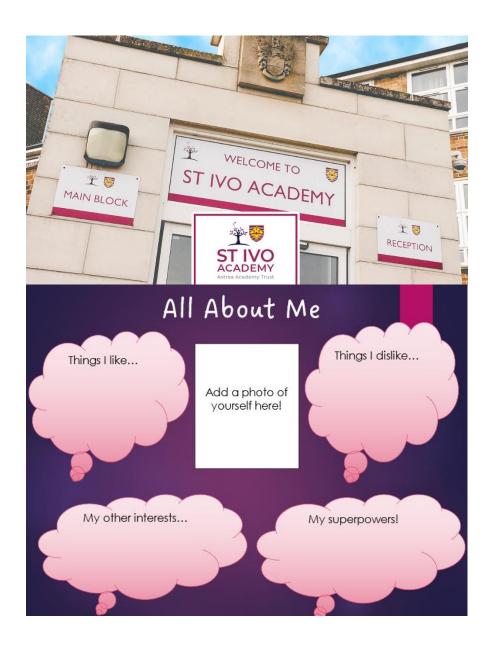
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[1], [2] Evangelou, Taggart, Sylva, Melhuish, Sammons and Siraj-Blatchford, 2008, *'What Makes a Successful Transition from Primary to Secondary School?* (2008), DfE

Transition Plan

Area of Focus	Actions to be taken	Time scales
• Effective information sharing between primary partner schools and the secondary school.	• Secondary to follow up offers to ensure there is a clear understanding of which students are attending • Incoming Year 7 student information to be collected electronically via Microsoft forms • End of day primary visits to take place for any students missing information by 01.06.23 to ensure parents/carers complete this information • Year 6 teacher & Year 7 HOY transition meeting to take place for all students • Safeguarding and SEN transition meetings to be booked in between Secondary and Primary schools • Preemptive work to take place with students and families with historically low attendance • Family handbook to be shared at Parent/carers evening	14.09.23 By 01.06.23 By 01.06.23 01.05.23 onwards 01.05.23 onwards 01.05.23 onwards 15.7.24
• The use of 'bridging materials'	• Explicit teaching of the behaviour curriculum as part of the weekly curriculum offer	01.09.24
• Visits to Secondary school by prospective teachers, children and their parents • Talks at the school, taster days and other joint social events between schools	• Year 6 open event to take place in October, which includes clear explanation and myth busting around core routines • Incoming Year 7 'Welcome event' to take place 1st week in Summer term (after the allocations) • Incoming Year 7 Induction Evening for students, parents /carers to take place prior to the students' first full day transition event. • Primary partner schools invited to bring Year 5/6 to be the audience for the dress rehearsal of the school performance – Dance performance matinee.	Oct 23 15.7.24 15.7.24 10.2.24
• Induction events (as a whole cohort and additional opportunities for any vulnerable pupils)	• Induction programme that is aligned across Astrea academies (agreed by primary and secondary leaders). • 4 Additional induction events for vulnerable students – SEND, Attendance issues, behaviour issues, only student from their primary • Strong focus on reward for 100% attendance at school over the transition period (building good habits) • Comprehensive onboarding programme in September (1 week) to ensure all Year 7's are taught the routines and the behaviour expectations	31.03.24 Summer half term 5/6. From Y7 Induc. Evening September
• The distribution of key information about secondary school to parents/carers in a timely manner	• Welcome letter sent to all families from the secondary school following the offer day • 'Welcome pack' of information to be developed, including key staff, information about subjects & extra-curricular, positive messages from current Year 7's • Video welcome to be created which includes a virtual tour of the school, led by current Year 7 pupils	6.6.24 Summer half term 5/6 Summer half term 5/6

• Ensuring there are regular opportunities to prepare by addressing worries, reassuring and encouraging students, explaining what to expect	• Number of induction days to be substantial enough for students to go beyond the superficial and build a positive relationship with the secondary teachers	15 & 16 July
	• All incoming Year 7's names to be learnt by the key pastoral staff before they start in September.	01.09.24
	• All parents/carers to be offered the opportunity to visit the secondary school during the day	Ongoing from Sept 23
	• Form allocation to reflect primary colleagues advice around groupings closely	26.5.24
	• Localised knowledge through daily briefing etc. to also feed into the grouping allocations	26.05.24
	• Careful consideration to be given to Year 7 Form Tutors to give the right balance of experience within this critical year group	26.05.24
	• Secondary school to send 'good luck' postcards to students just before SATs week	01.05.24

Things You Need to Know About Me

How do I ask for help in school?

What motivates me?

In lessons, what do I find easy and what do I find hard?

What do I think I need help with?

What would I like to do when I leave school?

What is one think I would like to improve at in secondary school?

My Community

Which school do I currently go to?

What clubs do I do?

What have I liked best about my primary school?

My Wellbeing

What am I looking forward to most about secondary school?

Is anything worrying me about secondary school?

How can we help with this?

Committee Member Visit Record

Name	Matthew Carnaby
Date of Visit	21/03/24
Focus of Visit	Introduction to careers at St. Ivo
Classes/staff visited	Linda Bartlett and Donna Carpenter

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.
- Met with Linda and Donna to understand more of the context of careers education and support at St. Ivo.
- Looked through documentation and files that Linda and Donna wanted to share with me to help me understand what they do.

What I have learned as a result of my visit

- There is a thoughtful calendar of career related events for pupils throughout the year.
- The school offers, what I understand, as a thorough work experience offer for Y10 and Y12.
- The school has strong relationships with local employers.
- There is strong leadership of careers through Linda.

Positive comments about the focus

- I was very impressed with the calendar of events throughout the year. This included Y12/Y10 pathways events, a World of Work event with 42 local employers and educational providers, apprentice week and Y8 Enterprise projects.
- The school is close to 100% of Y10/12 having work experience. This is very impressive and a credit to Linda and Donna.
- Y11/Y12 have access to careers interviews through Form the Future.
- The relationships that the school has built with external employers are very strong. This is evident in the World of Work event.

Aspects I would like clarified/questions I have

- How do we support children who are on AP to access the benefits of work experience?
- Linda discussed the importance of building an Alumni list. This would be a group that could be drawn to do talks, link for apprenticeships, etc. Are there any barriers in us being able to provide this?
- Linda also outlined how she felt as though it would be helpful to build a bank of business mentors. This would be especially useful, in her mind, for those pupils who are in AP and don't get the opportunity to do work experience.

Matters to discuss at committee (e.g. proposed agenda items) and future visits:

- I would like to follow up by attending one of the future careers events.
- I would like to meet with the SLT line-manager of careers.

Any other comments

- Linda is a passionate and dynamic leader of careers.