



ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 4 OCTOBER 2023 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

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

Clerk: Emillie Newell

Distribution: Melanie Basson, Regional Governance and Data Protection Officer, Astrea Academy Trust

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

Agenda

| Item | Timings | Subject | Format |
|------|---------|---|-------------|
| 1 | 5 mins | Election of the Chair | Clerk |
| 2 | 5 mins | Introductions and apologies | Chair |
| 3 | 5 mins | Minutes of last meeting, matters arising and actions – 28 June 2023 | Chair |
| 4 | 5 mins | Declarations of interests <ul style="list-style-type: none"> Reminder: Code of Conduct for committee members | Papers |
| 5 | 5 mins | Safeguarding training <ul style="list-style-type: none"> Overview of the PowerPoint presentation from Dave Varey Signposting of Governors to the National College Safeguarding update for governors (to be completed outside of the meeting) | Oral |
| 6 | 30 mins | Interim Principal's report <ul style="list-style-type: none"> Interim Principal's highlights from the report 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 Outcomes discussion and target setting | Papers |
| 7 | 15 mins | Self-Evaluation Framework and Academy Improvement Plan: annual overview | Papers/oral |
| 8 | 15 mins | Chair's update | All |
| 9 | 5 mins | Member visits <ul style="list-style-type: none"> Reports and feedback Plans for visits during the academic year | Chair |

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| 10 | | Date of next meeting: 15 November 2023 Room 2, Main Block, St Ivo Academy Agenda to include Attendance, Behaviour and PD update | |
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**MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING**

WEDNESDAY 28 JUNE 2023 at 4.00 p.m.

ROOM 2, MAIN BLOCK

Members Present:

Philip Speer, Claire Burke, Paul Mumford, Frank Newton, Heather Wood, Tim Blake

In Attendance: Jo Myhill-Johnson, Regional Director, Mike Craig, Clare Sherwood, Emillie Newell (Clerk) James Rawlins, Ben Daly

| ITEM | DISCUSSION |
|------------|--|
| 1.0 | Introductions and Apologies |
| 1.1 | No apologies received. |
| 2.0 | Declarations of interest |
| 2.1 | Mr Mumford declared an interest. |
| 3.0 | Minutes of the last meeting and matters arising |
| 3.1 | The committee approved the minutes of the meeting held on 17 May 2023. |
| 3.2 | No matters arising. |
| 4.0 | Principal's Report – committee questions on the report which was circulated in advance of the meeting |
| 4.1 | <p>Safeguarding</p> <p>Miss Sherwood provided the committee with an update regarding the safeguarding areas covered in the report.</p> <p>The committee acknowledged that the main safeguarding concern in school is student mental health.</p> <p><u>Mrs Burke commented that the planned drive in September to focus on whole school mental health and resilience in personal development is positive.</u></p> |

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| | <p>Mr Daly informed the committee that the KICK programme supports students in school.</p> |
| 4.2 | <p>School day and curriculum</p> <p>The new school day structure was discussed together with the consultation with parents open until 30 June 2023. The new structure is designed to allow students to receive pastoral support in morning and reading time in afternoon, whilst still allowing students a twenty minute break in the morning and 40 minutes for lunch.</p> <p><u>Mr Mumford questioned whether the comments that may come back from staff and families will be taken into account and therefore result in changes being made to the proposed new model.</u></p> <p>Mr Blake advised that some models have already been rejected as they were not in keeping with responses received to date. A range of views and perspectives have been taken into account.</p> <p><u>Mr Newton requested that the committee is informed of the plans following the closing date in order to keep up to date.</u></p> <p><u>Mr Mumford requested transparency when responding to the diverse range of opinions of parents and in particular the rationale for keeping morning address.</u></p> <p><u>Mrs Burke referred to the amount of hours to ensure that certain aspects of the curriculum are being delivered but there is not the time for creative subjects as there is no longer the broadness there was before having lost elements.</u></p> <p>Mr Blake advised that personal development is the real focus as this is a priority. The personal development offer is not currently sufficient in terms of the curriculum, as well as the need to improve outcomes in English, maths, and science. Dr Craig advised that the plans are strategic in order to strengthen outcomes for post 16 and wider opportunities, in the best interests of students.</p> <p><u>Mrs Burke commented that there are other ways to raise standard in maths English and science rather than just doing more of it.</u></p> <p>Dr Craig advised that there is evidence that suggest that having a consistently strong offer overtime can improve outcomes.</p> <p><u>Mrs Wood asked how the school has planned to deliver more hours for certain subjects.</u></p> <p>Mr Blake advised that a number of staff have been recruited across these subjects ready for September 2023.</p> <p><u>Mr Newton referred to the national shortage of maths and science teachers in the county and whether this has this has impacted on recruiting for September.</u></p> <p>Mr Blake advised that these roles have been recruited to.</p> <p><u>Mrs Wood enquired as to whether extra curriculum activities such as music events and school plays will continue.</u></p> <p>Mr Blake advised that the expectation is that these will continue.</p> |

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| | <p><u>Mr Mumford commented that this was positive, in that these can continue despite the hours in drama and music being reduced. Mr Mumford stated that from what has been presented it is not clear as to the scale of the changes from last year to next year. This needs to be clarified when communicating to parents.</u></p> |
| 4.3 | <p>Teaching and learning</p> <p>Mr Rawlins informed the committee of the whole staff CPD next year, there will be a bespoke programme to staff, including community sessions, safeguarding, SEN and statutory changes. The committee was updated in relation to the progress made in Teaching and Learning this year following the introductions of do now tasks, modelling, use of visualisers and white boards, adapt teaching quickly.</p> <p><u>Mrs Wood acknowledged that a lot of work has gone in to support staff in terms of their teaching and questioned how staff retain a warm strict approach and balancing what the community value for this school as well as meeting the school ethos?</u></p> <p>Mr Rawlins advised that staff modelling and coaching sessions have taken place to support staff. Mr Daly added that wider members of staff have been involved in this.</p> |
| 4.4 | <p>Behaviour and Culture</p> <p>The committee was informed of the work undertaken in relation to core routines and the running of working groups to review aspects of core routines currently in place. Following feedback from the working group and consultation with all staff, a change has been made to the SLANT core routine. To continue to move forward and make improvements, plans are in place to deliver further training in September 2023.</p> <p><u>Mr Newton commented that the presence of year 7s during the transition meetings to discuss school life at St Ivo has made year 6s feel at ease which is a good outcome.</u></p> <p>Miss Sherwood informed the committee of the plans in place for praising students at the end of the academic year together with the further promoting of rewards and praise from September onwards. Following feedback from students, the wording of communications to parents when students have received positive points is to be reviewed. Once a week during tutor periods, there will be a celebration Friday to promote the achievements of students during that week.</p> <p><u>Mr Newton commented that he was delighted to read the plans and improvements in place and questioned how students are recognised once the data is reviewed?</u></p> <p>Miss Sherwood advised that the information is cascaded to Head of Year, this is currently a work in progress. In terms of students needed to be targeted, for example, those in Reset, Mr Daly added that round the reset four stage process, package of interventions. From September 2023, there will be more interventions early on: a letter home, phone calls and reflection conversation. Positive and earlier interventions will take place.</p> <p><u>Mrs Wood commented that due to a squeeze across services, interventions need to start as early as possible.</u></p> <p><u>Mrs Burke questioned whether personal development is offered to are hard to reach, or frequently causing issues.</u></p> <p>Mr Daly advised that where there are common trends and certain types of behaviour the personal development offer is adapted.</p> |

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| | <p><u>Referring to the suspension data, Mrs Burke questioned the reasons behind the spike in suspensions for year 8.</u></p> <p>Mr Daly advised that this was due to the defiance of a small group of year 8 students walking out of the Reset classroom.</p> <p>Mrs Myhill-Johnson advised that tracking suspension data on a weekly basis, St Ivo Academy is significantly below every other school in Astrea.</p> |
| 4.5 | <p>Attendance</p> <p>Mr Blake advised that the current rate is not where it should be and therefore to improve this, there is a whole school approach to raise awareness as to what good attendance can achieve. Bespoke strategies in place to encourage students to attend with tutors, Heads of Year and SSAs working with groups of students.</p> <p><u>Mr Newton expressed concern regarding the Year 11 attendance rate sitting at 87.3% and this being the lowest of the years.</u></p> <p>Mr Blake advised that this was reflective of the position nationally.</p> <p><u>Mrs Burke questioned as to the attendance of year 11s for exams.</u></p> <p>Miss Sherwood advised that it was not 100% but it was positive.</p> |
| 4.6 | <p>Year 11 Maximising achievement plan</p> <p>The data for year 10 mocks has been analysed with a view to planning how gaps can be closed and performance improved, in particular, there is a need or a strong core offer in maths and English.</p> <p>There were no questions from the committee.</p> |
| 4.7 | <p>SEF and AIP Review & Planning for 2023-24</p> <p><u>Mr Newton questioned whether the SEF is updated through input from staff or management only.</u></p> <p>Dr Craig advised that senior leaders update this together.</p> <p><u>Mr Speer requested that at the next meeting the committee is provided with a revised improvement plan. Mr Speer also enquired as to whether the committee would be provided with a summary of the exam results in the summer.</u></p> <p>Mrs Myhill-Johnson advised that a full analysis will be provided in September.</p> <p>Mrs Myhill-Johnson left the meeting at 17:16.</p> |
| 4.8 | <p>CPD Planning for September 2023</p> <p>The committee was provided with an update regarding inset days.</p> <p>No questions from the committee.</p> |
| 4.9 | <p>HR, Operations and Site Update</p> |

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| | The committee was informed that the Head of Science was an internal appointment. In terms of staff leaving, all leavers are asked to complete an exit interview. Numbers of staff leaving this year are in line with previous years. |
| 4.10 | Number on roll and projections update Intake for September year 7 is 291 students, this is static. |
| 4.11 | Transition Update Mr Newton praised the work undertaken for transition for years 7 and 12. Miss Sherwood informed the committee that lots of work goes into making sure the transition days are successful. Year 6s will be informed of their tutor groups when they arrive for the transition days. The days will consist of a sports day and taster lessons, and parents will be invited to a year 6 parents evening. On the day students will be supported in navigating the school by following a coloured balloon, this has worked well in previous years. A number of year 11s will return to support the day, this provides them with a leadership opportunity. In terms of Year 11, they will be provided with year 12 summer work, this is to be handed in September, the work will be reviewed to ensure that they are enrolled on the correct course. Mr Newton questioned what happens when there are existing issues between primary school students and how this is managed if they are not to be together in secondary school. Miss Sherwood advised that conversations take place with primary schools, and it is managed appropriately. As a year 6 into 7 parent, Mrs Wood praised the ‘My Journey’ booklet given to given to year 6 students. Miss Sherwood advised that the booklets will be shared with form tutors as this will help them build relationships with their students. |
| 4.12 | Any other academy matters: to include enrichment and community Post Covid, with the recovery of school trips, the committee acknowledged that it was pleasing that students have opportunities for nice experiences once again. Mrs Wood commented on year 10 work experience and the praise that has been received for students taking part in this. <u>Mr Mumford referred to the parent survey and questioned when the results of this will be available.</u> Mr Blake advised that time was needed to consider the response with the view of producing a ‘you said, we did’. 441 responses have been received. Discussion took place regarding the survey, Mr Mumford expressed his concern that in the previous meeting, the committee was informed that the date of the survey was not known, however, it was then circulated on the Monday and commented that there had been a lack of openness. Mrs Burke commented on the parent meeting and praised SLT for working together and improving communication between the school and parents. |
| 5.0 | Chair’s update |
| 5.1 | No update. |

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| 6.0 | Link Member's reports |
| 6.1 | <p>Link member reports circulated to the committee prior to the meeting.</p> <p>Mrs Wood informed the committee that she recently took advantage of the parent tours available. This was a positive experience, and it was natural for people to pop into lessons.</p> |
| 7.0 | Communication |
| 7.1 | <p>Mr Mumford raised the issue that Mr Blake meet with the Parent Forum and considered it a risk to the school if this did not happen as it would be considered that they are not being listened to and added that there was a disconnect when talking passionately about communication and partnership.</p> <p>Mr Blake that is for us to consider at an appropriate time. A significant amount of action has been taken by the school to date.</p> |
| 8.0 | Dates for next year |
| 8.1 | Dates circulated to the committee. |
| 9.0 | Any other urgent business |
| 9.1 | None. |
| | Date of next meeting |
| | 27 September 2023 Room 2, Main Block, St Ivo Academy |
| | Meeting ended at 17:47 |



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Autumn Term One

2023-2024

St Ivo Academy

Tony Meneagh

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Introduction and contextual Information about the school

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

The school currently has an Assistant Principal assigned to the Designated Safeguarding Lead (DSL) role. There is a nonteaching deputy DSL and five other members of the school (leadership, sixth form and attendance) supporting the safeguarding team. All members are trained to DSL level. The Interim Principal is DSL trained for Lincolnshire (his previous local authority) and is due to complete the Cambridgeshire DSL training course in the autumn term.

Mental Health support is in full operation within the first two school weeks. We have a combination of two Astrea counsellors covering two-and-a-half days. Other agencies are using the school for sessions. The waiting list has grown since the return from summer.

Summary Update

Provide summary details in the table below regarding actions, trends and significant cases. In a number of cases, the information provided below is very similar to that reported in the summer two report for 2023.

| | Update | Next Steps and Further Actions | Any Trust Actions |
|--|--|---|--|
| Summary of actions and progress made since the last safeguarding audit | <p>Training arranged for SSAs & HOY to complete greater depth on dealing with CPOMS cases.</p> <p>Mental Health Policy updated, and mental health self-help resources developed.</p> <p>Safeguarding governor visit completed with DSL.</p> <p>Mental Health governor visit completed.</p> | <p>Policy to be competed and shared wider.</p> <p>Review level of access to CPOMS following training – to create time for more strategic safeguarding – DSL/DDSL.</p> | <p>Next safeguarding audit due on 27 September 2023.</p> <p>Trust support needed for the re-structuring of the safeguarding team into a nonteaching model.</p> |
| Trends in School | Continued Mental Health issues surrounding a multitude of anxieties, often resulting in self-harm, school refusal and poor behaviour. | Re-establish links with MHST – new team formed, meeting to be arranged with Mental Health Lead and New MHST lead. | Potential Mental Health training for pastoral staff. |
| | | Develop the whole school approach – using PD, Resilience to be built upon | |

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| | | <ul style="list-style-type: none"> • Potential DV in household student reporting to school about concerns between parents. • EHAS – • Requesting potentially for support in the home to work on routines and relationships within the family • Requesting potentially for YPW (Young person's worker) to help support around behaviour for both in and out of school • Counsellor referrals • All for forms of anxiety – 2 friendship worries, 4 general anxieties | |
| Ofsted Qualifying Complaints | None | None | None |

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 (1638) | Previous Report (Spring HT2) | This time last year |
|---|----------------|------------------------------|---------------------|
| Number and % of PP | 311 (19.0%) | 308 (14%) | Data not available |
| Number and % of LAC | 4 (0.2%) | 7 (0.4%) | Data not available |
| Number and % of young carers | 46 (2.8%) | 53 (3.1%) | Data not available |
| Number and % of students privately fostered | 2 (0.1%) | N/a | Data not available |
| Number and % of students with CP plan | 0 (0%) | 0 (0%) | Data not available |
| Number and % of CIN | 6 (0.4%) | 10 (0.6%) | Data not available |
| Referrals made for early help | 2 (0.1%) | 2 (0.1%) | Data not available |

| | | | |
|--|-----------|--------|--------------------|
| Family support assessments conducted | 0 (0%) | N/a | Data not available |
| Proportion meeting threshold | N/a | N/a | Data not available |
| CP meetings attended | N/a | N/a | Data not available |
| Number and % of students with an EHCP | 23 (1.4%) | 19 | Data not available |
| Number and % of students with serious medical conditions | 0 (0%) | 4 | Data not available |
| Number and % of students receiving external support: CAMHS | 6 (0.4%) | 8 | Data not available |
| Number and % of students receiving external support: behaviour support | 0 (0%) | 6 | Data not available |
| Number and % of students receiving external support: S and L | 0 (0%) | 4 | Data not available |
| Referrals to Channel | 0 (0%) | 0 (0%) | Data not available |

The final column of the above tables states that 'Data not available' as this was not present in the Autumn 1 Principal's report in 2022.

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.

A review of the SCR was completed by me, Tony Meneagh, on Thursday 28/09/2023. I can confirm that all checks have been completed and documentation is in place (or risk assessments are in place for any missing part).

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 | 4/9/23 | 164 | National College |
| Safeguarding briefing | 4/9/23 | All staff | Dave Varey - DSL |
| Cambridgeshire DSL advanced two-day course | November 2023 October 2023 (Refresher) | 1 (Interim Principal) 1 VP | Cambridgeshire LSPP CCC |

Bullying

| Aspect | Current number of incidents | Previous report | This time last year |
|------------------------|-----------------------------|-----------------|---------------------|
| All Bullying Incidents | 0 | 5 | 2 |
| Racist Incidents | 0 | 3 | 3 |
| Cyber Bullying | 0 | 0 | 2 |
| Homophobic Bullying | 0 | 2 | 0 |
| Transphobic Bullying | 0 | 0 | 0 |

Analysis and Next Steps

Number of reported bullying incidents is very low.

The Academy is due to have a Safeguarding Trust Review on Wednesday 27 September 2023. This review will give the school an important 'health-check' regarding safeguarding and will allow to plan appropriately to address any areas of development found. If the report is available by the Governors' meeting, it will be forwarded separately. I will be very interested to learn from this review, via student voice, whether these figures are accurate or represent an underreported view of what is happening in the school.

To create more capacity in the safeguarding team, we aim to appoint a non-teaching full-time designated Safeguarding Lead who will be a member of the senior leadership team. This appointment should give the successful candidate the seniority, and time, to focus on this extremely key role without the distraction of other responsibilities.

Sexual Harassment:

| Aspect | Current number of incidents | Previous report | This time last year | Current number of pupils on a risk assessment |
|----------------------------------|-----------------------------|-----------------|---------------------|---|
| All Sexual Harassment Incidents: | 0 | 1 | Not reported | 0 |
| Verbal: | 0 | 0 | Not reported | 0 |
| Physical: | 0 | 0 | Not reported | 0 |

Analysis and Next Steps

Number of reported incidents is very low.

I will be very interested to learn from the previously mentioned Trust Safeguarding Review, via student voice, whether these figures are accurate or represent an under-reported view of what is happening in the school.

Examination Outcomes 2023: analysis and review

The following Year 11 exam analysis document was shared with staff on the first training day. The analysis compares 2023 results with 2019 results (Ofsted referred method) because 2019 was the last pre-pandemic cohort to sit exams.

This dataset has been changing over the course of the last two weeks as 27/80 of the remarks requested has resulted in an uplift. For example, the change has resulted in our progress 8 moving up to +0.29, the 9-5 in English and mathematics increasing to 41.5% and the 9-4 in English and mathematics increasing to 68.0%. The 9-5 in mathematic alone is now 46.9%.

Headline measures Year 11

The table below shows that students are generally making more progress from their starting points than other students nationally. However, there is variation between subjects and thresholds achieved: higher-level performance in mathematics is lower than it should be, and achievement in business studies, drama, further mathematics, physical education and product design is negative (the subject performance index – SPI column).

| Exam Headlines (All) | | | | | Exam Headlines (PP) | | | Exam Headlines (SEN) | | |
|----------------------|---|---------------|--------------------------|-----------------|---------------------|--------------------------|-----------------|----------------------|--------------------------|-----------------|
| Measure | | 2018/19 Exams | 2018/19 National Average | 2022/2023 Exams | 2018/19 Exams | 2018/19 National Average | 2022/2023 Exams | 2018/19 Exams | 2018/19 National Average | 2022/2023 Exams |
| Cohort | Total no. of Students in the Cohort | 285 | | 294 | 34 | | 57 | 17 | | 49 |
| | KS2 Prior Attainment* | 4.79 | | 104.00 | 4.57 | | 103.00 | 4.07 | | 99.00 |
| Progress | Attainment 8 | 45.13 | 46.70 | 47.20 | 34.62 | 36.70 | 39.68 | 31.57 | 27.60 | 36.76 |
| | Progress 8* | -0.21 | -0.02 | 0.29 | -0.66 | -0.45 | -0.20 | -0.22 | -0.62 | 0.13 |
| | Pupils Included (Progress 8 Coverage) | 257 | | 269 | 34 | | 45 | 17 | | 41 |
| | English Progress* | -0.36 | -0.04 | 0.29 | -0.78 | -0.44 | -0.10 | -0.33 | | -0.01 |
| | Maths Progress* | -0.10 | -0.02 | 0.17 | -0.57 | -0.39 | -0.23 | -0.22 | | 0.08 |
| | EBACC Progress* | 0.06 | -0.03 | 0.63 | -0.43 | -0.49 | 0.03 | 0.10 | | 0.49 |
| | Open Progress* | -0.50 | -0.04 | 0.03 | -1.08 | -0.46 | -0.47 | -0.49 | | -0.12 |
| Attainment | Students Achieving 9-5 in ENG & MATH | 42.1% | 43.2% | 41.5% | 26.5% | 24.9% | 29.8% | 17.6% | 13.5% | 14.3% |
| | Students Achieving 9-5 in ENG (Best of) | 59.6% | 60.0% | 62.9% | 44.1% | 42.0% | 50.9% | 35.3% | | 36.7% |
| | Students Achieving 9-5 in MATH | 49.1% | 49.0% | 46.9% | 29.4% | 30.0% | 33.3% | 23.5% | | 22.4% |
| | Students Achieving 9-4 in ENG & MATH | 64.9% | 64.2% | 68.0% | 52.9% | 44.5% | 54.4% | 41.2% | 25.8% | 38.8% |
| | Students Achieving 9-4 in ENG (Best of) | 75.4% | 75.0% | 79.3% | 61.8% | 59.0% | 66.7% | 47.1% | | 57.1% |
| | Students Achieving 9-4 in Maths | 70.5% | 69.0% | 72.8% | 58.8% | 51.0% | 61.4% | 47.1% | | 46.9% |
| | Students Achieving 9-7 in ENG & MATH | 7.7% | | 8.8% | 2.9% | | 5.3% | 0.0% | | 8.2% |
| | Students Achieving 9-7 in ENG (Best of) | 16.1% | | 20.7% | 5.9% | | 19.3% | 5.9% | | 12.2% |
| | Students Achieving 9-7 in Maths | 15.4% | | 14.6% | 2.9% | | 7.0% | 0.0% | | 8.2% |
| | Students entered for the E-BACC | 14.0% | 40.0% | 52.0% | 5.0% | 26.4% | 38.6% | 0.0% | 13.5% | 26.5% |
| | Students Achieving the E-BACC (4+) | 9.1% | | 34.4% | 5.0% | | 29.8% | 0.0% | | 12.2% |
| | Students Achieving the E-BACC (5+) | 5.4% | | 20.1% | 2.5% | | 12.3% | 0.0% | | 6.1% |
| | E-BACC APS | 3.9 | 4.07 | 4.36 | 2.93 | 3.08 | 3.59 | 2.62 | 2.24 | 3.25 |

Subject analysis Year 11

GCSE 9-1 (Att8 Points)

| Name | 9 - 7 % | 9 - 5 % | 9 - 4 % | Total Grades | Average Grade | Average Points | Residual | Subject Progress Index |
|--------------------------|---------|---------|---------|--------------|---------------|----------------|----------|------------------------|
| Art (Drawing & Painting) | 37.7 | 84.9 | 94.3 | 53 | 6= | 5.89 | 1.14 | 0.99 |
| Business Studies | 1.9 | 29.5 | 48.6 | 105 | 3+ | 3.45 | -0.7 | -0.62 |
| Chinese | 100 | 100 | 100 | 1 | 9= | 9 | 1.56 | - |
| Computer Science | 22.2 | 63 | 74.1 | 27 | 5- | 4.81 | -0.66 | 0.51 |
| Drama | 12.5 | 45.8 | 70.8 | 24 | 5- | 4.75 | -0.44 | -0.04 |
| English Language | 15.4 | 57.7 | 73.4 | 293 | 5- | 4.79 | 0.22 | 0.27 |

| | | | | | | | | |
|--------------------|------|------|------|------|----|------|-------|-------|
| English Literature | 17.3 | 56.7 | 73 | 289 | 5- | 4.66 | 0.05 | 0.11 |
| Film Studies | 35 | 55 | 65 | 20 | 5- | 4.75 | 0.24 | 0.42 |
| Food & Nutrition | 11.1 | 49.2 | 68.3 | 63 | 4+ | 4.48 | 0.38 | 0.17 |
| French | 14.3 | 53.8 | 74.7 | 91 | 5- | 4.59 | -0.66 | 0.15 |
| Further Maths | 50 | 75 | 79.2 | 24 | 6- | 5.63 | -1.04 | -0.5 |
| Geography | 21.1 | 57.7 | 77.2 | 123 | 5= | 4.85 | -0.32 | 0.46 |
| German | 15.6 | 43.8 | 64.1 | 64 | 4+ | 4.38 | -1.09 | 0.07 |
| Graphics | 50 | 62.5 | 100 | 8 | 6- | 5.75 | 0.96 | 0.68 |
| History | 23.2 | 52.1 | 64 | 211 | 5- | 4.58 | -0.04 | 0.49 |
| Maths | 14.7 | 47.3 | 73.3 | 292 | 5- | 4.54 | -0.03 | 0.13 |
| Media Studies | 15.4 | 53.8 | 69.2 | 26 | 5- | 4.62 | 0.15 | 0.41 |
| Music | 25 | 50 | 68.8 | 16 | 5- | 4.69 | -0.43 | 0.28 |
| PE | 3 | 31.8 | 47 | 66 | 4- | 3.64 | -0.56 | -0.54 |
| Pottery | 33.3 | 100 | 100 | 3 | 6+ | 6.33 | 1.69 | 1.65 |
| Product Design | 3.8 | 30.8 | 40.4 | 52 | 3+ | 3.29 | -0.46 | -0.46 |
| RE | 10 | 60 | 70 | 30 | 5- | 4.57 | 0.17 | 0.38 |
| Science Biology | 57.5 | 92.5 | 100 | 40 | 7= | 6.88 | 0.37 | 0.7 |
| Science Chemistry | 62.5 | 95 | 97.5 | 40 | 7= | 7.15 | 0.64 | 1.07 |
| Science Physics | 67.5 | 95 | 100 | 40 | 7= | 7.1 | 0.59 | 0.98 |
| Textiles | 17.4 | 82.6 | 100 | 23 | 6- | 5.57 | 0.94 | 0.78 |
| Summary | 19.4 | 54.9 | 71.5 | 2024 | 5- | 4.72 | -0.05 | 0.21 |

GCSE 9-1 Double (Att8 Points)

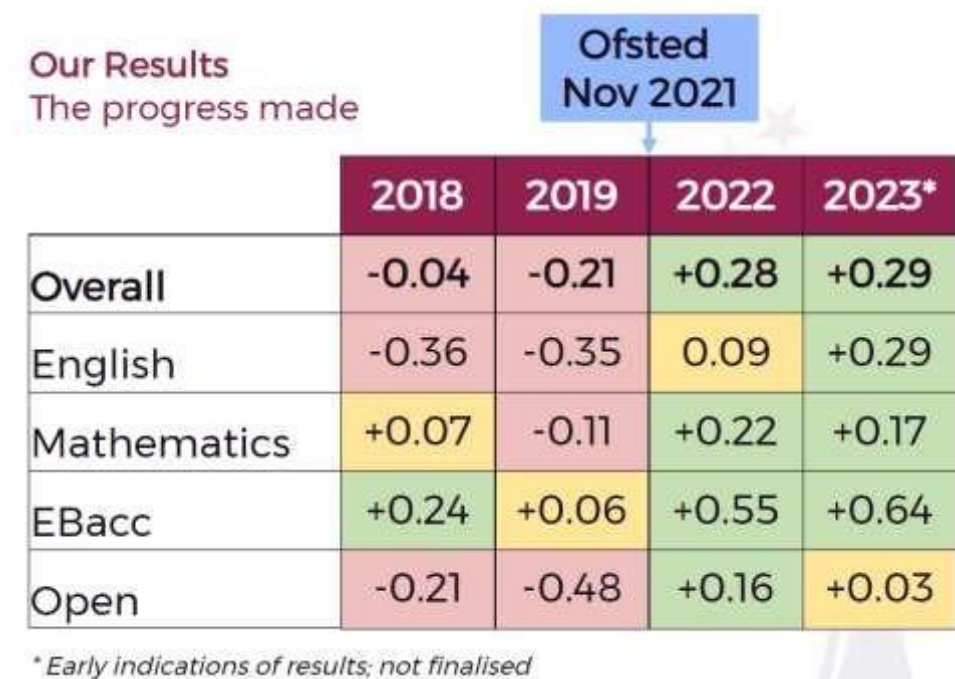
| Name | 9 - 7 % | 9 - 5 % | 9 - 4 % | Total Grades | Average Grade | Average Points | Residual | Subject Progress Index |
|------|---------|---------|---------|--------------|---------------|----------------|----------|------------------------|
|------|---------|---------|---------|--------------|---------------|----------------|----------|------------------------|

| | | | | | | | | |
|------------------|------|------|------|-----|----|------|------|------|
| Combined Science | 14.8 | 56.1 | 73.1 | 506 | 54 | 4.59 | 0.33 | 0.62 |
| Summary | 14.8 | 56.1 | 73.1 | 506 | 54 | 4.59 | 0.33 | 0.62 |

Vocational Level 1 / 2 (Att8 Points)

| Name | L2D* - L2M % | L2D* - L1D % | L2D* - L1M % | Average Points | Residual | Subject Progress Index | Positive SPI % | In A8 Basket % |
|-------------------|--------------|--------------|--------------|----------------|----------|------------------------|----------------|----------------|
| BTEC Sport | 9.1 | 54.5 | 63.6 | 2.36 | -0.3 | -1.52 | 11.1 | 81.8 |
| Child Development | 29.4 | 94.1 | 100 | 4.49 | 0.54 | 0.18 | 53.3 | 100 |
| Dance | 88.9 | 100 | 100 | 6.17 | 0.53 | - | 0 | 0 |
| ICT | 36.4 | 100 | 100 | 4.64 | 0.05 | -0.01 | 60 | 81.8 |
| Summary | 35.4 | 89.2 | 93.8 | 4.38 | 0.31 | -0.17 | 46.9 | 80 |

The following slide from my Year 6 into 7 Opening Evening presentation outlines the journey that the St Ivo Academy has been on over time:



Sixth Form Key Headline Data

| | St Ivo | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| L3 Overall Average Points per Entry | 30.57 | 32.68 | 32.77 | 36.82 | 36.48 | 32.9 | 29.76 |
| L3 Overall Average Grade | C | C+ | C+ | B- | B- | C+ | C= |
| L3 Overall VA | -0.1 | 0.05 | 0.04 | 0.33 | 0.39 | -0.24 | -0.57 |
| Students Included in AAB | - | - | 117 | 83 | 101 | 133 | 102 |
| Students Achieving AAB Including 2 Facilitating (%) | - | - | 11.10% | 22.90% | 20.80% | 15.80% | 11.8 |
| Students Achieving AAB Including 3 Facilitating (%) | - | - | 7.70% | 9.60% | 5.90% | 6.00% | 7.8 |
| 3 Alevels A*-C | - | - | 49.60% | 62.90% | 64.40% | 49.30% | 39.10% |
| 3 Alevels A*-E | - | - | 85.00% | 95.20% | 96.60% | 88.70% | 85.50% |
| A* - B Pass Rate | - | - | 44.80% | 56.20% | 54.60% | 47.60% | 38.30% |
| A* - C Pass Rate | - | - | 73.70% | 81.50% | 81.50% | 68.20% | 61.00% |
| A* - E Pass Rate | - | - | 98.10% | 99.70% | 98.80% | 94.40% | 83.80% |

| | A Levels | | | | | | | |
|----------------|----------------|------|-------|-------|---------------|------|------|------|
| | Average Points | | | | Average Grade | | | |
| | 2018 | 2019 | 2022 | 2023 | 2018 | 2019 | 2022 | 2023 |
| St Ivo Academy | 32.68 | 31 | 32.65 | 29.32 | C+ | C | C+ | C= |

| | Academic Quals | | | | | | | |
|----------------|----------------|-------|-------|-------|---------------|------|------|------|
| | Average Points | | | | Average Grade | | | |
| | 2018 | 2019 | 2022 | 2023 | 2018 | 2019 | 2022 | 2023 |
| St Ivo Academy | 32.72 | 31.19 | 32.81 | 29.32 | C+ | C | C+ | C= |

| | Applied General | | | | | | | |
|----------------|-----------------|-------|-------|-------|---------------|--------|--------|--------|
| | Average Points | | | | Average Grade | | | |
| | 2018 | 2019 | 2022 | 2023 | 2018 | 2019 | 2022 | 2023 |
| St Ivo Academy | 28.42 | 22.28 | 28.91 | 27.26 | Merit+ | Merit- | Merit+ | Merit+ |

| | Tech levels | | | | | | | |
|----------------|----------------|------|-------|-------|---------------|------|-------|-------|
| | Average Points | | | | Average Grade | | | |
| | 2018 | 2019 | 2022 | 2023 | 2018 | 2019 | 2022 | 2023 |
| St Ivo Academy | NE | NE | 37.08 | 42.78 | NE | NE | Dist+ | Dis*- |

Key points to note:

- This summer sees the return to pre-pandemic grading which means that national results will be lower than last summer. The DfE advised that it will be most meaningful to compare this year's results with 2019, the last year that summer exams were taken before the pandemic. On a national level, the approach to grading means that results for individual schools and colleges are highly likely to be lower than last summer.
- However, taking this into consideration, **St Ivo KS5 outcomes for 2023 are very disappointing. These demonstrate a downward trend and a 6th form which is in serious decline.**
- In most key measures, the 2023 results are below those of 2019. The exceptions to this are: students achieving AAB including 2 facilitating (11.8% compared with 11.10% in 2019) and students achieving AAB including 3 facilitating (7.8% compared with 7.7% in 2019 and 6% in 2022. However, these are minor improvements and are of no great significance.
- Compared to 2019:
 - A*-B pass rate has declined by 6.5%
 - A*-C pass rate has declined by 12.7%
 - A*-E pass rate has declined by 14.3%
- When comparing 2023 and 2019 average points score, there has been a decline in A Level and Academic qualifications. There has been an improvement in the Applied General average point score from 22.28 to 27.26.
- When comparing 2023 and 2019 average grades, A Level and Academic qualifications are in line; there has been an improvement for applied general qualifications.
- Significant further analysis at school level will be needed to unpick why there has been a decline in the KS5 outcomes at St Ivo.
- **There will be an urgent need to address this significant decline in terms of looking at teaching expertise, capability and staff deployment as well as a review of subjects being offered for the new Year 12 intake. Significant changes need to be made by the new Principal.**

- There is an urgent need to review and forensically analyse the Year 12 into 13 mock exam data and to put in place a rigorous Raising Achievement Plan for Year 13.
- There needs to be a significant change in expectations and a clear 6th form strategy.
- There has been a new senior leader appointed for September who will lead strategically on raising achievement and outcomes.

Comparison to relevant National and LA Average

| | | 2018 | | 2019 | | 2022 | | 2023 |
|-----------------|----------------|-----------|----------|-----------|----------|-----------|----------|--------|
| | | Cambridge | National | Cambridge | National | Cambridge | National | St Ivo |
| A Levels | Average result | C+ | C+ | B- | C+ | B | B | C= |
| | Average Points | 34.05 | 33.33 | 35.27 | 34.01 | 40.81 | 38.87 | 29.32 |
| Academic Quals | Average result | c+ | C+ | B- | C+ | B | B | C= |
| | Average Points | 34.32 | 33.66 | 35.18 | 34.33 | 40.55 | 39.04 | 29.32 |
| Applied General | Average result | Merit+ | Merit+ | Merit+ | Merit+ | Dist- | Dist- | Merit+ |
| | Average Points | 28.06 | 28.45 | 28.68 | 28.91 | 32.32 | 31.98 | 27.26 |
| Tech Levels | Average result | Merit- | Merit+ | Merit | Merit+ | Dist- | Dist- | Dist*- |
| | Average Points | 23.03 | 28.1 | 26.15 | 28.64 | 30.48 | 30.56 | 42.78 |

| | St Ivo 2019 | St Ivo 2023 | National 2023 |
|-----------------------|-------------|-------------|---------------|
| A*-B Pass Rate | 44.8% | 38.3% | 52.7% |
| A*-C Pass Rate | 73.7% | 61% | 75.4% |
| A*-E Pass Rate | 98.1% | 83.8% | 97.2% |

Key points to note:

- In the A Level and Academic qualifications, the 2023 results are below both the 2019 National and Cambridgeshire point score and grade averages.
- In Applied general qualifications, the average grade is in line with 2019 National and Cambridgeshire averages. However, the average point score is below both 2019 National and Cambridgeshire averages.
- One pleasing comparison is the Tech level qualifications in which St Ivo has performed above 2019 and 2022 National and Cambridgeshire averages.
- When comparing Longsands Pass Rates to National Pass Rates for 2023, St Ivo Pass Rates are significantly below the National Pass Rates for 2023. Most concerning are the number of students who have failed course.

Sixth form Subject Level Data

| A Level (GCE) | 2019 | | | 2021 | | | 2022 | | | 2023 | | |
|------------------------------|--------------|-----------------------|---------------|--------------|-----------------------|---------------|---------------|-----------------------|---------------|---------------|-----------------------|---------------|
| Name | Total Grades | Average Pts Per Entry | Average Grade | Total Grades | Average Pts Per Entry | Average Grade | Total Entries | Average Pts Per Entry | Average Grade | Total Entries | Average Pts Per Entry | Average Grade |
| Art | 20 | 39 | B= | 19 | 43.68 | B+ | 28 | 42.14 | B+ | 11 | 34.55 | C+ |
| Business Studies | 7 | 34.29 | C+ | 17 | 39.41 | B= | 15 | 26.67 | C- | 19 | 23.16 | D+ |
| Computer Science | 3 | 23.33 | D+ | 4 | 42.5 | B+ | | | | 1 | 50 | A= |
| Drama | 6 | 35 | B- | 2 | 40 | B= | 2 | 15 | D- | 2 | 45 | A- |
| Economics | 5 | 38 | B- | 11 | 32.73 | C+ | 11 | 38.18 | B- | 21 | 26.67 | C- |
| English Literature | 39 | 33.59 | C+ | 31 | 29.68 | C= | 23 | 30 | C= | 15 | 27.33 | C- |
| Ethics/Philosophy & Theology | 9 | 22.22 | D+ | 13 | 38.46 | B= | 7 | 28.57 | C= | 4 | 12.5 | E+ |
| Film Studies | 13 | 31.54 | C= | 10 | 38 | B- | 9 | 25.56 | C- | 12 | 29.17 | C= |
| Geography | 21 | 37.14 | B- | 21 | 37.14 | B- | 39 | 35.9 | B- | 29 | 30.34 | C= |
| Graphics | 4 | 45 | A- | 7 | 34.29 | C+ | | | | 7 | 21.43 | D= |
| History | 42 | 36.67 | B- | 43 | 37.44 | B- | 32 | 31.56 | C= | 32 | 34.69 | C+ |
| Law | 13 | 36.92 | B- | 16 | 42.5 | B+ | 23 | 28.26 | C- | 22 | 20.91 | D= |
| Mathematics | 36 | 30.83 | C= | 35 | 34.29 | C+ | 37 | 31.89 | C+ | 34 | 32.06 | C+ |

| | | | | | | | | | | | | |
|--------------------|----|-------|----|----|-------|----|----|-------|----|----|-------|----|
| Maths (Further) | 6 | 40 | B= | 6 | 51.67 | A+ | 4 | 42.5 | B+ | 4 | 32.5 | C+ |
| Media Studies | 11 | 20.91 | D= | 9 | 40 | B= | 9 | 22.22 | D+ | 11 | 30.91 | C= |
| MFL French | 4 | 45 | A- | 2 | 50 | A= | 2 | 50 | A= | 2 | 40 | B= |
| MFL German | 2 | 35 | B- | 2 | 35 | B- | 2 | 20 | D= | 6 | 33.33 | C+ |
| Music | 6 | 21.67 | D+ | 1 | 30 | C= | 3 | 36.67 | B- | 2 | 25 | C- |
| Photography | 17 | 38.82 | B= | 16 | 36.88 | B- | 15 | 33.33 | C+ | 7 | 24.29 | D+ |
| Physical Education | | | | 5 | 40 | B= | 12 | 40.83 | B= | 4 | 42.5 | B+ |
| Politics | 12 | 29.17 | C= | 11 | 38.18 | B- | 12 | 27.5 | C- | 9 | 32.22 | C+ |
| Product Design | 5 | 30 | C= | 8 | 38.75 | B= | 5 | 30 | C= | 9 | 17.78 | D- |
| Psychology | 20 | 24.5 | D+ | 36 | 36.94 | B- | 34 | 26.18 | C- | 38 | 26.32 | C- |
| Science Biology | 15 | 32 | C+ | 14 | 35 | B- | 30 | 36.33 | B- | 22 | 33.18 | C+ |
| Science Chemistry | 16 | 36.88 | B- | 4 | 37.5 | B- | 16 | 39.38 | B= | 19 | 34.74 | C+ |
| Science Physics | 13 | 27.69 | C- | 11 | 32.73 | C+ | 18 | 30.56 | C= | 16 | 31.88 | C+ |
| Textiles | 11 | 38.18 | B- | 9 | 37.78 | B- | 11 | 38.18 | B- | 2 | 25 | C- |

| L3 D*DM P size 1 | 2019 | | | 2021 | | | 2022 | | | 2023 | | |
|---|---------------------|---------------------------------|----------------------|---------------------|---------------------------------|----------------------|------------------|---------------------------------|----------------------|------------------|---------------------------------|----------------------|
| Name | Total Grade s | Avera ge Pts Per Entry | Avera ge Grade | Total Grade s | Avera ge Pts Per Entry | Avera ge Grade | Total Entries | Avera ge Pts Per Entry | Avera ge Grade | Total Entries | Avera ge Pts Per Entry | Avera ge Grade |
| Dance | | | | 2 | 30 | Dist- | 3 | 21.67 | Merit- | 4 | 30 | D- |
| Food | 3 | 25 | Merit= | 9 | 25.56 | Merit= | 3 | 21.67 | Merit- | 6 | 23.33 | M- |
| Health & Social Care Single | 1 | 15 | Pass= | 13 | 29.62 | Merit+ | | | | 13 | 25 | M= |
| IT | 3 | 36.67 | Dist+ | 7 | 26.43 | Merit= | 1 | 15 | Pass= | 8 | 32.5 | D- |
| L3 D*D*PP size 2 | | | | 2021 | | | 2022 | | | 2023 | | |
| Name | Total Grade s | Avera ge Pts Per Entry | Avera ge Grade | Total Grade s | Avera ge Pts Per Entry | Avera ge Grade | Total Entries | Avera ge Pts Per Entry | Avera ge Grade | Total Entries | Avera ge Pts Per Entry | Avera ge Grade |
| Sport Doubl e | | | | 12 | 38.75 | Dist+ | 5 | 41.5 | Dist+ | 9 | 42.78 | D*- |

Key points to note:

Comparison with 2022 data:

- **There has been a significant decline in the average grade and average points score per entry in a significant number of A Level subjects.** Most concerning when we look at the grade distribution are the number of subjects which have an average grade of D= or below in 2023 and have declined compared with 2022 results. These are listed below.

| | 2023 Average Points Per Entry | 2023 Average Grade | 2022 Average Points Per Entry | 2022 Average Grade |
|-------------------------------|-------------------------------|--------------------|-------------------------------|--------------------|
| Business Studies | 23.16 | D+ | 26.67 | C- |
| Ethics, Philosophy & Theology | 12.5 | E+ | 28.57 | C= |
| Computer Science | 21.43 | D= | NA | NA |
| Law | 20.91 | D= | 28.26 | C- |
| Photography | 24.29 | D= | 33.33 | C+ |
| Product Design | 17.78 | D= | 30 | C= |

- In addition to these subjects there are a further **12 subjects which demonstrate a downward trend** when 2023 outcomes are compared with 2022. These subjects are: Art, Economics, English Literature, Geography, Further Mathematics, French, Music, Biology, Chemistry, Physics and Textiles.
- **Four of these A Level subjects have declined by a full grade:** Economics, Further Mathematics, French and Textiles.
- **There are 7 A Level subjects which have improved compared to 2022 outcomes.** These subjects are: Drama, Film Studies, History, Media Studies, German, PE and Politics. The most significant of these improvements is Drama which has improved its average grade from D- to A-. German also improved by more than a grade.
- **Two A Level subjects maintained their average grade: Mathematics and Psychology.**
- **Almost all Vocational Subjects improved their average grade.** These were: Dance, IT, Health & Social Care and Sport. One subject maintained their average grade, this was Food. There was no decline in results for the vocational subjects.

Comparison with 2019 data:

- **There has been a significant decline in the average grade and average points score per entry in a significant number of A Level subjects. 16 subjects which demonstrate a downward trend** when 2023 outcomes are compared with 2019. These subjects include: Art, Business Studies, Economics, English Literature, Ethics, Philosophy & Theology, Geography, Graphics, History, Law, Further Mathematics, French, German, Photography, Product Design, Chemistry and Textiles.
- Most concerning of these subjects is the **8 A Level subjects which have declined by a full grade or more.** These subjects are: Business Studies, Economics, Ethics, Philosophy & Theology, Graphics, Law, Photography, Product Design and Textiles.
- **There are 8 A Level subjects which have improved compared to 2019 outcomes.** These subjects are: Computer Science, Drama, Mathematics, Media Studies, Music, Politics, Psychology and Physics. The most significant of these improvements is Computer Science which has improved its average grade from D+ to A=. Drama and Media Studies also improved by a grade.
- When comparisons are made with 2019 data for the vocational subjects, it is a mixed picture. Health & Social Care improved, and Food and IT have improved in both their average point score and average grade.

Next Steps:

- Further analysis at school level will be needed to unpick why there has been a decline in the average grade in such a significant number of subjects. **There will be an urgent need to address this significant decline in terms of looking at teaching expertise and deployment as well as a review of subjects being offered for the new Year 12 intake.**
- **There is an urgent need to review and forensically analyse the Year 12 into 13 mock exam data and to put in place a rigorous Raising Achievement Plan.**

Destination Data

| | 2021 | | 2022 | | 2023 | |
|------------------|--------|-----|--------|-----|--------|-----|
| | Number | % | Number | % | Number | % |
| Cohort | 147 | | 137 | | 135 | |
| University | 96 | 65 | 86 | 63 | 88* | 65* |
| FE | 3 | 2 | 10 | 7.3 | 1 | 0.7 |
| Employment | 43 | 29 | 32 | 23 | 16 | 12 |
| Apprenticeship | 0 | 0 | 5 | 3.7 | 9 | 6.7 |
| Gap Year | 1 | 0.7 | 4 | 3 | 20 | 15 |
| Repeated Year 13 | 2 | 1.4 | 0 | 0 | 0 | 0 |
| Unknown | 2 | 1.4 | 0 | 0 | 0 | 0 |

*This is based on the number of applications made to university. As of Thursday 17th August, please see below the breakdown of offers and places secured.

| | Number | % |
|--|--------|------|
| Total Number of University Applications | 88 | |
| Students offered their 1 st choice university | 57 | 65 |
| Students offered their insurance choice university | 11 | 12.5 |
| Universities yet to make a decision based on results | 6 | 7 |
| Students who are going through clearing. | 14 | 16 |

Next Steps:

- A detailed exam analysis schedule is set to begin on Tuesday 19 September 2023; all department analysis documents were submitted on Friday 15 September 2023
- An analysis of the sixth form provision has been undertaken with new draft subject blocks produced (see below in curriculum section)
- An analysis of the entry requirements for each sixth form subject has also been undertaken to ensure that students are properly prepared, and have the appropriate level of prior attainment to be successful, for the courses they are about to study

Year 11/13 Maximising Achievement Plan

This data is from the year 10 mocks for current year 11, and their last set of predictions from June:

| | From Mocks | Y10 Predictions |
|--------------------------|------------|-----------------|
| P8 | -0.84 | 0.14 |
| English & Maths 9-5 | 27.9% | 56.2% |
| English & Maths 9-4 | 48.1% | 80.2% |
| 5 standard passes inc EM | 45.9% | 78.8% |

In addition, this is subject-by-subject with Mock Results and Predictions. You will notice that there is a pattern of apparent underperformance in the same subjects highlighted in the Year 11 summer results data in the subject performance below. These subjects will be the focus of the school's rapid improvement plan for year 11.

| | Mock 9 - 7 % | Mock 9 - 4 % | Mock 9 - 1 % | Predicted 9 - 1 | # students entered | Average Grade | Subject Progress Index | Predicted SPI |
|--------------------------|--------------|--------------|--------------|-----------------|--------------------|---------------|------------------------|---------------|
| Art (Drawing & Painting) | 27.8 | 100 | 100 | 100 | 36 | 6= | 0.62 | 1 |
| Art Pottery | 0 | 73.3 | 100 | 100 | 15 | 4+ | -0.87 | -0.87 |
| Art Textiles | 16.7 | 94.4 | 100 | 100 | 18 | 6- | 0.14 | 0.14 |
| Business Studies | 15 | 56.3 | 92.5 | 98.8 | 80 | 4= | -1.04 | -0.63 |
| Computing | 33.3 | 78.6 | 97.6 | 100 | 42 | 5+ | 0.21 | 0.71 |
| D & T Graphics | 28.6 | 100 | 100 | 100 | 7 | 6= | 0.43 | 0.43 |
| D & T Technology | 4 | 28 | 92 | 100 | 25 | 3= | -1.53 | 0.21 |
| Drama | 17.1 | 77.1 | 100 | 100 | 35 | 5= | 0.39 | 0.67 |
| English | 10.8 | 61.8 | 99.2 | 100 | 259 | 4+ | -1 | 0.24 |
| English Literature | 6.4 | 43.6 | 96.6 | 100 | 264 | 3+ | -1.73 | -0.01 |

| | | | | | | | | |
|---------------------|------|------|------|------|-----|----|-------|-------|
| Ethics / Philosophy | 50 | 89.3 | 100 | 100 | 28 | 6+ | 1.23 | 1.78 |
| Film Studies | 44.4 | 77.8 | 100 | 100 | 9 | 5+ | 0.37 | 0.8 |
| Food & Nutrition | 21.9 | 68.8 | 100 | 100 | 64 | 5- | -0.16 | 0.3 |
| Further Mathematics | 5.3 | 42.1 | 42.1 | 100 | 19 | 2+ | -4.38 | -1.6 |
| Geography | 27.3 | 74.7 | 99 | 98 | 99 | 5+ | 0.23 | 0.31 |
| History | 13.1 | 58.3 | 97 | 99 | 199 | 4= | -0.87 | 0.32 |
| Maths | 14 | 60.5 | 92.3 | 100 | 271 | 4= | -0.94 | 0.34 |
| Media Studies | 26.7 | 86.7 | 100 | 100 | 15 | 5+ | 0.25 | 0.37 |
| MFL French | 6.3 | 57 | 100 | 100 | 142 | 4= | -1.02 | 0.54 |
| MFL German | 8.3 | 87.5 | 100 | 100 | 24 | 5- | -0.63 | 0.32 |
| Music | 18.8 | 62.5 | 100 | 100 | 16 | 5- | -1.04 | 0.35 |
| PE | 9.1 | 43.2 | 100 | 97.7 | 44 | 4- | -1.58 | -1.27 |
| Science Biology | 44.4 | 98.1 | 100 | 100 | 54 | 6+ | -0.5 | 0.26 |
| Science Chemistry | 45.3 | 98.1 | 100 | 100 | 53 | 6+ | -0.36 | -0.04 |
| Science Physics | 44.4 | 98.1 | 100 | 100 | 54 | 6= | -0.44 | 0.17 |

| | | | | | | | | |
|---|--------------|--------------|--------------|----------------------|--------------|---------------|------------------------|---------------|
| GCSE 9-1 Double (Att8 Points) | | | | | | | | |
| | 9 - 7 % | 9 - 4 % | 9 - 1 % | Predicted 91 as % | Total Grades | Average Grade | Subject Progress Index | Predicted SPI |
| Science Combined | 11.6 | 58.9 | 98.6 | 100 | 438 | 44 | -0.34 | 0.15 |
| | | | | | | | | |
| Vocational Level 1 / 2 (Att8 Points) | | | | | | | | |
| | L2D* - L2D % | L2D* - L2P % | L2D* - L1P % | Predicted L2D* - L1P | Total Grades | Average Grade | Subject Progress Index | Predicted SPI |

| | | | | | | | | |
|-------------------|------|------|-----|-----|----|-----|-------|-------|
| Child Development | 25 | 93.8 | 100 | 100 | 32 | L2M | 0.21 | 0.29 |
| Dance | 47.1 | 100 | 100 | 100 | 17 | L2M | 0.19 | -0.08 |
| ICT (KS4 Option) | 35.7 | 64.3 | 100 | 100 | 14 | L2P | 0.65 | 0.65 |
| Vocational Sport | 22.2 | 44.4 | 100 | 100 | 9 | L1D | -0.74 | -0.74 |

Next Steps: Utilise the subject exam analysis meetings and the analysis of year 10 mocks to develop a rapid improvement plan to address previous, and predicted, underperformance.

Curriculum

Key Stage 3 EBACC Curriculum

The focus in this report will be the EBacc curriculum in Key Stage 3. Please provide details of the development of your KS3 curriculum in your academy over the last academic year and your next steps for 2023-24.

You should consider the implementation/use of:

- **Quality of curriculum content and sequencing:** Central team (newly appointed Matt Carnaby) introducing curriculum communities and co-designed curriculum principles with heads of department
- **Booklets:** Being trialled in certain subjects and year groups (see below). Training for staff on clarifying the implementation of booklets (following on from union negotiations on Friday 15 September 2023) is set for Tuesday 19 September 2023
- **Fluency Framework:** Not fully introduced across the school yet, this is a priority for adoption this academic year
- **Means of Participation:** Not fully introduced across the school yet, this is a priority for adoption this academic year
- **Intellectual Preparation:** Reintroduced to departments at the start of this academic year, with all Tuesday CPD sessions reorganised to include Intellectual Preparation and Deliberate Practice

| Subject | Areas of strength | How confident are teachers in delivering the curriculum? | Areas for Development and Next Steps | Support from the Curriculum and Assessment secondary team |
|---------|--|---|---|---|
| English | Strengthened KS4 outcomes; Ark mastery curriculum; Introduction of Sparx Reader. Effective Just in Time Summer 2023 revision sessions for Y11. | Recent introduction of the KS3 English mastery curriculum has enhanced consistency, quality and confidence. | KS5 outcomes are below progress expectations; review occurring including raising NEA coursework performance and consideration of reformed KS5 curriculum offer (English Language/English Literature). | Co-design of booklets and other curriculum resources for Year 7 rollout. Development of appropriate baseline and settings activities for Year 7 |

| | | | | |
|-------------|---|---|--|--|
| Mathematics | HOD has excellent subject knowledge and can support non specialist teachers. HOD and key stage co-ordinator are very good at using data | Beginning to trial booklets with certain Year 7 classes. There are four specialist teachers (one on maternity leave). Aspects of the KS3 curriculum are taught by non-specialist (8 total). Staff are good at supporting students | To appoint more maths specialists. To further improve the KS4 PP gap. To further improve subject knowledge with some members of staff. KS4 to further improve 5+ grades. | Co-design of booklets and other curriculum resources for Year 7 rollout. Support with designing a curriculum that helps non specialists deliver maths lessons. |
|-------------|---|---|--|--|

| | | | | |
|--|---|--|--|--|
| | to track students' progress and highlight where intervention is needed. | with their independent learning and the use of Sparx. All through curriculum with Pearson supports students learning. One lead practitioner role currently advertise – deadline 2 nd October 2023. KS4 results show that SEND and EAL students perform well in maths. Assessment in all key stages is robust and accurate with predictions. | | |
|--|---|--|--|--|

| | | | | |
|-----------|--|--|--|--|
| Science | HOD in place in a permanent position, after being in place on an interim basis last academic year. HOD has a strong oversight of the department. Key Stage 4 results were very strong this summer. Strong alignment to core routines across department. Effective deployment of TLR holders. | Booklets were trialled across three-year groups in the summer term (7, 8 and 10). The roll out is continuing across other year groups in the Autumn Term. Booklets have helped with consistency of delivery. Booklets have helped non-specialists in particular. There is a well-established curriculum across Science that is understood by the team. | Continuing roll-out of booklets. Progression of teachers' ability to build on-top of booklets, so that all lessons are following the curriculum, but in a dynamic way. A-Level subjects have been impacted by 6 th form entry requirements. This will be helped the new whole-school policy. Continued focus on the 'top-end' students in the ALevel courses, to ensure top marks are gained. | Co-design of booklets and other curriculum resources for year groups who aren't yet working with booklets. Science has several non-specialist teachers, so booklet support is essential for consistency. Review of support staff/technicians to ensure that levels are fit for purpose, for a school of this size would be beneficial. |
| Geography | HOD in place since Sept 2022. The team have taken ownership of the KS3 curriculum and made changes last year. This year the focus | There are four specialist teachers in the department. (2 P/T and 2 F/T) The KS3 coordinator is P/T. Aspects of KS3 are delivered by non-specialists. The HOD is developing lesson power points to add in clips and links to useful | All members of the department need to be confident to explain the sequencing of the KS3 curriculum – why this? why now? The vacant post is a concern; those classes will need to | Co-design of booklets and other curriculum resources for Year 7 rollout. The team need some support with the overall design of their KS3 curriculum to map out key skills, opportunities for field work and formative assessment. They would benefit from the national lead working with them to see the big curriculum picture |
| | is consolidating and refining this curriculum. A curriculum map is being completed. | information for non-specialist staff to develop their subject knowledge. There is one unfilled F/T post in the department. Agency staff have been employed and this has caused some issues. | be monitored closely. Check that formative assessment ties in closely with the curriculum providing meaningful opportunities for feedback to move the learning on. | (the curriculum is the progression model). The team are still working on the finer points of the KS3 curriculum and because of this it has not yet been appropriate to start thinking about booklet design. |

| | | | | |
|---------|---|--|---|---|
| History | Extensive work undertaken to develop the curriculum. Wellconceived with clear intent and consideration of sequencing and fluency. | Mini-booklets being trialled with some classes. New KS3 coordinator appointed for September 2023 | Three ECTs in the team, therefore, ensuring effective support of their professional development and mastery of the Principles of Teaching. | Co-design of booklets and other curriculum resources for Year 7 rollout |
| MFL | Experienced HoD in post. Detailed understanding of the curriculum and forwardplanning to ensure readiness over 5 years for new specification. Core routines are embedded. | Confident. Exam classes are matched to teacher's skillset and experience. | Question level analysis shows the need to focus on improving student performance in listening. (Above national averages for the other three skills). Exploring alternative provision (community volunteers/ tutors) to replace the loss of two FLAs who worked to support attainment at GCSE and A level. | Co-design of booklets and other curriculum resources for Year 7 rollout |

Curriculum Plan for 6th Form (if relevant)

The following information should provide an overview of our curriculum model for 2023-24 for both Year 12 and 13.

Number of scholars enrolled for each course

Year 12 curriculum

| Subject | # classes | # students |
|--------------------|-----------|------------|
| Art | 1 | 15 |
| Biology | 1 | 17 |
| Business Studies | 1 | 18 |
| Chemistry | 1 | 15 |
| Computer Science | 1 | 5 |
| D&T | 1 | 8 |
| Dance | 1 | 3 |
| Drama | 1 | 2 |
| Economics | 1 | 15 |
| English Literature | 2 | 26 |
| EPQ | 4 | 28 |

| | | |
|-----------------------|---|----|
| Ethics | 1 | 9 |
| Food | 1 | 11 |
| French | 1 | 2 |
| Further Maths | 1 | 5 |
| GCSE English Language | 1 | 5 |
| GCSE Maths | 1 | 8 |
| Geography | 2 | 23 |
| Health & Social Care | 1 | 14 |
| History | 2 | 26 |
| Law | 1 | 22 |
| Maths | 2 | 25 |
| Media Studies | 1 | 19 |
| PE | 1 | 3 |
| Photography | 1 | 9 |
| Physics | 1 | 11 |
| Politics | 1 | 12 |
| Psychology | 2 | 18 |
| Sport (double) | 1 | 7 |

Following Year 11 results, all grades were checked against entry requirements and students contacted as necessary. GCSE English Language and Maths retakes have been moved to tutor time, in order that students can continue with the full selection of Level 3 subjects.

As a consequence of students indicating they were going elsewhere, we made the decision not to run Dance or Music in Year 12.

Year 13 curriculum

| Subject | # classes | # students |
|------------------|-----------|------------|
| Art | 2 | 18 |
| Biology | 2 | 19 |
| Business Studies | 1 | 12 |
| Chemistry | 1 | 13 |
| Computer Science | 1 | 11 |
| D&T | 1 | 2 |
| Drama | 1 | 2 |
| Economics | 1 | 12 |

| | | |
|----------------------|---|----|
| English Literature | 2 | 13 |
| Ethics | 1 | 6 |
| Film Studies | 1 | 10 |
| Food | 1 | 8 |
| French | 1 | 4 |
| Further Maths | 1 | 9 |
| Geography | 3 | 17 |
| Health & Social Care | 1 | 16 |
| History | 2 | 21 |
| IT | 1 | 7 |
| Law | 1 | 17 |
| Maths | 3 | 33 |
| Media Studies | 1 | 10 |
| Music | 1 | 5 |
| PE | 1 | 9 |
| Photography | 2 | 18 |
| Physics | 1 | 16 |
| Politics | 1 | 14 |
| Psychology | 2 | 27 |
| Sport (double) | 1 | 6 |
| Textiles | 1 | 6 |

Changes made following the 2023 outcomes

The forthcoming exam analysis meetings for each subject will determine whether changes need to be made to subjects offered, courses and exam boards followed and whether additional trust support is required.

The school and the sixth form team has reflected on the entry requirements, and we have created a stepped approach to increasing the prior attainment required to ensure all students have the necessary ability to be successful in all courses. We have also devised oversubscription criteria for popular courses.

The overall entry requirements: Five grade 5s or above including English language and mathematics (this is up from five grade 4s).

Exceptions that we will consider:

- Students who achieve five grade 6s or above (higher ability students) will be allowed to be enrolled on courses with either a grade 4 in English or mathematics (but not in both, and not on a course that requires this level of prior attainment in English or mathematics). If the grade 4 is in English language, then there will be a retake option
- Students who narrowly miss (eg 1 or 2 marks away) the English language or mathematics threshold required, may be

Oversubscription criteria: If a particular subject is oversubscribed, and the Academy does not have the available resources to timetable another class for that academic year, then the following oversubscription criteria will be used:

- Students who achieve the highest grades in that particular subject will be allocated places first
- Where there is a tie, students with the highest average grades across all their grades will be allocated next
- If there is still a tie, students with the highest average grade between English language and mathematics will be allocated next

The school will be moving towards a pre-blocked sixth form offer. In creating the blocks, we have identified common combinations for university and employment routes. Students will be asked for their preferences, and feedback about block clashes will be reviewed to maximise the model for as many students as possible. It is believed that this approach will bring efficiencies to group sizes and prevent the duplication of small groups of the same subject across multiple blocks.

| Block P | Block Q | Block R | Block S |
|--|---|---|--|
| <p>A level</p> <p>Maths Geography Photography Drama Ethics Media Studies</p> <p>EPQ</p> | <p>A level</p> <p>Further Maths Biology History Economics Music Film Studies Product Design</p> <p>EPQ</p> | <p>A level</p> <p>Physics Psychology Politics Textiles Business German Computer Science</p> <p>EPQ</p> | <p>A level</p> <p>Chemistry Law English Literature Art French PE</p> <p>EPQ</p> |
| <p>Applied Level 3 courses</p> <p>Food and Nutrition Cambridge Technical Sport (Double)</p> | <p>Applied Level 3 courses</p> <p>IT Health and Social Care</p> | <p>Applied Level 3 courses</p> <p>Dance</p> | <p>Applied Level 3 courses</p> <p>Cambridge Technical Sport (Double)</p> |

Department Grading

- In the September training day staff received a reminder briefing on exactly what the core routines are (and the idea that these are non-negotiable) and what the T&L Toolkit is – the other TLAC techniques that we have covered that can be used when appropriate within the classroom situation.
- The Behaviour curriculum has been launched with staff to ensure a shared understanding of the process and shared ownership by all staff.
- Staff have all received a CPD session on exactly what Intellectual Preparation (IP) and Deliberate Practice (DP) are with some modelling of how they can work together and the aims behind the processes. This will help a slick launch to the departmental work in the Tuesday meeting slot.
- Rosenshine, Tom Bennet, TLAC and Walkthru's will continue to act as the academic basis for our CPD programme into next year.
- In the first year of having visualisers in the Academy, they are now well used in a large number of areas and are making a real difference to modelling and scaffolding within lessons. We will continue to develop our training on their use so that this positive improvement continues. Our ECT programme next year will work closely with the staff so that they understand the benefits and potential of this teaching tool.
- The visit from the Director of Culture and Scholarship identified that core routines are strengthening, but with greater rigor required for some (see below).

Next Steps:

- SLT will be working collegiately to ensure we have a shared understanding of the Supportive Coaching process. This will then be followed by training for Heads of Department and other staff identified who could support in the coaching model of improvement.
- We will ensure a successful launch of the Supportive Coaching process and get some staff involved in the process so that staff will see coaching support as the standard process for improving classroom practice in the academy.
- Our Walkthru programme (building on the coaching model this term) will start in January and will cover one Walkthru per term to allow time for more deliberate practice and greater impact within the classroom. The area of focus is going to be questioning as this has come up from on tour as an area for improvement. The modules to be covered are: Probing questions and process questions.
- Further development of the quality assurance processes that will better inform the senior leadership, using defined metrics, to objectively understand the performance of departments across the headings above.
- Areas identified for greater rigor are threshold/entry/exit routines and means of participation techniques being used more regularly.
- Planning is already taking place for the November training day with a focus of revisiting the T&L toolkit TLAC techniques to help lessons to become more interactive and dynamic with means of participation being a focus.
- Supportive coaching will support identified staff to improve on stated aspects of their routines/pedagogy.

Behaviour and Culture

Implementation of the amended B&C Framework and curriculum:

- SLT gate duty covering both entrances to the academy has ensured a positive and smooth start to the school day. This allows us to triage uniform standards and to welcome students into school in a warm and friendly manner.
- Morning Welcome (MW) – we areas have been designated for each year group. We have also planned exit routes for every year group/form to allow for smoother transition. The focus of MA is on praise, rewards and general notices.
- Behaviour stages data is sent out to SLT/HoY and is a standing item at the SLT and BASI meetings.
- Behaviour escalation system has been adapted to allow for more consistency. Tracking of students who receive multiply reset classrooms, this is shared with pastoral teams and SLT.
- Rewards – golden tickets are awarded every lesson and during recreational times. Teachers are awarding 3 students a house point per lesson. Department house point/sanctions data is being sent to HOD weekly to be analysed and discussed.
- Celebration form time once a week – HOYs use a PowerPoint that focuses on students who have been awarded the most amount of house points each week from every form, attendance and other recognitions such as music, sports.
- Students will be awarded a badge and certificate when they reach a milestone of house points e.g. 50, 75 100 etc. These will be presented to the student during the celebration form time.
- Reset classroom - students follow their timetable and complete work from their lesson. A laptop is provided for each student to use. This room is supervised by SLT to ensure consistency and maintain high expectations and standards of work. The triage room - students complete a form with a member of the pastoral team / reset classroom manager stating why they were sent and discuss what needs to change for them not to be sent again.
- Following student voice, two sets of toilets have been renovated. They are now open plan, which has had an impact on behaviour in these areas.
- September onboarding schedule/plan below. This included assemblies, voiced over PowerPoints and student booklet work. Year 7's had a longer period of onboarding as they were in a day earlier than other year groups, which allowed for more detailed work to take place. This work will be followed up throughout the year via reboots after each holiday, plus the new Behaviour Curriculum.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|--|--------|--------|--------|---------|---------|---------|---------|
|--|--------|--------|--------|---------|---------|---------|---------|

| | | | | | | | |
|------------------------|---|--|--|--|--|---|--|
| Wednesday P1 | 8.30am – Morning Welcome | | | | | 8.30am – 9.00am – Assembly (canteen) | |
| Wednesday P2 | 8.35am – Assembly (Hall) (Praise/rewards, pastoral support, morning welcome) 8.55am – 10.45am –tour of the school, timetable, lockers, practice fire drill) PP: behaviour & expectations | | | | | 9.00am – 10.45am – Signing on & Tutor time activities | |
| Wednesday P3 | Lessons | | | | | Activities led by Bk, Wb, Be | |
| Wednesday P4 | Lessons | | | | | | |
| Wednesday tutor period | Reading | | | | | | |
| Wednesday P5 | Lessons | | | | | | |

| | | | | | | | |
|------------------------------------|--|--|---|---|--|--|--|
| Thursday P1 | 8.30am – Morning Welcome 8.35am – Tutor activities – PP: transitions, habits of attention, silence is golden. | 8.30 – Morning Welcome 8.35am – Tutor activities (PP: behaviour & expectations, timetables, tutor time rota) 9.25am – Assembly (hall) (Praise/reward s, pastoral support, morning welcome) | 8.30 – Morning Welcome 8.35am – Tutor activities (PP: behaviour & expectations, timetables, tutor time rota) 9.10am – Assembly (hall) (Praise/reward s, pastoral support, morning welcome) 9.25am – Tutor activities | 8.30 – Morning Welcome 8.35am – Tutor activities 8.50am – Assembly (hall) (Praise/reward s, pastoral support, morning welcome) 9.05am – Tutor activities (PP: behaviour & expectations, timetables, tutor time rota) | 8.30 – Morning Welcome 8.35am – Assembly (hall) (Praise/reward s, pastoral support, morning welcome) 8.50am – Tutor activities (PP: behaviour & expectations, timetables, tutor time rota) | 8.30 - 9.00am – Form time 9.00 – 9.30am – Assembly (canteen) 9.30am – 9.45am – Form time | 8.30am - Assembly (canteen) 9.00am – tutor activities |
| Thursday P2-5 | Lessons (possible fire drill – TBC) | Lessons (possible fire drill – TBC) | Lessons (possible fire drill – TBC) | Lessons (possible fire drill – TBC) | Lessons (possible fire drill – TBC) | Lessons (possible fire drill – TBC) | Lessons (possible fire drill – TBC) |
| Thursday Tutor time pm | Reading | Tutor activities (Transitions) | Tutor activities (Transitions) | Tutor activities (Transitions) | Tutor activities (Transitions) | | |
| Friday 8:30-8:35 | Morning welcome | Morning welcome | Morning welcome | Morning welcome | Morning welcome | | |
| Friday tutor time 8:35-8:45 | Form tutor reflection on first two days | Tutor activities (habits of attention) | Tutor activities (habits of attention) | Tutor activities (habits of attention) | Tutor activities (habits of attention) | | |
| Friday tutor time pm | Reading | Tutor activities (silence is golden) | Tutor activities (silence is golden) | Tutor activities (silence is golden) | Tutor activities (silence is golden) | | |

Next steps

- Behaviour curriculum to become embedded within tutor time – September 2023. o Booklet and PowerPoints created and shared. Voiced over PowerPoint each week, during timetabled tutor session, follow-up work via student booklet.
- More student voice to be carried out.

Behaviour Data:

- Data is continuing to be analysed each week by SLT, this is sent to the pastoral team (HoY/SSA) who action intervention for students. HoY know their year group and allocated the relevant people to action e.g., student has been issued two detentions in one week, the form tutor would speak to the student and ask if there is anything they can do support and help remove the barriers to this.
- Four-stage approach with students who have received multiple Reset Classroom events. These students are highlighted weekly to the pastoral team and at BASI meetings, following this intervention is put in place to support the student.

Next steps:

- Continue to analyse the data every week and share with pastoral/SLT leaders and measure the impact of the data.
- Data below is monthly, from when we implemented the new behaviour policy (Jan' 2023). We will continue to produce this data on a monthly basis and help it to prioritise areas of need/attention.

| January 2023 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------------------|--------|--------|--------|---------|---------|
| | | | | | |
| House points/ golden tickets | 3259 | 3104 | 3321 | 2489 | 1918 |
| Reminders | 166 | 625 | 619 | 649 | 368 |
| Detentions | 48 | 212 | 304 | 317 | 423 |
| Reset per event (total students) | 5(5) | 29(16) | 74(34) | 63(27) | 79(30) |

| February 2023 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------------------|--------|--------|--------|---------|---------|
| | | | | | |
| House points/ golden tickets | 2629 | 2034 | 2546 | 1425 | 655 |
| Reminders | 125 | 426 | 441 | 411 | 188 |
| Detentions | 47 | 186 | 248 | 305 | 213 |
| Reset per event (total students) | 9(5) | 69(31) | 82(32) | 102(46) | 98(44) |

| March 2023 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------------------|--------|--------|--------|---------|---------|
| | | | | | |
| House points/ golden tickets | 3047 | 3129 | 3224 | 2113 | 1190 |
| Reminders | 258 | 625 | 502 | 456 | 258 |
| Detentions | 99 | 206 | 270 | 421 | 339 |
| Reset per event (total students) | 9(6) | 73(27) | 76(36) | 101(38) | 119(39) |

| April 2023 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|--------|--------|--------|---------|---------|
|------------|--------|--------|--------|---------|---------|

| | | | | | |
|-------------------------------------|------|--------|--------|--------|--------|
| House points/ golden tickets | 1502 | 1282 | 1136 | 649 | 612 |
| Reminders | 86 | 171 | 167 | 156 | 59 |
| Detentions | 25 | 53 | 84 | 91 | 79 |
| Reset per event (total students) | 6(4) | 25(15) | 15(12) | 35(22) | 28(18) |

| | | | | | |
|-------------------------------------|--------|--------|--------|---------|---------|
| May 2023 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| House points/ golden tickets | 2988 | 2734 | 2877 | 1127 | 503 |
| Reminders | 243 | 478 | 321 | 381 | 55 |
| Detentions | 100 | 185 | 257 | 333 | 66 |
| Reset per event (total students) | 32(15) | 51(21) | 58(32) | 76 (34) | 22(13) |

| | | | | | |
|-------------------------------------|---------|---------|---------|---------|---------|
| June 2023 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| House points / golden tickets | 437 | 456 | 393 | 358 | N/A |
| Reminders | 290 | 460 | 340 | 334 | N/A |
| Detentions | 135 | 201 | 243 | 334 | N/A |
| Reset per event (total students) | 13 (11) | 70 (22) | 58 (34) | 92 (38) | N/A |

| | | | | | |
|-------------------------------------|--------|---------|---------|---------|---------|
| 1st - 14th July 2023 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| House points / golden tickets | 686 | 624 | 599 | 327 | N/A |
| Reminders | 52 | 59 | 106 | 163 | N/A |
| Detentions | 36 | 49 | 81 | 127 | N/A |
| Reset per event (total students) | 8 (6) | 20 (16) | 23 (18) | 48 (30) | N/A |

What worked well?

- The use of the different behaviour stage escalations has reduced the number of students reaching a higher sanction
- The reset classroom and triage are providing a calm and secure facility for students
- clear expectations and processes, use of reminder to deescalate
- Attendance at detentions has improved through the use of escalations I.e if students don't attend a 45-minute detention, it escalates to a 90-minute detention the following day. More students have taken responsibility for attending detentions since this was introduced in January 2023 (beginning of new behaviour policy).

What is the climate for learning like within the academy?

- In-lesson behaviour is, overall, very good; however, learning can be mainly passive, and students (from learning walks) do not seem actively engaged in their learning

What plans are in place to tackle any challenges that the data identifies?

- New tariffs around suspensions will ensure better consistency of outcome
- The school is focusing on rewards, and celebrations to move the behaviour culture towards more positive conversations

Suspensions:

Please provide an overview in the table below of suspensions for the last academic year **2022-23**

| | All Students | PP Students | SEND Students | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|-----------------------|--------------|-------------|-----------------|--------|--------|--------|---------|---------|---------|---------|
| Number of Suspensions | 246 | 91 | E 9 K 68 | 13 | 65 | 55 | 34 | 79 | N/A | N/A |
| % Of Cohort | 6.59 | 12.60 | E 13.64 K 10.96 | 1.79 | 6.94 | 7.10 | 6.42 | 10.44 | N/A | N/A |
| Total Days | 384 | 143 | E 16 K 95.5 | 17 | 102 | 74 | 45 | 146 | N/A | N/A |
| Suspension Rate | 0.17 | 0.35 | E 0.41 K 0.30 | 0.05 | 0.23 | 0.18 | 0.11 | 0.27 | N/A | N/A |
| Permanent Exclusions | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | N/A | N/A |

Suspension analysis and commentary:

Please provide a narrative for any periods of high suspensions or trends seen in school.

- There is a crossover in the number of students who are PP and have SEND, resulting in peaks within these combined cohorts which is represented in the data twice
- The year 11 cohort in 2022-2023 was a particularly challenged group, mainly of boys, which highlights the skew towards these groups
- The number and rate of suspensions in the school is very low compared to the Trust and national averages.

Suspension Reduction:

Please provide an updated suspension reduction plan for how you are planning to reduce the number of suspensions within your academy for 2023-24:

- With suspensions already being so low, compared to Trust and national averages, the school's focus for the academic year is to embed the newly introduced Trust advisory tariff for suspensions effectively and ensure that no instances of significant unacceptable behaviour go without an appropriate sanction, which could be a suspension. As such, suspensions for the Academy may actually increase slightly in the initial months of the academic year

Behaviour and Culture Analysis and Next Steps:

- Further develop and embed core routines

- Transitions are improving but still require focus to ensure calm and purposeful movement, adhering to the 'walk on the left' rules

Attendance

Please provide below details of your attendance data for the end of the last academic year.

| | Key Attendance Target for 2022-23 | End of Autumn Term 2022 | End of Spring Term 2023 | End of Academic Year 2023 |
|-----------------------------|-----------------------------------|-------------------------|-------------------------|---------------------------|
| Whole School % | 95% | 92.2% | 91.5% | 91.5% |
| Individual Student % | 96% | N/a | N/a | N/a |
| Pupil Premium % | 90% | 87.4% | 86.3% | 86% |
| SEND % | 90% | 89.6% | 88.4% | 88.5% |
| % of pupils who are PA | 15% | 22.8% | 23.2% | 23.1% |
| % of PP pupils who are PA | 20% | 38% | 40.9% | 42.7% |
| % of SEND pupils who are PA | 23% | 32.8% | 36.3% | 35.5% |

Attendance for Year 11: Class of 2024

| | Key Attendance Target for 2022-23 | End of Autumn Term 2022 | End of Spring Term 2023 | End of Academic Year 2023 |
|-----------------------------|-----------------------------------|-------------------------|-------------------------|---------------------------|
| Whole School % | 95% | 91.7% | 90.9% | 90.9% |
| Individual Student % | 96% | N/a | N/a | N/a |
| Pupil Premium % | 90% | 85.9% | 85.3% | 85.3% |
| SEND % | 90% | 89.5% | 88% | 88% |
| % of pupils who are PA | 15% | 24.5% | 26.3% | 26.3% |
| % of PP pupils who are PA | 20% | 43.1% | 44.3% | 44.3% |
| % of SEND pupils who are PA | 23% | 32.7% | 42.3% | 42.3% |

Alternative Provision (AP) Attendance 2022/23

| Year Group | Number of Students | Overall Attendance % |
|------------|--------------------|----------------------|
| 8 | 3 | 39.21% |
| 9 | 6 | 81.11% |
| 10 | 3 | 87.10% |
| 11 | 21 | 59.98% |

Elective Home Education (EHE) 2022/23

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|----------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| EHE Autumn Term 2022 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 4 |
| EHE Spring Term 2023 | 0 | 0 | 6 | 0 | 1 | 0 | 0 | 7 |
| EHE Summer term 2023 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| EHE 2022-23 | 1 | 2 | 6 | 2 | 1 | 0 | 0 | 12 |

National comparison

The following table, taken from FFT Aspire Attendance tracker gives an estimate of what the national picture will look like for the 2022/2023 academic year. Please note that the school figures and those in FFT Aspire may show a slight difference due to updates in our MIS not being reflected fully in FFT. The FFT Aspire roughly covers 80% of all secondary schools.



Attendance Next Steps:

Whole School Action plan for 2023/24

Recent years have witnessed a decline in school attendance across the Astrea Secondary Academies. We remain committed to encouraging regular school attendance and providing our student cohort with the greatest opportunity to achieve positive academic attainment and improved Post 16 choice.

In order to provide this, we need to have a whole school approach to student attendance, and this is how it will be achieved. This is a working document and will be adapted in response to emerging trends.

As the plan is a live document, the Outcome column will be completed over time once we know the impact of each action.

| Area of focus | Action | Who | Outcome |
|--|---|------------------------|---------|
| Raise the profile of attendance within the school so that it | Publish a piece of positive attendance news on the school newsletter each week and on school social media platforms | Attendance Manager/HOY | |

| | | | |
|--|--|-----------------------------------|--|
| becomes 'Everyones responsibility' in line with the new DfE guidelines | Review of attendance page on school website. Production of half termly newsletters focused on attendance and challenges students/parents face | Attendance Manager/AP | |
| | Provide LGC with meaningful attendance data and analysis that is clear and easily understood. The reasons behind the percentages | Attendance Manager | |
| | Daily attendance data is shared with HOY / SLT and SSAs | Attendance Manager | |
| | Weekly student attendance catch up in tutor time | Form tutors | |
| | Attendance displays are installed throughout the school site and regularly updated | Attendance Manager | |
| 2023/24 strategy | HOYs improve communication and promotion of attendance to their year groups | HOYs | |
| | SSA's meet on a weekly basis with the Attendance Manager to discuss and identify attendance trends and possible red flag students | SSA/Attendance Manager | |
| | HOY, SSA's and Attendance Manager review previous year attendance and agree strategies for individual students | HOY, SSA's and Attendance Manager | |
| | Attendance Policy and Procedures is shared with all families at the beginning of the academic year. | Attendance Manager | |
| Areas of focus : Pupil Premium | Individual action plan and incentives for PP students to be agreed with SLT lead for PP | Attendance Manager / SLT Lead | |
| | Reduce the number of PA students within the PP student cohort | SLT PP Lead | |
| Area of focus : SEND | Individual action plan and incentives for SEND students to be agreed with the SLT lead for SEND | Attendance Manager / SLT Lead | |
| | Reduce the number of PA students within the SEND student Cohort | SLT SEND Lead | |
| Ensure that Attendance is high profile and impacting on students | Celebration assemblies to include focus on improved attendance not limiting to 100% | HOY / Attendance Manager | |

| | | | |
|---|--|---------------------------------|--|
| | Introduction of whole staff CPD focusing on attendance | SLT lead for Attendance | |
| | Attendance focused collective tutor group competitions. Small but regular prizes | Attendance Manager | |
| | Reintroduction of FA Cup for the last 2 weeks of each half term to encourage attendance | Attendance Manager | |
| | Golden tickets issued on a weekly basis to students with 100% attendance | Attendance Manager | |
| | Attendance Ambassadors represented from each year group. Not limited to 100% attenders, to obtain student voice around attendance. Group to meet on weekly basis and discuss issues and ideas. | Attendance Manager and SSAs | |
| Tracking and sharing of Attendance Data | Weekly meetings with SSAs and leads for PP, SEND and AP | Attendance Manager and SSAs | |
| | Regular promotion of importance of completing regular and accurate registers | SLT | |
| | Participation in Trust Attendance Networking Meeting | Attendance Manager | |
| | Completion and submission of Trust Attendance Tracker | Attendance Manager | |
| Reduce the number of PA students | Using the attendance tracker ensure those students at risk of falling into PA are identified and early interventions are put into place | SSA/HOY/Attendance Manager | |
| | Introduction of late gate with appropriate sanctions being given and attendance letters sent home to parents | Attendance Manager | |
| | BASI meetings take place on a weekly basis | Pastoral Team and SLT | |
| Improvement of safeguarding around attendance processes | Weekly meetings take place between Attendance Manager and SLT link | Attendance Manager and SLT | |
| | Registers are taken promptly and accurately. Any missing registers or inaccuracies are recorded and provided to SLT on a weekly basis | All school / Attendance Manager | |
| | Daily telephone calls are made home for those students with no reason for absence recorded. | SSA/Attendance Team | |

| | | | |
|--|---|--------------------|--|
| | Reduce the number of students truanting off site during the school day | All school | |
| | Truancy alerts are placed on students likely to truant during the school day. | Attendance Manager | |

Year 11 Action plan for 2023/24

What follows is the St Ivo Academy's action plan towards continued attendance improvement for our Year 11 student cohort. Historically year 11 have witnessed a decline in school attendance. We remain committed to encouraging regular school attendance and providing our year 11 student cohort with the greatest opportunity to achieve positive academic attainment and improved Post 16 choice. This is a working document and will be adapted in response to emerging trends.

As the plan is a live document, the Outcome column will be completed over time once we know the impact of each action.

| Area of focus | Action | Who | Outcome |
|---|---|-----------------------------------|---------|
| Raise the profile of attendance within Year 11 | Weekly student attendance catch up in tutor time | Form tutors | |
| | HOY improves communication and promotion of attendance to their Tutor Group | HOY | |
| | SSA's meet on a weekly basis with the Attendance Manager to discuss and identify attendance trends and possible red flag students | SSA/Attendance Manager | |
| | HOY, SSA's and Attendance Manager review previous year attendance and agree strategies for individual students | HOY, SSA's and Attendance Manager | |
| Improvement of overall Year 11 attendance | Early Intervention by using the attendance tracker ensure those students at risk of falling into PA are identified and early interventions are put into place | SSA/HOY/Attendance Manager | |
| | Celebration assemblies to include focus on improved attendance not limiting to 100% | HOY / Attendance Manager | |
| | Attendance focused collective tutor group competitions. Small but regular prizes | PD Lead | |
| | Registers are taken promptly and accurately. Any missing registers or inaccuracies are recorded and provided to SLT on a weekly basis | SLT Attendance Lead | |
| | Golden tickets and behaviour points issued on a weekly basis to students with 100% and or improved attendance | Attendance Manager | |
| Improvement of Punctuality | Introduction of late gate with appropriate sanctions being given and attendance letters sent home to parents | Attendance Manager/SSA | |
| Reduce internal and external truancy | Alerts are placed on regular truants and appropriate sanctions are put in place | Whole school approach | |

| | | | |
|--|---|-------------------------------|--|
| Improve the attendance within the | Individual action plan and incentives for PP students to be agreed with SLT lead for PP | Attendance Manager / SLT Lead | |
| PP student cohort of Year 11 | Reduce the number of PA students within the PP student cohort | SLT PP lead | |
| Improve the attendance within the SEN student cohort of Year 11 | Individual action plan and incentives for SEND students to be agreed with the SLT lead for SEND | Attendance Manager / SLT Lead | |
| | Reduce the number of PA students within the SEND student Cohort | SLT SEND Lead | |
| Reduce the number of PA students | Daily telephone calls are made home for those students with no reason for absence recorded. | SSA | |
| | Reduce the number of students truanting off site during the school day | All school | |
| | Truancy alerts are placed on students likely to truant during the school day. | Attendance Manager | |






AIP Priorities for 2023-24

Academy Improvement Plan for 2023-24

The following outline priorities were shared with staff on the first training day:

- Improve overall outcomes for Year 11 students in all subjects (TP1)
- Improve overall outcomes for Sixth Form students in all subjects (TP1)
- Improve attendance and lower persistent absence for all students (~TP1)
- Ensure that recent changes are embedded and rigorously implemented (TP2-6)
- Develop the 'togetherness' of the whole staff body
- For the school to receive the Ofsted recognition it deserves (TP1-6)

The references to TP1-6 are the Trust Priorities (TP) as outlined in the following table:

| 2022-23 Priorities | | Revised Priorities 2023-24 |
|---|---|---|
| Priority 1: SEF/ADP, Ofsted Readiness and Raising Attainment 2023 |  | Priority 1: Relentless focus by all on raising achievement, particularly within Year 11 |
| Priority 2: The Astrea Way: Vision and Clarity for all |  | Priority 2: The Astrea Way <ul style="list-style-type: none"> • Embedding a scholarly culture of excellence • Investing in our people |
| Priority 3: Behaviour, Culture and PD |  | Priority 3: Behaviour, Culture and PD <ul style="list-style-type: none"> • Attendance • Out of lesson behaviour (corridors, transitions) • Behaviour Curriculum • Respectful and Tolerant schools |
| Priority 4: Curriculum 2022-23 |  | Priority 4: Ensuring an ambitious curriculum offer, supported by the effective use of assessment |
| Priority 5: T&L: Curriculum Implementation |  | Priority 5: T&L: Curriculum Implementation <ul style="list-style-type: none"> • Means of participation • Booklets • Fluency |
| Priority 6: Reading and Disciplinary Literacy |  | Priority 6: Reading and Disciplinary Literacy |

Summary – Key Areas for Improvement

Directly under each key area, you will find the senior leader with overall responsibility and the Astrea Frameworks that support that area. If an assistant principal is responsible for the delivery of a framework, it has been shown in [brackets]. Frameworks that are not finalised are shown in italics.

| QUALITY OF EDUCATION | BEHAVIOUR AND ATTITUDES | PERSONAL DEVELOPMENT | LEADERSHIP AND MANAGEMENT | SIXTH FORM |
|---|--|--|--|--|
| Mike Craig | Ben Daly | Clare Sherwood | Tony Meneagh | Clare Sherwood |
| <ul style="list-style-type: none"> Interim KS3 Curriculum Expectations Curriculum Model Expectations [Teaching and Learning] [Teacher grading] [Every minute matters] Expectation Variance [Fluency] [Booklets] [Intellectual Preparation] [Year 11 Raising Standards] [Astrea Reads] [Responsive teaching] | <ul style="list-style-type: none"> Behaviour and culture Corridors Suspension reduction Uniform and appearance Morning welcome line-ups [Attendance] | <ul style="list-style-type: none"> <i>Culture and scholarship</i> | <ul style="list-style-type: none"> SLT Manifesto Managing short term absence Advert design [Line management] Staff dress code [Signage and environment] <i>Workload charter</i> | <ul style="list-style-type: none"> <i>Sixth form strategy</i> |
| QE1 Fully embed core routines to support effective classroom practice and wider school culture | BA1 Introduction of the behaviour curriculum to codify what desirable behaviour looks like and create a culture of exceptionally good behaviour and positive relationships founded on respect. Including behaviour at break and lunch. | PD1 To ensure high quality delivery of taught PD across all year groups, through the implementation of the core curriculum from Sept with timetabled lessons in place and booklet resources. | LM1 Review SLT roles and responsibilities to ensure effective strategic leadership of key areas in light of new leadership appointments. All members of SLT are seen as being highly credible and effective leaders and role models, leading from the front and being highly visible at all times. | SF1 Develop and implement a clear strategic plan for Sixth Form and fully embed the values/vision to raise expectations and standards further. |
| QE2 Ongoing curriculum development, including movement towards booklet-based learning and embedding of the fluency framework. | BA2 Continued focus on promotion of rewards and recognition. Promotion of TLAC and WalkThrus CPD to | PD2 Build more opportunities for student and parent voice so they can articulate and respond to their child's progression in | LM2 Senior and Middle leaders must communicate clear expectations and ensure robust monitoring of standards at all levels, | SF2 Review the quality of teaching for Sixth Form including use of assessment and homework |

| | | | | |
|--|--|---|---|--|
| Update and publish all curriculum maps and knowledge organisers. (See also SF2) | support behaviour and positive culture (Warm/Strict, Least Invasive Intervention, 100% RADAR ect) | personal development, ensuring that families understand the curriculum. | ensuring the academy and the Trust's vision and values sit at the heart of all improvement work. | |
| QE3 Strengthening of QA systems to underpin consistent high quality offers of curriculum, and teaching and learning experiences. | BA3 Enhance tracking and monitoring systems further ensuring timely intervention and support are put in place | PD3 Enhance student leadership opportunities and further the work and number of events undertaken by the student council | LM3 SLT to fully establish an open-door culture for ongoing quality assurance drop ins: frequent 'low stakes' drop ins/Learning Walks with feedback loops to drive continuous improvement (alongside, using support plans and capability procedures). | SF3 Ensure high levels of attainment and progress for all students in Year 13 underachievement is effectively identified and needs addressed. |
| QE4 Strengthen the Raising Standards frameworks to ensure a more effective process involving predictions, targets, data drops, analysis, RAG, and interventions. Underachievement is effectively identified, and needs addressed with timely intervention and support. Develop a range of raising attainment intervention programmes, including P6, for Y11 and Y13. | BA4 Develop an effective and codified tutor programme for morning form time. Develop a tutor time handbook for clarity and consistency and undertake QA / monitoring of the quality of tutoring sessions to ensure greater consistency of experience for pupils. | PD4 Enhance extracurricular and enrichment opportunities for all pupils. Remove potential barriers to participation. Undertake student voice on clubs and enrichment. | LM4 Undertake ongoing, regular surveys and engagement strategies with stakeholders (staff, students, parents, LGC) to understand perceptions and harness feedback for improvement. | SF4 Develop a robust PD curriculum in Years 12 and 13 that responds to the needs of the year groups and provides a coherent and wellresourced CEIAG programme. Responds to key age-appropriate issues or trends and context identified |

| | | | | |
|---|---|---|---|--|
| QE5 Implement a dedicated whole School Reading tutorial for KS3 through restructuring the school day, and implementation of the Astrea Reads Framework. Provide relevant CPD and training to equip staff with the knowledge and expertise to deliver this effectively. Introduction of Sparx reader for English HW. | BA5 Develop the suspension reduction plan focused on knowing the individuals and trends in behaviour and ensure timely and appropriate support is in place | PD5 Embed the Respect Campaign to promote tolerance and respect further. | LM5 Enhance the strategic oversight of attendance and have a clear action plan to drive and monitor improvements. | |
| QE6 Develop and raise the profile of SEND within the school to embed strategies to meet the needs of our SEN pupils through a whole school approach to Quality First Teaching. Ensure high quality training and CPD is provided to all staff. | BA6 Develop a whole school attendance strategy with a particular focus on key groups (SEND, PP, Y11 and PAs). Develop a programme of regular promotion of good attendance, rewards and incentives. Provide whole school training to develop a coherent whole-school approach. | PD6 Promote Diversity and Inclusion opportunities through student leadership, clubs and enrichment, wholeschool assemblies and wider messaging. Promote the school community through artwork and photographs. | LM6 Enhance the strategic oversight and focus of the Pupil Premium so that the attainment gap improves between pupil premium and non-pupil premium students. | |
| QE7 Develop teaching approaches via the launch of the teaching and learning toolkit and associated CPD | BA7 Continue to improve transitions between lessons by full implementation of the corridor framework | | LM7 Continue to improve communication and engagement with the wider school community, through school tours, listening sessions, weekly newsletter | |
| | | | LM8 Plan and undertake a LGC visit day to showcase current changes and enhance strategic oversight / governance. | |
| | | | LM9 Analyse and respond to the Parent Survey with clear 'You said, we did' feedback promoting what is working well and areas for improvement. Use this to benchmark future surveys. | |

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|--|--|--|--|--|
| | | | LM10 Develop a comprehensive model and framework for QA activities linked to the school calendar to form the basis of line management / curricular conversations | |
|--|--|--|--|--|

Pupil Premium Planning and Update

Pupil Premium Plan Review of 2022-2023

RAG Summary (full details below)

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

Assessment by St Ivo Academy for 2022-2023:

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

Target - Raise PP achievement

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

Key outcomes:

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

Target - Improve PP attendance

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

Key outcome:

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

Target - Improved inclusion and well-being support

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

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

New Pupil Premium Plan for 2023-2024

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

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

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

Intended outcomes

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

| Intended outcome | Success criteria |
|---|--|
| <p>Close the gaps in PP core knowledge, understanding and skills by implementing consistently good 'Quality First Teaching' (QFT) based on new school-wide principles (influenced by Trust direction, school themes, and published research e.g. EEF, Lemov ('Teach Like a Champion'), Rosenshine, Sherrington (WALKTHRU), Wiliam, Christodoulou.</p> <p>No gap in the standard of books/folders, and completion of classwork and homework, between PP and non-PP.</p> <p><i>1 year priority focus to embed, but ongoing.</i></p> | <p>The impact of QFT will be observable in the quality of class learning and homework. Learning walks and observations will be recorded and analysed on a central spreadsheet, looking at the consistency of 'Do Now' entry tasks, learning intentions and success criteria; effective questioning and reviews; whole class and personalised feedback (to challenge errors and misconceptions) and student responses / redrafting; knowledge-rich content; retrieval practice; sequencing; modelling; reading and writing opportunities in class and tutor time.</p> <p>Looking frequently at the standard of w and responses to feedback (personalised / whole class) in PP books/folders, with some comparison to non-PP. e.g., during work scrutiny systems in the school calendar.</p> |

| | |
|--|---|
| <p>Improving literacy for fluent reading, writing and expansion of vocabulary: students across all year groups show improving confidence, and ability. Gaps below age-related expectations for all students (both PP and non-PP), will be diminished in order to enhance access to curriculum learning.</p> <p><i>2-year priority focus to embed, then ongoing.</i></p> | <p>Y6 into Y7 transition: Students (including PP) who have been identified during entry to Y7 as being below age-related expectations will have received early bespoke academic support to enable them to access the full curriculum depth. Entry and exit data will be recorded.</p> <p>To strengthen the students, accelerated reader become further embedded to help improve reading for progress and pleasure.</p> <p>In addition, all students are experiencing frequent practice in reading and sometimes at length e.g., Form tutor time 2-3 mornings per week; lessons in book-based subjects include reading of 400-800 words per lesson.</p> <p>NGRTs (Y7, Y8, Y9) are analysed and followed by targeted intervention led by a newly appointed teacher of reading, and the reading strategy is a designated SLT role.</p> |
| <ul style="list-style-type: none"> English: PP and all students are to meet or exceed expected progress in English compared to national data. The outcomes progress gap between PP and non-PP in English is to be diminished or closed. Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%. <p><i>3-year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p> | <p>English/literacy interventions Y7,8,9</p> <p>Targeted Y10/11 English intervention through some English overstaffing to ensure capacity. Each intervention will comprise 6week blocks with entry and exit data to assess impact.</p> <p>Y11 English targeted intervention through Just in Time revision sessions.</p> |
| <p>Maths: PP and all students are to meet or exceed expected progress in maths compared to national data. The outcomes gap between PP and non-PP in maths is to be diminished or closed.</p> <p>Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%.</p> <p><i>3-year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p> | <p>Additional numeracy/Maths support by KS3 and KS4 TLR holders.</p> <p>Targeted Y10/11 Maths intervention through some English overstaffing to ensure capacity. Each intervention will comprise 6week blocks with entry and exit data to assess impact.</p> <p>Y11 Maths targeted intervention through Just in Time revision sessions.</p> |
| <p>Resources barrier (book-based, digital) will have been overcome and so remove disadvantage through inconsistent access to learning, and hence inhibited progress in homework and revision.</p> <p><i>Ongoing part of the 3-year strategy</i></p> | <p>Provided high quality textbooks and revision resources for PP students. Embed and track digital resources (e.g., Sparx Maths, Sparx Reader, Hegarty Maths, Corrective Maths) to enhance blended 'home/school' learning and enable analysis of attainment with tailored feedback.</p> |
| <p>PP attendance: continue ensuring school PP attendance is above national PP attendance, but also seek to diminish the in-school PP/non-PP gap by reducing Persistent Absence of PP.</p> <p><i>1 year priority, then aim higher in each year.</i></p> | <p>Persistent absence of PP to be reduced, preferably yearly over 3 years (PA is defined nationally as below 90%).</p> |

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

Marketing for 2023-24

Open Events for Year 7 2024

Provide details regarding your marketing plan and strategy for Year 7 2023-24. Include details of:

- **Open Day / Evening Plans:** 6.00pm - 8.30pm, Thursday 28 September 2023
- **Open Week/similar Open events:** All parents and carers have been invited in to see the school in action each week via the newsletter.
- **Publicity:** Facebook adverts and event are live, letter send to all partner primary schools and offered to all of catchment primary schools
- **Prospectus:** Available on the school website

Open Events for Year 12 2024 (if relevant to your academy)

Provide details regarding your marketing plan and strategy for Year 12 2023-24. Include details of:

- **Open Evening Plans:** 6.00pm - 8.30pm, Thursday 5 October 2023
- **Open Week/similar Open events:** All parents and carers have been invited in to see the school in action each week via the newsletter.
- **Publicity:** Facebook adverts and event are live; highlighted again during the Year 11 Information Evening on Thursday 21 September 2023
- **Prospectus:** The sixth form prospectus is currently being updated ready for printing on Wednesday 20/09/2023
- Any other plans:

Other Marketing Activities:

Provide details of other marketing and publicity activities to promote the school effectively. These may include:

- **Website:** This will need a review to make information easier to find with a more logical structure. For example, it is very difficult to find the newsletters
- **Newsletters:** We are continuing with the school's weekly newsletter

- **Social media:** <https://www.facebook.com/StlvoAcademy/>
- **School tours:** Offered in both newsletters this term, no take-up yet
- **Videos:** <https://www.youtube.com/channel/UCChnZM7Zt7K8-268izOOTNg>
- **Myth busters:** First video had a polarising effect, but those who objected to the video have all been invited in to talk with me personally

An in-depth communications plan for the half term has been constructed with Amy Leonard, the Trust's public relations lead.

Next Steps:

What are your next steps to improve further the quality of your marketing activities and materials?

- Update the website (as this is the first place most parents/ carers look for information)
- Build on the video work as alternative formats of presenting information can get a wider audience, including students who do not normally read newsletters
- Review the newsletter format to make it more accessible and interesting for a wider range of readers

Astrea Reads

Please provide an update on how the Astrea Reads strategy has been launched and implemented in your school.

STRAND 1: Astrea Reads Aloud

Overview of the texts

The following table outlines the texts that students will cover over the course of the academic year. It is envisaged that each book will take approximately a half term to complete, hence the six rows.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--|--|---|--|---|
| The Hobbit JRR Tolkien | The Giver Lois Lowry | The Boxer Nikesh Shukla | The Time Machine H.G. Wells | Never Let Me Go Kazuo Ishiguro |
| The Boy in the Tower Polly Ho-Yen | The Hunger Games Suzanne Collins | The Lord of the Flies William Golding | I know why the Caged Bird Sings Maya Angelou | To Kill a Mockingbird Harper Lee |
| Wonder R.J. Palacio | I am Malala Malala Yousafzai | Noughts and Crosses Malorie Blackman | Life of Pi Yann Martel | The Beekeeper of Aleppo Christy Lefteri |
| My Sister Lives on the Mantlepiece Annabel Pitcher | Great Expectations Charles Dickens | Outsiders S.E. Hinton | Fahrenheit 451 Ray Bradbury | The Great Gatsby F. Scott Fitzgerald |
| Alice's Adventures in Wonderland Lewis Carroll | The Northern Lights Philip Pullman | Pride and Prejudice Jane Austen | Mythos Stephen Fry | The Midnight Library Matt Haig |
| The Boy at the Back of the Class Onjali Q. Rauf | Chinglish Sue Cheung | The Book Thief Markus Zusak | The Tenant of Wildfell Hall Anne Bronte | |

Please be aware that we are reviewing our Year 11 tutorial programme, and that this may switch to a intervention-based programme from after October half term 2023.

Staff training and scholar onboarding

St Ivo Academy has had a reading programme included in its tutorial sessions for two years, however, the Astrea Reading Programme takes this to the next level in implementation and ensuring all students engage with the programme.

From September 2023 all students in years 7 – 11 will have a 30-minute daily reading session with their form tutor. The programme was launched to students during their first assembly and during their first tutorial session. This is designed to give students exposure to a wide range of novels from different genres and also to give students the opportunity to read books that they would not have read on their own.

Studies show that regularly reading along with an expert reader has a positive impact on reading fluency. Tutor time reading will also introduce our students to new words and extend their vocabulary.

Tutors will read one book each half term with their form meaning that by the end of the year all students will have read six extra novels. By the end of Year 9 St Ivo students will have read 18 additional novels to those that they would have encountered in English lessons or their own independent reading.

One member of the senior leadership has been released from lunchtime duties so that they are available to circulate between tutor groups and quality assure the implementation of the programme.

STRAND 2: Reading Intervention

Please provide an overview of how you are implementing the Fresh Start reading intervention programme fully into your academy from September.

We have a dedicated Teacher of Reading – Susan Dobos – employed on 0.6 contract. In line with Academy policy, NGRT tests are undertaken in KS3 x3 per year. The results are analysed for any students presenting with a chronological reading age of under 9.5 years. In addition, mean SAS scores are taken into account by SD where necessary, to triangulate the data further. SD carries out all Fresh Start assessments on students from this analysis (previous model of 3 staff assessing resulted in inconsistencies). If students require FS reading intervention, then this is scheduled. Early modules require 1-2-1 support for 25 minutes sessions 3 times per week. Later modules can have students grouped into up to 4 providing they are on the same ‘challenge point’ in the programme. Withdrawal from lessons is carefully planned to avoid hitting the same lesson or practical subjects where a 25 minute withdrawal would be detrimental to the entire lesson. We have one TA who is able to offer 3 sessions of FS per week – she is currently working with one small group to allow her time to familiarise herself with the FS approach and materials. Students with the greatest need are scheduled to receive FS intervention as a priority. In addition, SD has been asked to trial a further intervention, Fix It Reading by the National Lead for English. (This is to examine comprehension of words/text as a follow on from FS which focuses primarily on fluency). Progress on FS is tracked via FS assessments (tracker completed on FS Portal) and on Bromcom as instructed and also via NGRT scores. At time of writing SD is assessing the new Year 7 intake for FS so final numbers for the programme will be available shortly.

FS has been running at St Ivo Academy since November 2021. FS Progress Meetings (actions available) show that the programme is well embedded here.

STRAND 3: Reading in the Curriculum

As of the start of this academic year, the English department introduced Sparx Reader, a homework software that we are using with KS3 pupils. Around 83% of our KS3 pupils have now completed their Sparx Reader test in their English lessons, and are able to start earning Sparx points.

Pupils earn Sparx points by reading a book of their choice from a selection given to them based on their reading age, and answering questions provided by the website. This allows teachers to monitor pupils' reading, provide support for those struggling, and offer further challenge to those excelling, particularly in lesson.

Sparx Reader will be an effective way of students improving their reading comprehension, vocabulary, and spelling knowledge, as well as embedding regular reading routines and a love of reading for pupils.

This week (week beginning 25/09/2023), the St Ivo Academy is at the top of the Sparx Reader leaderboard for Astrea Academies, and 13th across the Sparx Reader population of 178 secondary academies.

HR, Operations and Site Update

A number of new staff have joined us and made a good start at St Ivo. These include Emma Egginton and Alex Izycky as Assistant Principals, Kaaren Tweed and Phil Wang (history ECTs), Zoe Weaver (Teach First English), Grace Jackson (Teach First History), Angela Hill (English) and Joanne Emmins (Pastoral Support Officer).

Leavers:

Christopher Havard, Head of PE

Melanie Darnell (Teach First Food)

Mark Jordan (Assistant Site Officer)

We are advertising for a new Vice Principal, an Assistant Principal and six Lead Practitioner roles (English, Maths, Science, Languages, History, Geography). These positions are designed to add capacity to leadership in the school.

In the area of staff attendance, we have had a few staff need to take time off with Covid-19 so far this term. We also have two staff on compassionate leave.

A major piece of site work carried out over the summer was to open out both N block and craft block student toilets, include demolition of internal walls and installation of floor to ceiling cubicles. This work has already led to a marked improvement in ease of supervision. Various areas of the site have also been painted, and compliance updates carried out. Skylights in the Leys roof, which have been leaking for a number of years, have been removed. Classroom checks have been carried out to ensure front walls are clear of items that may cause distraction. Staff have completed DSE self-assessments, with remedials identified currently being costed.

Number on Roll Update & Projections for September 2023

Current Number of students on roll (NOR)

PAN: 296

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total NOR |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 4 September 2023 | 289 | 271 | 273 | 282 | 284 | 108 | 123 | 1630 |
| July 2023 | 273 | 277 | 283 | 285 | 107 | 125 | 0 | 1350 |
| January 2023 | 269 | 278 | 287 | 282 | 295 | 131 | 138 | 1680 |
| October 22 Census | 268 | 276 | 288 | 277 | 294 | 127 | 140 | 1670 |
| 1 September 22 | 268 | 279 | 289 | 280 | 294 | 121 | 142 | 1673 |
| 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 in autumn term 2022 | 2 | 7 | 13 | 7 | 1 | 0 | 3 | 33 |
| Leavers in spring term 2023 | 4 | 2 | 9 | 1 | 2 | 3 | 0 | 21 |
| Leavers in summer term to date 2023 | 3 | 6 | 6 | 4 | 187 | 3 | 138 | 347 |
| Total number of Leavers 2022-23 | 9 | 15 | 28 | 12 | 190 | 6 | 141 | 401 |
| Joiners in autumn term 2022 | 270 | 5 | 7 | 6 | 2 | 3 | 0 | 293 |
| Joiners in spring term 2023 | 5 | 4 | 5 | 2 | 0 | 0 | 0 | 16 |
| Joiners in summer term 2023 | 5 | 2 | 8 | 4 | 0 | 0 | 0 | 19 |
| Total number of Joiners end of year 2022-23 | 280 | 11 | 20 | 12 | 2 | 3 | 0 | 328 |

Elective Home Education

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|--------------------------------|----------|----------|----------|----------|----------|----------|----------|-----------|
| EHE 2021-22 | 3 | 8 | 4 | 2 | 2 | 0 | 0 | 19 |
| EHE Autumn term 2022 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 4 |
| EHE Spring term 2023 | 0 | 0 | 6 | 0 | 1 | 0 | 0 | 7 |
| EHE Summer term 2023 to date | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| EHE end of year 2022-23 | 1 | 2 | 6 | 1 | 1 | 0 | 0 | 12 |

Any Other Academy Matters

Verbal confidential updates on the following points will be provided in the meeting:

- Ongoing negotiations with the unions
- Ongoing engagement with parents/ carers and the Parent Forum