



ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 9 October 2024 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

Membership: Philip Speer (Chair), Claire Burke, Matt Carnaby, Tony Meneagh, Paul Mumford, Jane Panter; Tomas Thurogood-Hyde, Clare Webster; Heather Wood.

Clerk: Melanie Basson

In Attendance: Mike Craig (Vice Principal), Ben Daly (Vice Principal), Jo Myhill-Johnson (Regional Director), Clare Sherwood (Vice Principal), Dave Varey (Assistant Principal); Laura Brasher (training session only)

Prior to this meeting, Members to attend an annual safeguarding training session from Laura Brasher (St Ivo DSL).

Minute Reference	Summary of action required	Responsible	Status
19 th June 2024 Item 2.1	To invite the PAC's membership's view on publishing their names and the year group of their child or children.	Mr Meneagh	
19 th June 2024 Item 7.1	To consider and approach relevant contacts with a view to supporting recruitment of the new community member.	All	
19 th June 2024 Item 9.1	To provide Mr Meneagh with further inputs on examples of reading inputs in primary.	Ms Burke	

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Oral item - Clerk
2	5 mins	Introductions and apologies	Oral item – Chair
3	5 mins	Minutes of last meeting, matters arising and actions – 19 June 2024	Papers (pp3-9) - Chair
4	5 mins	Declarations of interests	Oral item – Chair
5	40 mins	Principal's report <ul style="list-style-type: none"> Principal's highlights from the report; focus on attendance, behaviour and rewards Committee questions on report; report circulated in advance of the meeting. Questions may be provided in advance to the Clerk to ensure additional information can be made available for the meeting if required 	Papers (attached separately) - with oral contributions from leads – Principal
6	5 mins	PAC update	Oral item – Chair

7	10 mins	Chair's update	Oral item - Chair
8	2 mins	Confirmation of LGC meeting dates 2024-25: Wednesday 9 October 2024 Wednesday 4 December 2024 Wednesday 26 March 2025 Wednesday 2 July 2025 RD visit - TBC	Oral item - Chair
9	2 mins	Governor training	Oral item - Chair
10	2 mins	Date of next meeting: 4 December 2024	Oral item - Chair
11	2 mins	Another other business <ul style="list-style-type: none"> Governor support for panels - Clerk 	Oral item - Chair



MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING
WEDNESDAY 19TH JUNE 2024, 3:30PM
ROOM 2, MAIN BLOCK

Members Present: Mr Philip Speer (Chair), Heather Wood, Claire Burke, Paul Mumford,
Tomas Thurogood-Hyde, Tony Meneagh (Principal), Clare Webster

In Attendance: Mike Craig (Vice Principal), Ben Daly (Vice Principal), Clare Sherwood (Vice Principal),
Dave Varey (Assistant Principal)

Apologies received: Mr Carnaby, Ms Panter, Mrs Myhill-Johnson, Mrs Basson (Clerk)

Acting Clerk: Tomas Thurogood-Hyde (Assistant CEO)

ITEM	
1.0	Introductions and Apologies
1.1	Apologies were received from Mr Carnaby and Ms Panter. Mrs Myhill-Johnson also gave apologies. Noting Mrs Basson's absence, Mr Thurogood-Hyde agreed to act as clerk to the meeting.
2.0	Minutes of the last meeting, matters arising and actions – 1st May 2024
2.1	The minutes of the meeting 1st May 2024 were approved, subject to clarifying the appointments agreed to the PAC in the confidential minutes. Discussion ensued on whether or not PAC membership should be published, with a presumption that it should be. Action: <u>The LGC asked Mr Meneagh to invite the PAC's membership's view on publishing their names and the year group of their child or children, believing that transparency of membership was important.</u>
3.0	Declarations of interest
3.1	No declarations were made in addition to the published register.
4.0	Ofsted Report and Feedback
4.1	Welcoming the outcome and praising school staff for their achievement, the Chair invited feedback from Ms Wood, who summarised the following: <ul style="list-style-type: none"> • The thoroughness of the inspection had been clear. • Reference had been made to the higher number of staff in the school, but inspectors were satisfied that they were undertaking appropriate duties and not improperly affecting the inspection. Mr Meneagh

	<p>added that Trust colleagues joined meetings in order to support staff, which he judged to be an important wellbeing consideration.</p> <ul style="list-style-type: none"> • There was very positive feedback about younger cohorts and their experience of the school. • There was acknowledged to be a well-thought-out personal development curriculum, responsive to emerging needs. Careers was well-planned, with better identification of opportunities being an area for development. The equity of opportunity in enrichment activities could also be improved. • There had been a positive review of sixth form and of leadership and management. Ms Sherwood added that the organisation of work folders in the sixth form was identified as needing improvement and described actions undertaken to address this since the inspection; this will include half-termly reviews. • Passivity in learning in the main school was identified as something that could be improved. • In relation to SEND, the report recommended better planning for implementation of strategies in classrooms, whilst being highly complimentary about the leadership of SEND and the work of specialist staff. • Ms Wood concluded by describing the feedback meeting and the evident emotion, passion and commitment from staff. <p>The committee went on to raise the following points:</p> <ul style="list-style-type: none"> • Ms Webster spoke about the positive response from staff on the day the report was published. Mr Meneagh confirmed this had been his observation as well, with staff having been proud of their performance during the inspection. • Mr Daly confirmed that students were selected by inspectors, not school staff. <u>The committee agreed that misconceptions about this should be addressed however possible.</u> • Recognising that the fact of an inspection produces a performance effect, the committee discussed the best way to communicate reassuringly with parents. Leaders acknowledged that staff would have ‘put their best foot forward’ during the inspection and Mr Daly stated that this should be the norm in terms of student experience. <u>The committee counselled Mr Meneagh to repeat his communications from the week of the inspection addressing the support of the wider Trust.</u> • <u>The Chair emphasised the importance of the recommendation in respect of enrichment.</u> Mr Meneagh and Ms Sherwood agreed with this and spoke of the improved tracking system being trialled in order to target improvement. Mr Meneagh spoke of the need to work with the community to recognise the rich variety of opportunities locally that are accessed outside of school. <u>Asked for further assurances,</u> Mr Meneagh confirmed that leaders were also looking at lunchtime arrangements in order to ensure that these supported clubs to run where possible. Ms Sherwood discussed the need to break down barriers, particularly for disadvantaged students. • <u>Mr Mumford asked how the inspection process and leaders had addressed the Parent View responses.</u> Mr Meneagh responded to confirm that staff had not been shown the detail of Parent View comments but had discussed headline results. Inspectors worked to triangulate staff and student experiences in order to test any concerns, with Parent View being one source of evidence amongst many during the inspection. <p><u>The committee emphasised the importance of avoiding complacency, with which all leaders agreed.</u></p> <p>The Chair thanked Ms Wood for her report and repeated his congratulations to the team.</p>
5	Principal’s Report
5.1	Noting the report circulated in advance and taking it as read, the committee turned to consider the following questions:

General

- Could more of the mental health / pastoral support services available at school be promoted in the weekly newsletter without overwhelming the resources? Mr Meneagh welcomed this suggestion and undertook to forward it to Ms Brasher (DSL) and Mr Ward (Director of Strategic Operations) for inclusion in future releases next academic year.
- Noting the reference to increases in domestic abuse and domestic violence, Ms Wood offered her support in engaging local services. Mr Meneagh welcomed this and went on to discuss the ways in which the school classifies different incidents.
- Asked for more information about the fluency framework, Mr Meneagh replied that this is one of many frameworks (internal guides) that demonstrate good practice in school operation and teaching and learning. Different Astrea schools are at different points in implementing the frameworks or adapting them for the needs of their students and communities.
- Asked about enrolment and the possibility of reducing the PAN, Mr Meneagh explained the process for this with reference to the statutory Admissions Code. The school is committed to improving its recruitment to Yr7 and occasionally agrees limits to the indicative admission numbers in further year groups. Noting that the school could act unilaterally in respect of these year groups, the committee welcomed the collaborative approach.

Staffing and Curriculum

- Are any staff in light touch or support category leaving? Mr Meneagh replied that one of the three on an informal support plan is leaving in the summer.
- Noting the apparent net reduction in the number of teaching staff, the committee sought reassurances on staffing from September. Mr Meneagh replied that he was confident in the forecast level of staffing, adding that a Teach First teacher of music should be included in the list of appointees. He went on to explain the detail behind staff departures, including retirements and relocations. The reduction in full-time equivalent teachers was less than headcount because many leavers were part-time employees, being replaced by full-time staff. The net reduction should be seen in the context of historical over-staffing in a number of curriculum areas; greater efficiency here had enabled the budgeting for a dedicated careers lead and adviser.
- Ms Burke asked further about leadership of art. Mr Meneagh replied with reference to the internal promotion of the combined leadership of art, food and technology. Ms Burke asked about the historical strength of the technology department, which Mr Meneagh acknowledged had been variable throughout the year but was now strong.
- Ms Wood asked whether any further internal promotions would follow, which Mr Meneagh confirmed would be the case.
- Asked further about arts, drama and music, Mr Meneagh stated that retirements happened to have fallen there, adding that leadership of music and drama would be combined into a performing arts role, to which a strong appointment had been made. An English teacher with a specialism in drama would also deliver that subject.
- Ms Wood asked further about maths teachers. Mr Meneagh replied that an appointment had been made to replace one part-time maths teacher, adding that changes to the timetable meant that fewer lessons would be required to be taught.
- The committee considered the off-boarding process, which Mr Meneagh reported was handled by the Trust HR team and staff are given access to an exit survey in their resignation acceptance

letter. Mr Thurogood-Hyde emphasised the importance of local discussions given low uptake of the survey form. Mr Mumford counselled enhancing the requirement to participate in a structured interview, which Mr Thurogood-Hyde took under advisement.

- Noting curriculum areas graded as vulnerable in terms of performance, what is being done to support these? Mr Meneagh advised that support was in place, but cautioned that measurable impact would lag as examinations had now concluded in these departments.

Behaviour and Culture

- Welcoming the update on the behaviour tracker, how will leaders ensure that a visit to the students' next class is well-received by staff who might feel awkward with SLT in their class as they teach? Mr Daly replied, explaining that it was intended to target individual students to identify support needs, for example where misbehaviour was anomalous. He added that it also allowed SLT to identify 'hotspots', for example in relation to teachers requiring additional support. Ms Burke reiterated her question with reference to staff sentiment towards SLT lesson visits, to which Mr Daly clarified that the tracker was different from the 'on call' system. He added that SLT visibility in lessons, together with the open-door approach, was now routine. Mr Daly went on to discuss how staff were supported to manage behaviour before needing to apply sanctions in line with the policy. Ms Sherwood added that there were examples of staff requesting lesson visits to access this support and also using visits as an opportunity for praise. Mr Daly emphasised the importance of consistency, which the committee acknowledged.
- Asked about the school's approach to developing its behaviour policy further and the extent to which this would align with or adapt from the wider Trust approach, Mr Meneagh reported that he and Mr Daly had attended the Trust Behaviour Policy strategy review day on Wednesday 5 June 2024. The purpose of the day was to review the current policy and some of the possible adaptations that other schools in the trust have been trialling. The position of the Trust was to be able to agree a common core policy of ideas that all schools would include in their policies, and to take advantage of schools' flexibility around these to shape their policy for their students. The school has already surveyed staff prior to the strategy to gain their thoughts and, in the PAC meeting on 12th June, had agreed to meet again before the summer on 10th July to review the policy and any potential adaptations. Mr Daly added that over half the meeting had focused on recognition and praise, which was an important area of focus for the school.
- Asked further about local adaptability, Mr Daly confirmed the collaborative and flexible nature of the policy development. The committee welcomed this approach, emphasising the importance of the behaviour and culture approach reflecting the school's ethos and context. The meeting considered the importance of reflecting the school's values through recognitions, as well as how best to reflect out-of-school efforts and achievements. Ms Webster added that a different approach was taken in the sixth form, Ms Sherwood describing this. Feedback from students had been positive so far. Ms Wood fed back that a greater level of detail on negative consequences was appreciated. Ms Sherwood agreed and reported that she had requested changes on the MCAS app. Mr Meneagh agreed the benefit but cautioned against adding unduly to workload. Mr Daly concurred and added that this level of detail was helpful to leaders when receiving students in reset or detention.
- Asked about the role of the Government's behaviour adviser and any changes that might follow the General Election, Mr Meneagh replied that the emphasis of Government expectations was

	on consistency of application and that this was unlikely to change. He added that schools determine behaviour policies, rather than implementing a specific national expectation, which he did not envisage changing following the election.
6.0	<p>Parents Advisory Council (PAC) Update</p> <p>The committee noted the minutes of the PAC meeting, circulated in advance. Mr Meneagh and Mr Mumford agreed that the inaugural meeting had been very positive. <u>The committee recorded its thanks to Mr Mumford for his facilitation of its development.</u></p> <p>Mr Mumford reported that discussions had been balanced and detailed, going on to encourage more time for each topic. He emphasised the importance of feeding back to the PAC, with which Mr Meneagh agreed.</p> <p>The committee noted the challenge in relation to the late bus.</p> <p><u>Considering the treatment of expressions of interest, the committee agreed to receive recommendations from the Principal and Mr Mumford as Chair of the PAC, with the LGC's agreement to be invited electronically.</u></p> <p>Decision: <u>The committee confirmed that Mr Glen Sharp should be appointed to the PAC.</u></p> <p><u>Ms Wood asked whether there was a diversity of viewpoints,</u> which Mr Meneagh and Mr Mumford confirmed.</p>
7.0	St Ivo LGC Skills Audit and Membership 2024
7.1	<p>The Chair welcomed the skills audit and the balance of strengths it revealed. Noting lower-ranked areas, Ms Wood drew attention to the importance of cybersecurity resilience.</p> <p><i>[Clerk's Note: Committee members should complete the training on the National Cyber Security Centre website: https://www.ncsc.gov.uk/information/cyber-security-training-schools]</i></p> <p>Mr Mumford reminded the committee that the community member recruitment was the priority over addressing deficits on the skills audit. The committee agreed and exchanged ideas about contacts in primary schools and the wider community.</p> <p>Action: <u>All to consider and approach relevant contacts with a view to supporting recruitment of the new community member.</u></p> <p><i>Ms Webster left the meeting at 17:35.</i></p>
8.0	Chair's Update
8.1	The Chair had no substantive update beyond what was included in the agenda.
9.0	Member Visit Reports
9.1	<p>Reports and Feedback</p> <p>Ms Burke was thanked for her report. <u>Drawing attention to her areas for further discussion, Ms Burke reiterated her question about means of participation.</u> Mr Meneagh replied that participation was not the focus, but that he was exploring greater differentiation between reading groups. <u>Ms Wood added that the lack of student participation was a barrier to enjoyment of the programme; Ms Burke concurred, suggesting that negative behaviours were more prevalent in reading tutorials.</u> Ms Sherwood emphasised the importance of modelling fluency, pace and exposure to vocabulary, which not all students could emulate. She went on to acknowledge the need for more opportunities to read for pleasure. Ms Sherwood further discussed the barriers faced by students who lacked proficiency, for example even in accessing GCSE mathematics assessments.</p> <p>Mr Meneagh stated that reading was under constant review. Ms Sherwood added that staff training was important.</p>

	<p><u>Members of the committee counselled more opportunity for questioning and engagement during tutorials.</u></p> <p><u>Ms Burke welcomed the resourcing of the programme, complimenting the text selections.</u></p> <p>Action: Ms Burke undertook to provide Mr Meneagh with further inputs on examples of reading inputs in <u>primary.</u></p>
10.0	LGC Meeting Dates 2024-25
10.1	<p>The committee noted the proposed dates:</p> <p>Wednesday 9 October 2024</p> <p>Wednesday 4 December 2024</p> <p>Wednesday 5 February 2025</p> <p>Wednesday 26 March 2025</p> <p>Thursday 15 May 2025</p> <p>Wednesday 2 July 2024</p>
11.0	Date of next meeting and future agenda items
11.1	This was confirmed as 9 October 2024.
12.0	Any other business
12.1	<p>Mr Meneagh advised the committee of the following points, not arising on the meeting's agenda:</p> <ul style="list-style-type: none"> • A proposed restructure of technician role was being consulted on, with five staff members having been notified that they were at risk of redundancy. The proposed model would combine technician support across art, science and technology. • Information would follow regarding the escalation process for concerns raised in relation to any future ECT programme complaints. The LGC was one of the later points of escalation. • The proposed sale of land to the neighbouring Aurora School had been declined owing to planning restrictions. <p>Drawing the meeting to a close, the Chair thanked attendees for their support for the school and the staff team's ongoing hard work. The meeting ended at 17:50.</p>

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

13 March 2024 Item 5.0	Finalise PAC TOR	TTH	1 May 2024
13 March 2024 Item 6.1	Ms Sherwood to circulate an overview of the Sixth Form at next LGC meeting.	CS	1 May 2024
13 March 2024 Item 9.2	Assign each AIP objective to respective Link Lead role, to be communicated by the end of this term.	TM	28 March 2024
13 March 2024 Item 9.3	Proceed with the recruitment process and invite both staff candidates to next LGC meeting.	Clerk	28 March 2024
13 March 2024 Item 9.4	Undertake a Skills Audit for the LGC	Clerk/All	1 May 2024
19 th June 2024 Item 2.1	To invite the PAC's membership's view on publishing their names and the year group of their child or children.	Mr Meneagh	
19 th June 2024 Item 7.1	To consider and approach relevant contacts with a view to supporting recruitment of the new community member.	All	
19 th June 2024 Item 9.1	To provide Mr Meneagh with further inputs on examples of reading inputs in primary.	Ms Burke	



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report Autumn Term One 2024-2025

St Ivo Academy Tony Meneagh

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Academy context and safeguarding

Introduction and contextual information about the academy

The St Ivo Academy is a large, well-above-average sized, academy of 1500 scholars including 144 in the sixth form (36 in Year 12 and 108 in Year 13). Current numbers are below those of the last three years listed in the academy's IDSR of around 1755 and 309. The entry requirements for the sixth form increased for this academic year, however, there were less than 10 scholars who we had to refuse admission due to the new entry requirements. Many scholars highlighted the wish for a change, some saying they wanted to get away from the negative external noise, and others were able to get into Long Road or Hills Road on a second application. Year 8 is the fullest year group at 291 (our PAN is 296) and Year 7 the lowest at 248 (although this is above the LA forecasts shown below); there are spaces in every year group.

		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13			
Academy Year	Prim. 10 Yr Olds	11 Yr Olds	12 Yr Olds	13 Yr Olds	14 Yr Olds	15 Yr Olds	16 Yr Olds	17+ Yr Olds	11 - 15 Yr Olds	16+ Yr Olds	Total Academy
2022/2023	304	267	277	284	282	293	131	138	1,403	269	1,672
2023/2024	273	293	265	271	280	284	152	113	1,393	265	1,658
2024/2025	239	263	291	259	267	282	148	131	1,362	279	1,641
2025/2026	252	232	261	285	255	269	147	128	1,302	275	1,577

2026/2027	241	246	231	256	282	258	142	128	1,273	270	1,54
2027/2028	234	236	243	224	251	283	135	122	1,237	257	1,49

The academy has a below average percentage of scholars in receipt of free academy meals (FSM) and with an Education Health Care Plan (EHCP). However, we have an above average percentage of scholars receiving SEND support and an above average level of scholar mobility; the number of EHEs and in-year admissions remains high. The percentage of scholars for whom English is a second language is close to the national average. The academy has a small number of scholars with social care support, either because of child protection concerns or for children in care compared to other academies nationally.

The academy experienced a particularly difficult year during 2023/ 2024, with significant turbulence and a lot of negative external (and some internal staff) noise that will have affected the perceptions of new parents/ carers, and did weigh on the minds of the previous Year 11 scholars. However, the academy achieving a 'Good' Ofsted rating in all areas gives us the basis upon which to build a academy that seeks to achieve excellence in everything it does, for everyone (scholars, staff and the community).

Other notable changes since last academic year include the changing of our canteen, and the move to external catering providers. Ad hoc feedback so far is that everyone has seen an improvement in the quality and variety being provided, although there have been a few queries about new the prices of certain items. In addition, the academy has developed the uniform, introducing a revamped uniform for Year 7s and a small tweak to the PE kit for Years 8-11 (branded bottoms). The academy has also updated, simplified and rigorously enforced the uniform and jewellery rules from the start of the year. The scholars look a lot smarter as a result.

Finally, the academy opened its doors to our new Scholar Inclusion and Support Hub (known simply as "the hub") this academic year. The Hub supports scholars who were previously educated online via Academy21 or another alternative provision provider. Mel Foster (AP Manager) and Rebecca Notarnicova (Behaviour Support Officer and Teaching Assistant) are leading on under Clare Sherwood's direction (in Ben Daly's absence this term while he supports the Ernulf Academy).

[Safeguarding information about the academy](#)

The safeguarding team comprises of a full-time, non-teaching Designated Safeguarding Lead (DSL), Deputy DSL, the Principal and three other members of the senior leadership team, and both members of the sixth form pastoral leadership team, all supporting the safeguarding team.

Mental health continues to be the highest trend at the academy. Over the past academic year we have had XXX incidents reported and supported these scholars throughout. The Astrea academy counsellors are a lifeline to the scholars. We have access to 2.5 days a week of a academy-based counsellor, provided by the trust. Our Astrea counsellors are able to provide individual counselling as well as offer, group work and workshops around Anxiety and resilience, Self-Esteem, anger, Grief and loss, and low mood.

The DSL and DDSL are Level 3 mental health trained and during the summer term we have trained 20 members of staff across the academy, with another four members of staff ready to be trained in the Autumn term. To further address mental health in academy, we are investigating Kooth webinars in classes and self-

harm workshops for staff by Fullscope. We are also exploring the Youngminds ‘Hello Yellow’ in support of world mental health day on 10th October 2024. This is another way we can highlight mental health in academy.

The Safer Schools Officer (SSO) continues to support our scholars. The SSO supports the academy considerably, talking and working with scholars and families. This joint approach helps to resolve concerns and promotes welfare. The SSO had been able to source a variety of programmes for young people to access. These include: Thinking Skills, Anger Management, Youth programme, Alcohol Awareness, Cannabis Awareness. More recently our SSO has been very proactive in bringing new offers and support packages to the table, including a very interesting link with the Fire Service. This has been taken up by the sixth form team and will reinforce the key elements of road safety. We are looking forward to working with our SSO into the new academic year. Our SSO has been an asset for supporting scholars in academy alongside the safeguarding team.

St Ivo works closely with the local Targeted Support service to provide interventions for scholars. The Emotional

Resilience program is a new initiative aimed at Y7’s to build confidence, self-esteem and resilience. During summer term

2 we were fortunate to work on a pilot program around Ethnicity, Diversity and Inclusion. Our PD Lead worked with the Targeted Support Manager to facilitate this, with two Young People’s Workers delivering the programme. It was successful and we will be working with the Early Help team to discuss this being repeated this year. Transforming lives and Impact are two further programmes being offered to the academy in the spring and summer terms.

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

At the end of the summer term all scholars were emailed a copy of the Scholar Services Booklet and reminded of the itstopsnow@astreastivo.org and safeguarding@astreastivo.org email accounts. Despite it being the summer break, these sites would be monitored periodically throughout the summer holidays.

The safeguarding policy has been updated and is now live on our website.

The next Safeguarding Audit will be on 6 November 2024.

Summary update

	Update	Next Steps and Further Actions	Any Trust Actions
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Summary of actions and progress made since the last safeguarding audit (<i>actions completed last academic year removed from the table</i>)	Some inconsistencies remain with actions on CPOMS and effectiveness of seven-day reporting	Seven-day reporting scrutinised. Further CPOMS training required for staff. DSL to provide further training to key staff on CPOMS – Autumn term 1	TSO to support internal CPOMS audit <i>DSL Meeting TSO frequently</i>
Trends in Academy	<p>Mental health (anxiety, self-harm, suicidal ideation) remains the most prevalent issue and can impact attendance.</p> <p>Increase in referrals to Astrea academy counsellor has significantly increased. This is a valuable resource for scholars</p> <p>Bullying, racism and homophobic concerns have increased. The increase is due to the way we report issues and awareness has increased due to the PD program.</p> <p>We have recently seen an increase in DV notifications from MASH.</p>	<p>Level 3 First Aid in mental health training is being delivered 20 & 21 June and 3 and 4 July for approx. 20 members of staff. Further staff to be training in Autumn 1</p> <p>Use of Astrea Counsellors for 2.5 days a week. One counsellor left summer term - new counsellor to be recruited asap.</p>	Trust to recruit further counsellor.
Update on significant cases (anonymised)	<p>One scholar at child protection (CP)</p> <p>Four scholars at child in need (CIN)</p>	Cases to be reviewed with Principal during safeguarding meetings	

Summary of referrals made	<p>10 x Cambridgeshire Social Care (CSC) referrals</p> <p>3 x Early Help Assessment (EHA) referrals</p> <p>10 x Younited referrals</p> <p>7 x Academy counsellor referrals</p>	<p>CSC:</p> <p>2 x Neglect</p> <p>2 x Emotional abuse</p> <p>2 x Domestic abuse</p> <p>2 x Physical abuse</p> <p>2 x other (drugs/alcohol)</p> <p>A young person's worker has been allocated to all three cases.</p>	
	<p>1 x Embrace referral</p> <p>1 x Dhiverse referral</p> <p>1 x Mindful Paws</p>		
Ofsted Qualifying Complaints	One qualifying complaint was addressed during the last inspection, there no new ones.		

Welfare Profile (at the start of academic year 24/25)

Children at risk and children in need:	Current (1500)	Previous Report (Summer term 2) (1629)	This time last year (1638)
Number and % of PP	283 (18.8%)	296 (18.18%)	311 (19.0%)
Number and % of LAC	5 (0.33%)	4 (0.245%)	4 (0.2%)
Number and % of young carers	25 (1.66%)	36 (2.21%)	46 (2.8%)
Number and % of scholars privately fostered	0 (0%)	2 (0.12%)	2 (0.1%)
Number and % of scholars with CP plan	1 (0.06%)	0 (0%)	0 (0%)
Number and % of CIN	4 (0.3%)	2 (0.12%)	6 (0.4%)
Referrals made for early help	3 (0.2%)	3 (0.18%)	2 (0.1%)
Family support assessments conducted	10 (0.67%)	4 (.0245%)	0 (0%)
Proportion meeting threshold	4 (0.3%)	4 (0.245%)	N/a
CP meetings attended	5 (0.33%)	0 (0%)	N/a
Number and % of scholars with an EHCP	24 (1.6%)	22 (1.35%)	23 (1.4%)
Number and % of scholars with serious medical conditions	0 (0%)	0 (0%)	0 (0%)
Number and % of scholars receiving external support: CAMHS	12 (0.8%)	8 (0.49%)	6 (0.4%)
Number and % of scholars receiving external support: behaviour support	0 (0%)	0 (0%)	0 (0%)
Number and % of scholars receiving external support: S and L	0 (0%)	0 (0%)	0 (0%)
Referrals to Channel	0 (0%)	0 (0%)	0 (0%)

Statutory Requirements

Type of training	Date	Number of Attendees	Provider
Racism, Domestic Abuse, Child on Child Abuse. PowerPoint training Emailed out to all staff	28/06/2024	98	DSL – Face to Face training
National College Annual Safeguarding module 24/25	09/09/2024	87	National College
Safeguarding Training – Annual start up	02/09/2024 03/09/2024	106 1	DSL – Face to face training
Safeguarding Training – Level 1 – Cleaners and Site team PowerPoint emailed out to all cleaners and site team.	09/09/2024	13	DSL – Face to face training

National College Annual Advanced safeguarding module 24/25	09/09/2024	8	National College
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Bullying (end of year comparisons)

Aspect	2022-23	2023-24
All Bullying Incidents	89	146
Racist Incidents	28	76
Cyber Bullying	0	18
Homophobic Bullying	3	38
Transphobic Bullying	3	19

Analysis and next steps
<p>The comparisons above span the last two academic years at the St Ivo Academy. The reporting function within CPOMS allows the DSL to retrieve information, even when the method of recording incidents alters over time. For example, last year the recording system for child-on-child abuse required staff to choose main (child-on-child) category and use a drop-down function to record the 'type' of child-on-child abuse. This year we have moved to recording all the previous subcategories as main categories. This is to allow us to collect more accurate data.</p>
<p>As we can see from the table above there has been a considerable increase in all incidents. Alarming as this may first appear we have to consider the huge amount of positive work that has been completed this academic year on raising awareness and promoting reporting incidents to staff. Getting the message across to scholars that any form of bullying, racism, homophobic comments is totally unacceptable and not welcome in our academy, community or society, is critical. We will continue to get the message across to all our scholars through our Personal Development lessons and assemblies.</p>
<p>The immediate 'next steps' will be to continue embedding the Personal Development programme, whilst regularly undertaking scholar and parent voice on individual incidents and more widely to ensure that stakeholder opinion on the low perceived occurrences of incidents stays low and everyone feels supported with actions the academy has taken.</p> <p>Updating our positive handling training for all SLT and pastoral leaders will also be a priority for this academic year.</p>

Sexual Harassment:

Number of Incidents						
	22/23 Term 1	23/24 Term 1	22/23 Term 2	23/24 Term 2	22/23 Term 3	23/24 Term 3
Verbal Sexual Harassment	0	0	2	0	0	1
Physical Sexual Harassment	0	0	0	1	0	1
Sexual Violence	0	0	1	1	1	1
Total	0	0	3	2	1	3

Analysis and next steps

There have been no reported sexual harassment cases in Autumn term 1. Sexual harassment remains a high priority in term of maintaining the high profile of this safeguarding category. Sexual harassment education continues to be delivered through Personal Development lessons to raise more awareness of this issue. Following last academic year's Safeguarding Review, it was noted that "scholars' ability to articulate what may constitute an example of sexual harassment requires attention". The academy will need continued development and learning opportunities to embed their knowledge and understanding, so that this element can be addressed further. The Personal Development curriculum will give scholars the opportunity to do this throughout this academic year.

Next steps will be to continue the scholar voice work that has previously been carried out. Previous findings were positive and showed a clearer awareness by scholars; we need to ensure this remains the case. The academy is committed to ensuring that sexual harassment remains a priority and to endorse it has no place in academy, the workplace, our community or society.

Examination outcomes 2024: analysis and review

Please attach an overview of KS4 (and KS5) headline results as **Appendix 1**.

Include an analysis of your outcomes for 2024. Include a separate section on sixth form if applicable. Include:

- Key performance measures
- PP and SEND
- Performance against 2023 results and 2023 national averages
- A breakdown and summary of subject performance.

Outline next steps and actions taken considering the results.

Year 11 & 13 maximising achievement plans

Please attach your updated MAP(s) as **Appendix 2**.

Teaching and learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy: 87 (plus 3 vacancies)

FTE Equivalent: 79.00 (plus 2.4 as vacancies)

	Number of Teaching Staff	% of Teaching Staff
SLT	8	9
UPS	56	65
MPS	12	14
ECTS	6	7
ITTs	3	3
UQTS (not part of ITT)	2	2

Next steps Summary of next steps to improve the quality of teaching and learning in the academy:

A review of QA data 23-24 has revealed the following:

- Work on participation ratio, pace and challenge in lessons is needed
- TLAC techniques need to be finessed, and departments need to own the means of participation; these remain at the heart of what we do – publish Deliberate Practice (DP)/ Intellectual Preparation (IP) foci in advance and give heads of department (HoDs) guidance on what to do in IP to improve the quality and purpose of this time.
- Working through HoDs – find the bright spots and those that need improvements – coaching.
- Lesson preparation is key (TLAC technique 1 and trust provided training on this); training video was provided for all staff as part of the September onboarding
- SEND – Ofsted feedback to focus on in lesson adaptations. Training scheduled on 22-10-24
- Fluency framework and Carousel Learn will be priorities (part of the Fluency Framework)

Other actions:

- Exam reviews are currently underway with HoDs to understand the detail behind the examination performance and plan next steps on a department scale (collating those that could be of use to all subject leaders). The academy has planned in regular middle leaders' meetings throughout the year to better share good practice.
- A more rigorous approach to Raising Achievement meetings is starting this week with subject leaders; intervention sessions have already begun.

- The St Ivo Way has been updated and re-issued to all staff, along with colour coded booklets covering our expectations for Teaching and Learning, the Culture Code, Microscripts and the Core Routines. There is a dedicated Sharepoint page with all training materials. These are also disseminated via the daily bulletin.
- SLT are allocated on-tour periods. Rooms are allocated daily, there is a Microsoft form to complete which collects data based on our principles of teaching (the St Ivo Way). HoDs are expected to contribute to this QA process.
- Lead practitioners are allocated staff to support and coach on an ongoing basis.
- Termly foci for DP/IP staff training. This runs alongside new staff and ECT training (details below)

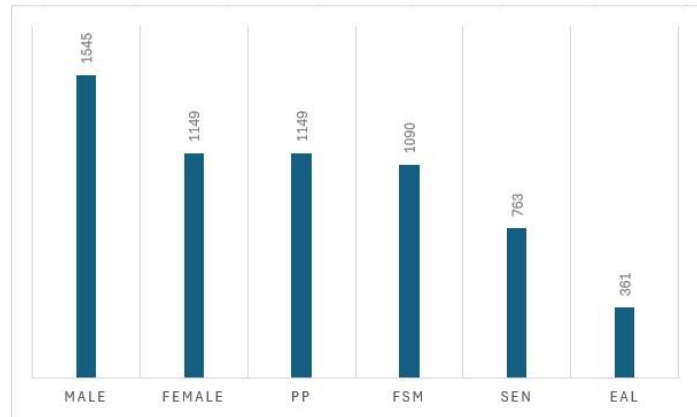
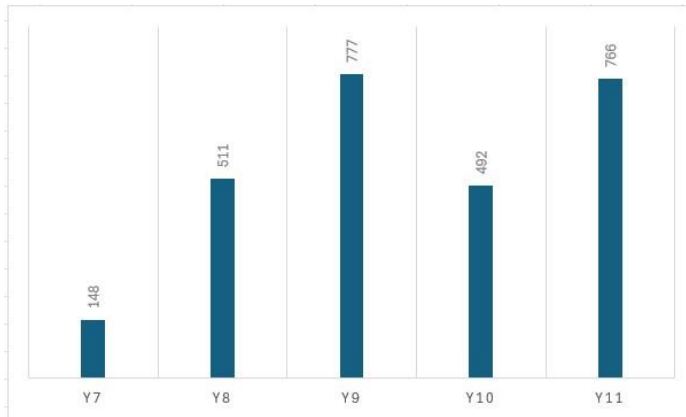
The table below provides an overview of the topics being covered in the CPD plan over the course of the three terms. Much of the programme will be introduced during the training days, with the weekly CPD programme provided a recap or extension opportunity for each area.

Term 1	Term 2	Term 3
<i>Focus: Fluency, utilising booklets, lesson preparation/gathering data/ responsive teaching inc. SEND</i>	<i>Focus: Finessing the department approaches to Means of Participation. HoDs and LPs take a lead role in this</i>	<i>Focus: Pace and challenge in lessons</i>
<ol style="list-style-type: none"> 1. Carousel 2. Quizzing – knowledge organisers 3. Leitner system 4. SEND 	<ol style="list-style-type: none"> 1. Responses (adaptive teaching) 2. Turn and Talk 3. Mini whiteboards 4. Show me hand signals 	<ol style="list-style-type: none"> 1. The St Ivo lesson structure (link to St Ivo Way) 2. Guided practice 3. Independent practice
<ol style="list-style-type: none"> 5. Lesson preparation 6. Active observation 7. Gathering data via questioning 8. Culture of error 9. Parents evening 	<ol style="list-style-type: none"> 5. Do Now 6. Revision/quiz 7. Call and response 8. Stop and Jot 9. Using the visualiser responsively 	<ol style="list-style-type: none"> 4. Entry/Exit - Every minute matters 5. 321 FOCUS Every minute matters 6. Stretch it 7. AIR (reading rulers) 8. The joy factor

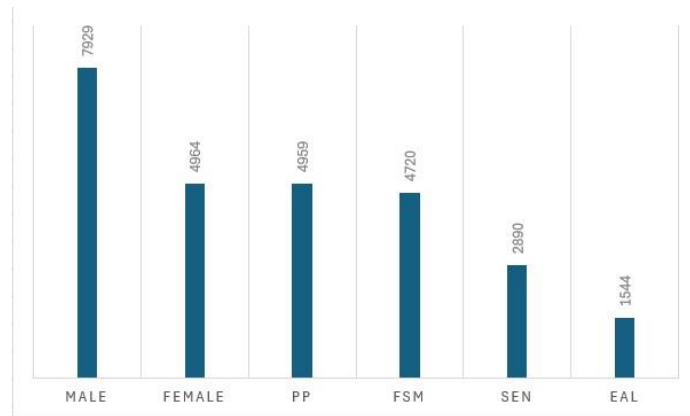
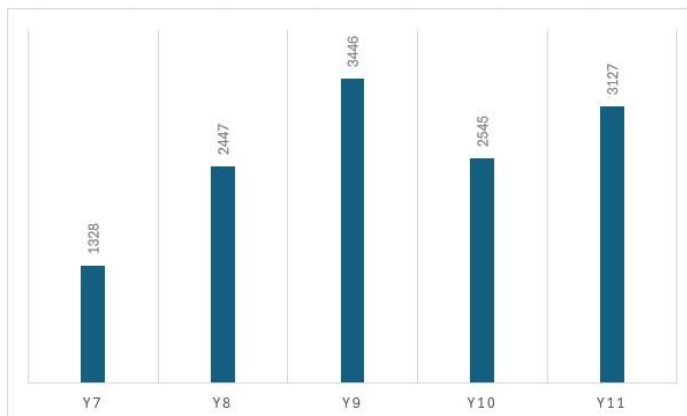
Behaviour and culture

Behaviour Data

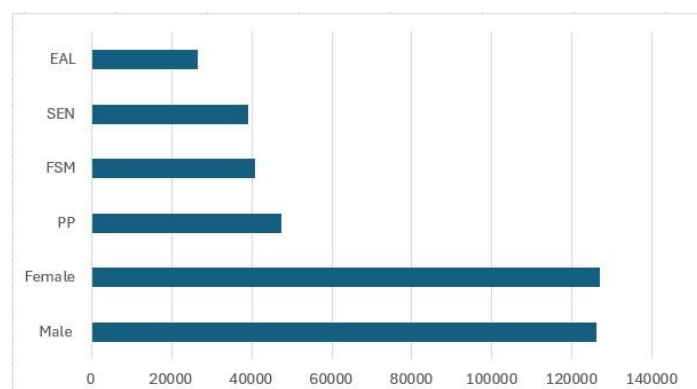
Reset Classroom data – Total referrals 2694 (Average for the 39 Academy weeks = 69 per week or 13.8 a day)



Detentions data – 12,893 (Homework – 3669)



Positive Points Total – 269,539 – 1,382 on average per academy day awarded. Y7 – 11 - 252,833 points – Average per scholar = 183 points



	50 HP	75 HP	100 HP	150 HP	200 HP
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Year 7 (286)	284	281	274	227	135
Year 8 (275)	262	245	208	130	56
Year 9 (272)	262	248	223	170	96
Year 10 (278)	264	250	220	144	65
Year 11 (282)	214	174	120	10	0

What worked well?

- Ratio of positive to negative house points remains healthy at 8:1.
- Overall number of Reset events and scholars who received Resets, remains steady across the half-terms.
- Decrease in the number of suspension events, compared to half-term 5 from 2022-23. Similarly, for half term 6.
- Introduction of behaviour curriculum has allowed us to offer a responsive curriculum to issues that have spiked. We have included sessions on the academy ethos and core values, to aid understanding and consistency around these topics.
- The new canteen, queuing system and increased seating has been a real positive; echoed by positive scholar voice; the implementation of biometric scanners has sped up the queuing system further, and the quality of canteen food has improved with the new supplier
- SLT transition points are being continuously reviewed (in some cases every morning during SLT briefing), to ensure coverage for every transition and key areas of the academy. These have been laminated (with timetable and key info for each area) and given to all SLT to wear on their lanyards.
- Lessons generally remain very calm and good learning environments, although we still have challenges around passive learning.
- Many positives around behaviour (scholar/staff voice, observations, monitoring of systems) in recent Ofsted inspection.
- Golden tickets continue to be awarded to scholars.

What is the climate for learning like within the academy?

- A very structured environment with core routines in evidence, it is important that this is established with new staff and re-established within the reboot

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

- Truancy has been an issue with a core group of girls, already a managed move has been explored this term to change the pattern within this group of girls.
- Uniform standards – lots of correspondence to parents/ carers has taken place to narrate this. The academy has purchased many items (numbered) to loan to scholars to avoid scholars been seen in incorrect PE Kit and/ or uniform and therefore to drive the culture up. Jewellery is a very clear rule – and any pieces of jewellery not meeting this will be confiscated in the morning welcome, clear retainers have also been purchased to avoid any issues.

- The academy has invested in a new internally located Alternative Provision (AP) that is based in the upper mobile near the lodge. The facility is staffed by our AP manager and a teaching assistant (TA)/ Behaviour Support Officer (BSO) with SLT supporting. We have bought in several packages to support these scholars and reintegrate them back into the wider academy. The facility will allow us to undertake step in/ step out programmes in a more bespoke and cost-efficient manner for other scholars who need additional support moving forward.

Suspensions:

	All Scholars	PP Scholars	SEND Scholars	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspension	224	93	76	30	45	65	43	41	16	1
% Of Cohort	13.2%	36.2%	27.2%	9.9%	15.5%	22.6%	14.4%	14.3%	14.3%	0.8%
Total Days	459	220.5	145.5	21	55.5	105.5	120.5	126	29.5	1
Suspension Rate	15.3%	36.05%	31.15%	9.93%	15.63%	22.41%	14.43%	14.34%	N/a	N/a
Permanent Exclusions	1	0	0	0	1	0	0	0	N/a	N/a

Below is our comparison data from Athena for the previous academic year:

Number of suspensions

The total number of suspensions and the number for each half term or the suspension rate. Hover mouse over total value to see cohort figure.

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	245	48	38	41	49	36	33	224	54	46	40	20	28	36
PP	57	6	7	8	8	13	15	93	29	15	17	6	11	15
SEN All	75	14	11	15	13	10	12	76	20	18	12	3	9	14
SEN E	9	4	2	1	1	1	0	5	1	0	2	0	1	1
SEN K	66	10	9	14	12	9	12	71	19	18	10	3	8	13
Boys	168	34	19	30	39	27	19	96	21	21	16	9	11	18
Girls	77	14	19	11	10	9	14	128	33	25	24	11	17	18
Y7	13	0	2	0	3	3	5	30	8	8	6	2	1	5
Y8	59	6	12	7	7	12	15	45	8	6	8	6	9	8
Y9	55	10	10	15	10	5	5	65	18	9	10	2	11	15
Y10	39	8	5	5	9	4	8	43	11	9	8	3	4	8
Y11	79	24	9	14	20	12	0	41	9	14	8	7	3	0

Impact of mobility on suspension

	2022-23	2023-24
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	Non-Mobile Scholars 854	Mobile Scholars 891	Difference	Non-Mobile Scholars 1129	Mobile Scholars 572	Difference
Av. Positive behaviour points (per scholar)	131.4	55.4	76.0	188.8	98.9	89.7
Av. Negative behaviour points (per scholar)	-10.4	-15.6	5.2	-27.9	-29.7	1.8
Suspension rate %	13.0	9.0	4.0	11.9	24.6	12.7
% of the cohort who have been suspended	5.2	4.0	1.2	4.5	10.5	6.0

NB The above data is derived from the "Is mobile" field in Bromcom; Bromcom data suggests that in 2022-2023 891/1745 (51.1%) and in 2023-2024 572/1701 (33.6%) were classed as "mobile" scholars. However, our last IDSR suggests a stability of 94%, which may indicate that the "is mobile" field in Bromcom is incorrect.

Suspension analysis and commentary:

Suspension Reduction:

See Appendix 3

Behaviour and culture analysis next steps:

- There has been a big focus is around standards of uniform and Jewellery at the start of the Autumn term, to include PE kit.
- Behaviour reboot has taken place in the first days of the term (providing additional time for Year 7 scholars and scholars from other years who were new in September) to establish high standards of behaviour and culture.
- Behaviour curriculum is taking place in morning registration.
- On-tour lesson visits to check in on behaviour and culture and create a clear impression of this.
- Extra staff have been recruited to lunch duty to cover all key areas with the move to the single lunch.
- SLT cover every break and lunch duty and continue to run centralised detentions; there has been a change of timings for after-academy detentions to 40 & 80 minutes (rather than 40 and 90) as well as the bus to local villages now only running on Monday, Wednesday & Thursday.
- New members of staff have been given training on behaviour tariff and systems; more training is scheduled in this term.
- Classroom culture – core routines have been delivered through deliberate practice to all staff on professional day.
- We have introduced a more structured approach to homework setting and reminders for Sparx Maths, Reader and Science. All homeworks are set on Wednesdays, Thursday and Fridays and the admin team provide reminders for tutors of who hasn't quite finished the day before the deadline, with the option to finish it off at lunch or in homework club after-school. Detentions are then set the next day centrally by the admin team to ensure fairness and coverage of each year group. The system is no longer dependent on every individual teacher following the same process.
- Once the AP hub is bedded in, we intend to use the facility to support other scholars with behaviour concerns as a step in/ step out process.

Attendance

Attendance and Persistent Absence (PA) for the whole academy

	Key Attendance Target for 2023-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole academy %	96%	91.9%	91.3%	90.7%
Individual Scholar %	95%	N/a	N/a	N/a
Pupil Premium %	90%	86.2%	85.6%	84.8%
SEND %	90%	86.9%	85.7%	84.8%
% of scholars who are PA	15%	22.6%	23.8%	25.4%
% of PP scholars who are PA	20%	37.1%	42.5%	46.9%
% of SEND scholars who are PA	23%	37.8%	37.7%	43.9%

Attendance and Persistent Absence (PA) for Year 11: Class of 2025

	Key Attendance Target for 2023-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole cohort %	96%	90%	89.5%	88.6%
Individual Scholar %	95%	N/a	N/a	N/a
Pupil Premium %	90%	81.8%	80.9%	79.9%
SEND %	90%	83.8%	85.2%	84.1%
% of scholars who are PA	15%	26.1%	25.4%	29%
% of PP scholars who are PA	20%	42.9%	42.9%	50%
% of SEND scholars who are PA	23%	45.1%	45.1%	52.9%

Attendance and Persistent Absence (PA) for Year 11: Class of 2024 (for comparison)

	Key Attendance Target for 2023-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole cohort %	96%	91.7%	90.9%	90.9%
Individual Scholar %	95%	N/a	N/a	N/a
Pupil Premium %	90%	85.9%	85.3%	85.3%
SEND %	90%	89.5%	88.0%	88.0%
% of scholars who are PA	15%	24.5%	26.3%	26.3%
% of PP scholars who are PA	20%	43.1%	44.3%	44.3%
% of SEND scholars who are PA	23%	32.7%	42.3%	42.3%

Comparing the two data sets for Year 11 you can see that:

- Overall attendance is slightly down
- Pupil premium and SEND attendance is down
- PA is worse overall and for pupil premium and SEND

Comparison of scholars who have only ever been at the academy (**non mobile**) and those who have joined as In-Year Admissions (**IYA**)

Please note, the following may vary slightly to those reported above due to rounding issues in the spreadsheet.

2023 – 24	Cohort size	Attendance %	100%	97%	90-96%	PA	Severely PA
Scholar numbers							
Non mobile scholars	1001	92.1	41	357	435	207	18
All scholars	1428	90.6	65	470	573	382	64
Mobile scholars	427	86.1	24	113	138	175	46
IYA since 23/24	49	89.8	10	19	12	17	2
Percentage of cohort							
Non mobile scholars	70.1		4.1	35.7	43.5	20.7	1.8
All scholars	100.0		4.6	32.9	40.1	26.8	4.5
Mobile scholars	29.9		5.6	26.5	32.2	41.1	10.8
IYA since 23/24	3.4		20.4	38.8	24.5	34.7	4.1

2022 – 23 TOTAL	Cohort size	Attendance %	100%	97%	90-96%	PA	Severely PA
Scholar numbers							
Non mobile scholars	725	93.5	34	250	365	110	8
All scholars	1328	90.2	60	371	540	414	64
Mobile scholars	603	85.5	26	121	175	304	56
IYA 22/23	25	92.1	5	14	5	6	1
Percentage of cohort							
Non mobile scholars	54.6		4.7	34.5	50.3	15.2	1.1
All scholars	100.0		4.5	27.9	40.7	31.2	4.8
Mobile scholars	45.4		4.3	20.1	29.0	50.4	9.3
IYA 22/23	1.9		20.0	56.0	20.0	24.0	4.0

Details of the attendance arrangements for scholars at alternative provision for 2024 – 2025:

- Four scholars -Phased start IAEP in place – Internal AP

- One scholar - Part-time IAEP in place - External Provision at The Bridge
- One scholar - Moved area; to complete in-year transfer

Attendance next steps:

Provide details below of your updated Attendance Action Plan. **Attach as Appendix 4 (draft)**

- Year 7-11 scholars who had poor attendance last academic year were telephoned on the training days by the head of year/ pastoral support officer to see how they were, ask if there were any barriers to coming back to academy. This was to support scholars returning to academy after having six weeks off.
- Year 11 attendance is being monitored daily by SLT with responsibility for attendance, attendance manager, head of year and pastoral support officer. Weekly attendance tracker meetings are being held to discuss scholars who have not been at academy and what support/ next steps need to be actioned to ensure that all scholars are in academy and barriers to learning are being removed.
- Fortnightly attendance tracker meetings are taking place for Year 7-10 and sixth form.
- SLT with responsibility for attendance has reviewed current procedures, new procedures are in place for EHE, CME and in term transfers. Two new members of staff have joined the attendance team, this will help support the tracking of lesson attendance and entering absences at the start of the day.
- Staff training has been delivered to SLT and the pastoral team to help support the tracking of daily/weekly attendance.
- SLT with responsibility for attendance is sending daily/weekly reports to SLT and the pastoral team to highlight key areas of concern and strengths.

Academy Improvement Plan for 2024-25

- A copy of our AIP for 2024-25 is attached as **Appendix 5**
- Each priority has been linked to the Astrea Secondary Frameworks, the Trust Secondary Directorate Priorities, the SLT Lead for each priority and the LGC member linked to each.
- Please note that the AIP will look very similar to the 2023-24 AIP. Taking into account the turbulent year last year, not all areas of improvement were successfully delivered to 100%, and some aspects now need to be embedded and moved on from introduction or development, hence the slight change in wording for some priorities.

Updated SEF for 2024-25

Provide attach a copy of your updated SEF for 2024-25 as **Appendix 6**

Marketing for 2024-25

Open events for Year 7 2025

Provide details regarding your marketing plan and strategy for Year 7 2025-26. Include details of:

- Open Day / Evening Plans – Thursday 3 October 2024 6pm - 8pm
- Open Week/similar Open events – WB Monday 7 October 2024
- Publicity – letter invites to all primary school children (via primaries), social media updates
- Prospectus – currently being updated
- Any other plans

Open events for Year 12 2025 (if relevant to your academy)

Provide details regarding your marketing plan and strategy for Year 12 2025-26. Include details of:

- Open Evening Plans – Thursday 10 October 2024 6pm - 8pm
- Open Week/similar Open events
- Publicity – will advertise at other centre events
- Prospectus – currently being updated
- Any other plans

Other marketing activities:

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

- Website – currently being updated
- Newsletters – currently being updated from last year
- Social media – all platforms to be used to promote events and timelines
- Academy tours – WB Monday 7 October 2024
- Videos – using last year's
- Myth busters – using last year's

Next steps:

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

- Update the academy site, especially the sixth form, ready for Open Evenings (paint/ furniture) and to support current scholars
- Currently reviewing the sixth form prospectus and main prospectus for the open evenings
- Need to review possible courses for the sixth form, to try and include a more vocational pathway (dependent on course delivery end dates and possible changes of appropriate with the new government)

HR, operations and site update

HR and staffing update

Category	Details
New Appointments for 1 September 2024 (any updates further to previous report)	<ul style="list-style-type: none">• 2 x Admin Assistants• Technician for Art, Food and Design Technology (expected start late September)• Careers Leader and Advisor (expected start early October)• Teaching Assistant (expected start early October)• 3 x lunchtime supervisors (internal appointments)• Alternative Provision Manager (internal promotion)• Behaviour Support Worker (internal promotion)
New Appointments for HT2/January 2025	<i>None planned currently</i>

Leavers for 31 August 2024 (any updates further to previous report)	<ul style="list-style-type: none"> • Teacher of English (full time) • Teacher of English (60%) • Art technician • Food technician • D&T technician • Lunchtime supervisor and D&T technician
Leavers for 31 October/31 December 2024	1
Current vacancies not filled	<ul style="list-style-type: none"> • Teacher of English (full time) • Teacher of English (4 days per week) • Teacher of English (3 days per week)

Site maintenance/improvements and any site works projects

A number of projects were undertaken over the summer holiday period:

- Business Studies teaching relocated to main block, with the former Business Studies portacabin (P21/22) reconfigured as a PE facility for table tennis.
- The former table tennis portacabin (P24 – adjacent to existing drama portacabin) reconfigured as an additional on-site drama teaching space. This will significantly reduce the cost of our dual use arrangement as the One Leisure drama space will no longer be used by the academy.
- In line with JCQ requirements, a bigger secure area has been created for storage and separation of exam papers.
- Psychology and politics/law teaching have relocated to main and N blocks respectively. This has enabled to relocation of our internal alternative provision to the P19/20 portacabin. IT facilities have been moved, and fencing installed with a separate entrance and outside area. There are also toilet facilities in the 'Lodge' PE building, which has been remodelled to allow separate areas for PE and AP. This should significantly reduce spend on external alternative provision.
- A number of office moves have taken place (include removal of a stud wall) to co-locate the Vice Principals in one office and all Assistant Principals in another.

In the coming weeks, the fencing and gates by the basketball courts will be altered to include double gates to ensure we have sufficient space at peak entry and exit times.

Any other site or operational matters

Our internal catering provision has now transferred to Impact Food Group (IFG). Existing catering staff have all TUPE'd to IFG who have also made additional investment in two new combi-ovens for the kitchen. Early feedback on the provision is very positive, with increased footfall.

NOR Update for September 2024

Current NOR

PAN: 296

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
Start of term September 2024	250	294	277	275	284	38	109	1527
July 2024	289	276	274	282	37	110	0	1268
January 2024	290	274	271	283	280	111	124	1633
October 2023 Census	291	271	273	278	281	112	125	1631
4 September 2023	288	270	273	282	284	108	124	1629
July 2023	272	277	283	285	107	126	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	269	281	292	283	295	127	142	1689
October 21 Census	284	292	287	292	292	156	153	1756

Leavers and Joiners

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2023	3	9	8	9	6	1	1	37
Leavers in spring term 2024	5	3	4	3	0	1	3	19
Leavers in summer term to date 2024	6	3	4	5	0	1	0	19
Total number of Leavers 2023-24	14	15	16	17	6	3	4	75

Joiners in autumn term 2023	4	12	6	6	2	3	0	33
Joiners in spring term 2024	2	5	3	8	0	0	0	18
Joiners in summer term 2024	8	3	5	3	0	0	0	19
Total number of Joiners end of year 2023-24	14	20	14	17	2	3	0	70

Elective Home Education:

(Definition – those who remain off role at the start of 2024/25)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Total EHE 202223	1	2	7	3	2	0	0	15
EHE Autumn term 2023	2	4	1	1	4	0	0	12
EHE Spring term 2024	2	1	1	1	0	0	0	5
EHE Summer term 2024	2	2	1	2	0	0	0	7
Total EHE 202324	6	7	3	4	4	0	0	24

NB Data for the 2021-2022 academic year is not available

	2022-23		2023-24	
	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	15	0.9	24	1.5
Of which did not join the academy at the start of Year 7	2	13.3%	4	16.7%

NB for the second line, I have assumed the “% of cohort” refers to the EHE cohort, not the whole academy cohort

Analysis and commentary:

- The number of parents choosing Elective Home Education (EHE) has increased year on year
- The academy has robust mechanisms in place to try and support families and persuade parents to keep their children in school, but many are choosing not to have a meeting with us to discuss other options – they just reiterate their right to EHE and we must comply with their wishes
- Our mobility means that the academy is not full, and this can create knock-on issues with attendance and behaviour when further in-year admissions start at the school

Any other academy matters

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

- The clubs timetable for the Autumn term is currently being drawn up. It is hoped that having a single lunch may encourage staff to offer more clubs, particularly sports clubs. An assembly is planned for the third week of term to centrally promote scholar engagement/participation in them.
- We are exploring using the club attendance 'app' produced by the trust and are currently liaising with Charlotte Cooper over its introduction.
- Over the summer we appointed a Careers/ Work-related learning (WRL) Lead who will start in early October. This will allow us to bring careers interviews in house and so ensure the quality of them and to facilitate appropriate follow up and monitoring for our most needy scholars. The staffing change will allow us to review our already good provision, identifying the evolution required to it to allow us to move to the next level in terms of support and guidance. Catherine Carruthers is working closely with the team to provide the expert guidance required to ensure that the very best use is made of this appointment.
- To encourage a love of reading, a 'suggested summer reading list' was produced and published with recommendations from several different genres for scholars in each year group. A short synopsis of the story, the genre and the front cover all feature in the resource to guide scholars to suitable books. This was promoted with scholars at the end of the term and was available over the summer on the academy website for easy access.
- As part of the new developments supporting the Year 6 into 7 transition, all Year 6 future scholars were provided with a short story to read over the summer (My father was a polar bear). A narrated version of the story was placed on the academy website as was guidance on the how and why reading rulers are used. Once the scholars had completed the reading, there was a simple exercise to complete relating aspects of the story to the academy values. This has been used as part of the onboarding process for the scholars
- We have an exciting development in our Astrea Reads programme. Year 7 will have the reading programme delivered to them in mixed groups (rather than tutor groups) so that a cohort of our most needy scholars can engage in the programme, but in a slightly different manner. Some of the books they read will be the same as the rest of the year group, but other books will be specifically chosen as they are slightly more accessible for our weakest readers. The NGRT score for this group is 8 or less. The group will also have one of the sessions in a PC suite to ensure that they complete the Sparx Reader homework. Our Fresh Start team will be linked with the group so that other interventions can be offered at this time to ensure that our weakest year 7 readers are given the very best support package possible.
- At the end of the summer term, we appointed another member of staff to support in the delivery of Fresh Start. This means we will have staffing for all five days of the week, rather than three which we

had previously. This will allow scholars to receive the fully intensive experience the programme requires, and we hope will increase the capacity we have to support scholars.