



# ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 13 MARCH 2024 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

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

**Clerk:** Melanie Basson

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

Minute Reference	Summary of action required	Responsible	Status
30 November 2023 Item 8.2	Undertake SEN Link Lead visit	TTH	Complete – Item 9
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	
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	

## Agenda

Item	Timings	Subject	Format
1	5 mins	Introductions and apologies	Oral item - Chair
2	5 mins	Minutes of last meeting, matters arising and actions – 1 February 2024	Papers (pp3-8) - Chair
3	5 mins	Declarations of interests	Oral item - Chair
4	40 mins	Interim Principal's report <ul style="list-style-type: none"> <li>Interim Principal's highlights from the report; focus on attendance, behaviour and rewards</li> <li>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</li> </ul>	Papers attached (pp9-53) with oral contributions from leads - Principal
5	5 mins	PAC	Oral item - Chair

6	10 mins	Sixth Form	Oral item - Principal
7	10 mins	Self-Evaluation Framework and Academy/Rapid Improvement Plan	Oral item - Principal
8	10 mins	Chair's update	Chair
9	5 mins	Membership and visits <ul style="list-style-type: none"> <li>• Reports and feedback</li> <li>• TTH SEN Link Lead visit – 29 February 2024</li> <li>• HW Sixth Form visit – 5 February 2024</li> </ul>	Papers attached (pp54-61) Chair
10	2 mins	Date of next meeting: <b>1 May 2024 Room 2, Main Block, St Ivo Academy</b>	Chair

MINUTES OF THE  
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING  
THURSDAY 1 FEBRUARY, 3:30 p.m.  
PRINCIPALS OFFICE

**Members Present:**

Heather Wood (Chair), Claire Burke, Paul Mumford, Tony Meneagh, Matt Carnaby, Tomas Thurogood-Hyde (Clerk)

In Attendance: Mike Craig, Clare Sherwood, Ben Daly.

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

ITEM	
1.0	Introductions and Apologies
1.1	Apologies were noted from Mr Speer. By prior agreement, Ms Wood acted as Chair for the meeting.  Ms Sherwood advised that she would leave the meeting at 4pm for a parent meeting. Apologies were noted from Mrs Myhill-Johnson and Mrs Basson. Mr Thurogood-Hyde agreed to act as Clerk to the meeting.
2.0	Minutes of the last meeting, matters arising and actions – 30 November 2023
2.1	The register of actions was updated as above.

	<p>Mr Mumford had relayed some proposed corrections to the clerk via Ms Wood. The committee recalled a discussion about social media which was not reflected in the minutes; this had been shared with the clerk. The committee agreed that the written question and answer exchange be appended to the minutes of the last meeting for completeness.</p> <p><u>Action: Clerk to update and re-circulate draft minutes and to append Q&amp;A sheet to those minutes.</u></p>
3.0	<b>Declarations of interest</b>
3.1	There were no declarations of interest in addition to those already known to the committee.
4.0	<b>Interim Principal's Report – committee questions on the report were circulated in advance of the meeting</b>
4.1	<p>The committee noted the Interim Principals report to include:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Data Analysis November Mock Exams</li> <li>• Year 11 (&amp; 13) Maximising Achievement Plan Update</li> <li>• Teaching and Learning</li> <li>• Behaviour and Culture – including Suspension Reduction Plan</li> <li>• Attendance</li> <li>• Pupil Premium Plan 2023-24</li> <li>• HR, Operations and Site Update</li> <li>• NOR Update</li> <li>• Any other academy matters: to include enrichment and community</li> </ul>
4.2	<p>Before introducing this item, the Chair recorded the committee's condolences to all in the school community following the death of Adrian Berrisford before the Christmas break.</p> <p>The committee discussed the support given to staff and students and the minute of this discussion was deemed confidential out of respect for the privacy of those concerned.</p>
4.3	Taking the report as read, the committee raised the following points and questions:
4.4	<p><b>Qualifying Complaint and SEND</b></p> <ul style="list-style-type: none"> <li>• <u>Asked to address the qualifying complaint in relation to SEND</u>, Mr Meneagh summarised the process of these complaints and confirmed that he had spoken to one of His Majesty's Inspectors (HMI). The complaint could inform the timing of the next inspection, but there was no reason to believe this was especially likely. The complaint will be referred to during a future inspection.</li> <li>• <u>Asked about the detail of the reduction in SEN-specific staffing</u>, Mr Meneagh confirmed that some teaching assistants had left at the end of the 2022/23 academy year, including a mix of retirements and two becoming teachers. The total reduction had been 4.8FTE, with 2FTE having subsequently been recruited. Mr Meneagh added that some of this change was attributable to changes in EHCP requirements. He offered assurances that staffing was sufficient to meet students' needs.</li> <li>• <u>With reference to the suspension figures for children with SEND, the committee asked whether some of these might arise from a lack of supporting staff</u>. Mr Meneagh noted that the suspensions for children with an EHCP were about half the level of the previous year.</li> <li>• <u>Suggesting that student voice showed that children with an EHCP felt that they had less support in lessons, the committee invited a response</u>. Acknowledging that higher staffing levels were always desirable, Mr Meneagh stated that there were inevitable resource constraints on the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Asked about the implementation of the behaviour policy for students with SEND,</u> Ms Sherwood and Mr Daly confirmed that adaptations were made, including to detentions. Mr Daly explained that he acted as a 'gatekeeper' for detentions and would sometimes modify sanctions if necessary. Mr Meneagh added that teachers were encouraged to use their professional judgement in managing behaviour.</li> <li>• <u>Welcoming Mr Daly's oversight of sanctions, the committee asked about his engagement with the SENCO.</u> Mr Daly responded that he worked closely with Mr West (SENCO) to understand trends and needs. Dr Craig added that Mr West also worked with the Trust's SEN leads on teachers' adaptations to reinforce importance of pre-empting and addressing needs. Mr Daly added that the behaviour posters in the Reset Base had been submitted for scrutiny, with feedback confirming that they were appropriately clear and highly visual; some small adaptations had been made.</li> </ul>
<b>4.5</b>	<p><b>Safeguarding, Behaviour and Attendance</b></p> <ul style="list-style-type: none"> <li>• <u>With reference to p26 of the papers, what explains the high average length of suspensions for PP-eligible students?</u> Mr Meneagh replied that the slightly higher levels of suspensions are as a result of a clear approach to consequences. There is a reduction in school places in the area as well, particularly in Year 8, resulting in an increase in students with previous behaviour issues joining the school. Of the 132 suspensions, 74 were received by PP students. 52 of these 74 suspensions can be attributed to only 11 students with three or more suspensions. Of these 11 students, two have now chosen Elective Home Education, and six have moved to alternative provision (some awaiting managed move offers), thus reducing the chance of further suspension throughout the year. Mr Daly added that the school had received a number of managed moves, but had been cautious about sending students out on these, emphasising the importance of making individual decisions.</li> <li>• <u>What proportion of absence is attributable to arrivals after registration (U Codes) and are there any trends in this?</u> Mr Meneagh showed the committee the attendance tracker used to monitor individual student attendance. There were 512 U Codes (3.39% of all absence). In addition, there were 512 Exclusion codes (1.71% of all absence). Therefore, absence due to these categories is low.</li> <li>• <u>SEND attendance looks to be going the wrong way. Do you have insights as to why? What actions is the school taking specifically to address this? Are any categories of SEND more represented than others?</u> Mr Meneagh replied that an analysis of the number of students who are severely absence (&lt;50%, "SA") or persistently absence (&lt;90%, "PA") at weeks 8, 17 and 21 shows a roughly stable pattern for EHCP students. SEN support students (K) do show a more pronounced drop in the PA threshold (SA 13 &amp; PA 72, SA 14 &amp; PA 77, SA 15 &amp; PA 84 for the three time periods). The school has developed a calculator to inform conversations with students about the number of days they need to be in consistently to reverse their PA.</li> <li>• <u>With reference to p29, will the attendance manager role remain in the establishment?</u> Mr Meneagh replied that the school is phasing in the desired model and saving money during this period of transition. He added that he was working with Mr Varey to rebuild the absence monitoring, tracking and compliance procedures after the departure of the attendance manager. The attendance officer was being trained accordingly. Once complete, the attendance manager would assume more responsibility for the area and the school would look to enhanced Education Welfare Officer (EWO) support.</li> </ul>
<b>4.6</b>	<p><b>Curriculum, Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• <u>With reference to p37, further maths is a concern given the performance one would generally expect at this level. Is there anything specific to this subject planned?</u> Mr Meneagh replied that further maths is currently delivered in weekly period 6 (after-school) sessions with the head of mathematics. Students had not yet covered the full course by the time of the mock and the school is reviewing the mock papers chosen so that this does not happen again next year. <u>Asked to clarify his</u></li> </ul>

expectations, Mr Meneagh confirmed that he expected final outcomes to be higher than the mocks suggested.

- With reference to p37, history is also a concern. What assurances can the committee have about this subject? Mr Meneagh replied that, in addition to afternoon tutorial's targeted history intervention, additional intervention after-school is happening and is popular. Dr Craig added that the department was generally cautious in its predictions. Asked to state the leadership's level of concern in this area, Dr Craig replied that a number of new starters contributed to the heightened caution, but that staff are working hard to improve eventual outcomes. Ms Burke and Ms Wood noted that history in tutorials was being well-received by students.
- Turning to assessment approaches, why are outcomes compared with the wider trust and what explanation is there for the reference to inflated English grades? Mr Carnaby explained that the last reference point was 2019 and summarised the journey of grade boundaries since the pandemic, emphasising that it is difficult to estimate grade boundaries. The English scores are inflated by lower grade boundaries on this occasion.
- Asked to explain underperformance in maths, Mr Meneagh updated the committee, stating that staffing allocations had been changed to ensure appropriate teaching. The mock examinations also reflected coverage of content, so some content was unseen. He went on to say that the maths department was focusing on students with biggest gaps between target and mock outcome; this focus might be elsewhere after next set of mocks. Asked about the plan for those who should be achieving grade 5s, relative to English, Mr Meneagh replied that it was at this foundation/higher borderline where staffing had changed.
- Asked what more could be done to support attainment in maths, Mr Meneagh replied that everyone who could teach maths was doing so. Constraints on timetable have meant a move to one computer-based lesson in maths each week in KS3. Noting that many parents engaged private tutors, could these tutors support the school's curriculum delivery? This suggestion was taken under advisement, with Ms Sherwood noting that the involvement of private tutors was common amongst more affluent groups in many localities.
- The committee noted that the computer-based lesson, rather than live teaching, was suboptimal. Mr Meneagh acknowledged this and attributed it to a lack of staffing, meaning that the choice was between agency and other areas. Asked why staffing couldn't be recruited before September, Mr Meneagh said it was unaffordable. The committee noted that this had been a foreseeable risk of increasing maths in the timetable so it was important to be seen to try to recruit. Mr Meneagh reported that he was considering the re-introduction of weekly music in KS3.
- Asked whether the rationale for the return to weekly music was curricular rather than merely as a product of timetabling, Mr Meneagh said that he believed music was important, emphasising that it was a National Curriculum subject, but agreed that it addressed timetabling as well. The committee encouraged leaders to reflect openly on the lessons learned where changes had not been maintained. Dr Craig reiterated that the school's performance in its core academic offer relative to national had been less than the school's ambitions, proposing that the decision to re-allocate time to maths had been appropriate at the time, but accepting that it was right to review the curriculum on an ongoing basis.
- With reference to p56, what curriculum implications are shaping up from the options consultation? Mr Meneagh replied that the local authority "MyChoice16" system does not have the facility to restrict students to a blocking model, therefore the data are not reliable. The school will resolve this through the guidance meetings process, which started this week and will then be able to report back. An initial review of the data suggests that the blocks should remove the need to have multiple classes in each year, making the sixth form a leaner, but more efficient, timetable model. This was the intention of their introduction.

	<p><u>Action: All committee members agreed to submit any questions about the sixth form to Ms Wood, who offered to incorporate them into her visits.</u></p>
4.7	<p><b>Other matters</b></p> <ul style="list-style-type: none"> <li> <p><u>Prompted to discuss the fact that staff turnover was higher than the Trust average</u>, Mr Meneagh noted that, as a twelve-month rolling average, the Summer 2023 data would continue to inflate the relative position until October 2024, but that movement since that time was lower. <u>Asked further about in-year movement</u>, Mr Meneagh replied that one teacher and two members of support staff had left at Christmas. So far, one departure was expected at Easter. He added that Summer movement is harder to predict. <u>The committee resolved to focus its attention on current movement, rather than solely the twelve-month rolling figure, given the skew in these.</u></p> </li> <li> <p><u>With reference to the comment about the accuracy of</u> registers of clubs, has this been resolved? Mr Meneagh confirmed that it had and emphasised that this was a question of tracking the inclusion of sub-groups in the data, rather than a safeguarding concern. He confirmed that the school could identify which students remained on site after school and therefore which did not.</p> </li> </ul>
5.0	<p><b>Self-evaluation framework and Academy/Rapid Improvement Plan: annual overview</b></p> <p><u>Noting the Yr11 Maximising Achievement Plan</u>, the committee asked whether the level of exam practice <u>was stressful for students</u>. Mr Meneagh responded that there was inevitably some discomfort at the start of a routine of practice, but that this eased and, importantly, reduced the ultimate stress of the exam. He emphasised that lots of teacher support was in place. Mr Daly noted that he had received good feedback from the exams team on the conduct of the Yr11 cohort. Ms Sherwood underlined the importance of the mocks for identifying remaining areas for learning and revision. Dr Craig added that the school was working with the trust's national subject leads to tailor its approach in more synoptic subjects. Mr Meneagh showed the committee the overall academy improvement plan, which had been re-formatted to show the links between trust and school priorities, with links to supporting framework documents.</p> <p><i>Action: Principal to circulate and governors to respond with comments [Clerk's Note – this was completed during the closing of the meeting.]</i></p>
6.0	<p><b>Chair's update- Parent Advisory Committee (PAC) proposal</b></p> <p>The Chair introduced this item, inviting Mr Meneagh to summarise the proposal. He emphasised the importance of ensuring the representativeness of the group, noting that parent engagement evenings had been useful but that it would be beneficial to broaden the group and to ensure that each year group was represented.</p> <p>The committee welcomed the proposal and agreed on the need for diversity in terms of student characteristics represented and for transparency and feedback from school leaders, including explicit "you said, we did" information.</p> <p>The committee discussed the need to clarify the question of representativeness, with more detail needed on the mechanism to allow members to obtain and disseminate the views of other parents. Turning to the engagement of the 'St Ivo Parents Forum', with whom the proposal had been discussed, it was noted that the school's leadership had the option to make selected appointments to the Council.</p> <p><u>Action: Messrs Meneagh, Mumford and Thurogood-Hyde undertook to liaise on the final arrangements for the PAC, with a view to enabling the next LGC meeting to make appointments.</u></p>

	Mr Mumford, Mrs Burke and Mrs Wood all requested that a representative from the Parent Forum be invited onto the PAC.
<b>7.0</b>	<b>Member visits and Link Lead roles</b>
<b>7.1</b>	<p><b>Link Lead visits</b></p> <p>The Chair was thanked for her report from the Sixth Form Link Lead visit on 28 November 2023 and she undertook to finalise arrangements for her next visit with Ms Sherwood.</p> <p>Mr Speer's report was welcomed and would be considered at the next meeting.</p> <p>Mr Thurogood-Hyde undertook to focus on Pupil Premium and SEND in a forthcoming visit.</p>
<b>7.2</b>	<p><b>LGC staff member</b></p> <p>Mr Meneagh sought agreement to recruit a staff member of the committee. Noting that the post would be appointed, rather than elected, the committee resolved to agree the request. Ms Wood confirmed that she would be willing to support the process should Mr Speer be unavailable.</p>
<b>8.0</b>	<p><b>Date of next meeting</b></p> <p>This was confirmed as 13<sup>th</sup> March 2024. The committee agreed the need to avoid a change to this date. The meeting would consider more detail about the sixth form, including Yr13 mock outcomes and Yr11 intended KS5 subjects.</p>
<b>9.0</b>	<p><b>Any other business</b></p> <p>Asked about recent reports of potential strike action at Longsands Academy, Mr Thurogood-Hyde reported that recent meetings between school leaders and union representatives had been positive, acknowledging that concerns had been raised about changes to the timetable. Asked whether staff from St Ivo had been asked to provide cover at Longsands, Messrs Thurogood-Hyde and Meneagh confirmed that this was not the case and that there had not, in fact, been any strike action.</p>



**Principal's Report**  
**Spring Term Two**  
**2023-2024**

**St Ivo Academy**  
**Tony Meneagh**

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### Introduction and contextual information about the school:

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

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

The safeguarding team comprises of a full-time, non-teaching DSL, DDSL (started in January 2024), the Principal and 3 others from SLT, and 2 in the sixth form team, all supporting the safeguarding team.

Mental health remains the highest trend at St Ivo. The Astrea school counsellors are a lifeline to the students. To increase capacity would be valuable given the exponential rise in requests for mental health counselling. There is a waiting list for students to see the Astrea counsellors. St Ivo has access to 2.5 days a week of a school-based counsellor, provided by the trust. The DSL and DDSL completed the L3 mental health training in January 2024. It is our goal to have more L3 first aid in mental health trained in the summer term. On 14 February 2024, St Ivo has hosted a mental health forum for parents, in a joint approach by the PD lead and DSL. This was a success, and a lot of information was shared between PD, safeguarding, Astrea counsellors and the YOUNITED team with our parents and carers. St Ivo completed and published a Mental health booklet to compliment the event. This booklet is used widely in school and shared with students, parents, carers, professionals and staff. The Academy hopes to train pastoral staff as Emotional Literacy Support Assistants as well over the course of this year. This, in combination with the Mental Health First Aiders would provide a coordinated first-tier response for mental health concerns, thus providing support whilst students await counselling slots.

The Safer Schools Officer (SSO) continues to support our students. The SSO supports the school considerably, talking and working with students and families. This joint approach helps to resolve concerns and promotes welfare. The SSO had been able to source a variety of programmes for young people to access. We look forward to exploring these in more detail in the following weeks. More recently our SSO has been very proactive in bringing new offers and support packages to the table, including a very interesting link with the Fire Service. This has been taken up by the sixth form team and will reinforce the key elements of road safety.

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

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

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

There has been a trust safeguarding re-review on 16/2/24 – the report is yet to be shared with the school, but I can advise that the school has been able to move forward in several areas. I look forward to sharing this with you in the next Principal's report.

The safeguarding team have worked to produce enhanced meet and greet protocols and visitor documentation to support safeguarding at St Ivo Academy. New safeguarding posters are around the school site instructing all students and adults of our team and reminders about procedures.

The school has recently been allocated funding for CCTV and enhanced security in term of additional fencing and turnstiles. This will help to further secure the school site. I look forward on updating you further in the next Principal's report.

## Summary Update:

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

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	<p>Trust safeguarding review completed September 2023. The review was positive and an improvement on the previous year. There were some areas to improve further, some of these are captured below:</p> <p>School to benefit from full-time, non-teaching DSL.</p> <p>School to recruit DDSL to strengthen the Safeguarding capacity</p> <p>DSL to circulate list of vulnerable students weekly to VP/Principals DSL to share updated list of vulnerable students with Attendance Manager.</p> <p>Further student voice to explore positive working relationships with some staff Further student voice to explore inconsistencies in the management of behaviour during lesson time.</p> <p>Some inconsistencies with actions on CPOMS and effectiveness of 7 day reporting</p>	<p>DSL to work on structure, strategies and systems for best practice at St Ivo. DSL in place full time October 2023</p> <p>DSL to plan for the effective use of the DDSL by end of Autumn term. DSL to consider the training needs of the new DDSL. <i>DDSL started 04/01/2024</i> DSL now emails weekly vulnerable bulletin Spreadsheet to be set up and updated weekly. <i>Spreadsheet set up and being utilised to support home visits/safe and well checks</i></p> <p>Internal student voice conducted November 2023. The results indicate a more positive outcome for working relationships and further work required to build more consistent behaviour management in lessons. Further student voice planned.</p> <p>Pastoral team advised. 7 day reporting scrutinised. Further CPOMS training required for staff.</p>	<p>TSO setting up DSL to visit Astrea schools in Sheffield. <i>Arranged for 27/28 Feb 2024</i> Training as required</p> <p>TSO to assist with CPOMS training. <i>Meeting TSO 12/01/24</i></p>

	<p>Further internal CPOMS audit to be conducted January/February 2024</p> <p>Student's articulation of sexual harassment is weak.</p>	<p>DSL/DDSL to conduct CPOMS review with support from TSO. <i>CPOMS training provided by DSL 16/2/24 to relevant staff</i></p> <p>Further PD sessions planned for 23/24 to reinforce learning.</p>	<p>TSO to support internal CPOMS audit <i>Meeting TSO 12/01/24 and Spring term 2.</i></p>
Trends in School	<p>Mental health (anxiety, self-harm, suicidal ideation) remains the most prevalent issue and can impact attendance.</p> <p>Increase in referrals to Astrea school counsellor has significantly increased. This is a valuable resource for students</p>	<p>Mental health is taught as part of the PD program. PD lead and DSL working to raise awareness and plan a parent forum. <i>Mental health forum took place on 14/2/24 – successful event.</i></p> <p>DSL &amp; DDSL attending Astrea level 3 mental health course January 2024. <i>DSL/DDSL/Assistant Sendco Completed and awarded certificates</i></p> <p>Use of Astrea Counsellors for 2.5 days a week.</p> <p>DSL to create a mental health booklet for students / parents to signpost to services. Resource to be completed by 22/01/24 <i>Booklet completed and in circulation and being shared with students, parents/carers, staff.</i></p> <p>Staff to continue to support student concerns.</p>	<p>Trust SEND Officer provide training 30/31 January 2024</p> <p>Trust to increase counsellor days to meet exponential demand for support</p>

	Racism has increased this half term and will be monitored. The increase in concerning however this could be due to students reporting issues to staff more. This could also reflect the recent work covered in PD. PD classroom deliveries will be responsive to changes and trends. We monitor this trend into spring term 2.	Member of staff dedicated to supporting protective characteristics has had a positive impact.  ItStopsNow campaign started January 2024 – SLT lead assemblies for Y7-Y11. High profile using electronic screens and banners. Further promotion of this campaign continues into spring term 2.	PD National Lead working with School PD Lead
Update on significant cases (anonymised)	0 students at CP 3 students at CIN	Cases to be reviewed with Principal during safeguarding meetings	
Summary of referrals made	1 x CSC referrals  3 x EHA referrals  9 x school counsellor referrals 2 x Diverse referrals 2 x Mindful Paws referrals 1 x Starz referral 1 x Embrace referral. 1 x Younited referral	CSC: 1 x Neglect EHA: 1 x Neurodiverse 1 x Family Worker 1 x YPW	
Ofsted Qualifying Complaints	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 1629 on roll	Previous Report 1628 (Autumn term 2)	This time last year
Number and % of PP	299 (18.35%)	299 (18.37%)	304 – 21.7%
Number and % of LAC	4 (0.245%)	4 (0.24%)	7
Number and % of young carers	39 (2.39%)	36 (2.79%)	52
Number and % of students privately fostered	2 (0.12%)	2 (0.1%)	Unknown
Number and % of students with CP plan	0 (0%)	0 (0.00%)	0
Number and % of CIN	3 (0.18%)	5 (0.31%)	5
Referrals made for early help	1 (0.06%)	5 (0.31%)	7
Family support assessments conducted	0 (0%)	2 (0.12%)	-
Proportion meeting threshold	0 (0%)	2 (0.12%)	5
CP meetings attended	0 (0%)	1 (0.06%)	2
Number and % of students with an EHCP	23 (1.4%)	23 (1.4%)	20 – 1.2%
Number and % of students with serious medical conditions	0 (0%)	0 (0%)	4 - 0.2%

Number and % of students receiving external support: CAMHS	13 (0.80%)	9 (0.55%)	6 – 0.4%
Number and % of students receiving external support: behaviour support	0 (0%)	0 (0%)	3 – 0.2%
Number and % of students receiving external support: S and L	0 (0%)	0 (0%)	0
Referrals to Channel	0 (0%)	0 (0%)	0

### SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned.

The following reviews and actions have been added this term:

- 25/01/2024 - Review by Tony Meneagh, Interim Principal, with Craig Keady, external consultant (holistic overview of SCR)
- 27/02/2024 - Review by Julie Carles, Regional Operations Manager (holistic overview of SCR)
- 27/02/2024 - Review by Tony Meneagh, Interim Principal (particular focus on checking column R: self-declarations)

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

### Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
National College Annual Safeguarding Module 23/24	4/9/23 17/11/23 10/01/24	164 173 180	National College
National College Advanced Safeguarding Module 23/24	December 2023	4	National College
St Ivo Academy Safeguarding training 23/24	13/12/23	1	Laura Brasher
St Ivo Academy Admin Safeguard training	05/12/23 12/12/23	4 1	Laura Brasher
St Ivo Academy CPOMS updates and overview training	16/02/24	17	Laura Brasher

### Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	24	60	3
Racist Incidents	25	13	13
Cyber Bullying	2	6	0
Homophobic Bullying	6	11	0
Transphobic Bullying	3	10	0

### Analysis and Next Steps

The reported figures have overall decreased since the previous report. Whilst a decrease may first appear positive in terms of reported cases, we must remain vigilant ensure our students are reaching out to staff where needed and reporting incidents. We must not become complacent but respond by engaging with students and prioritising current trends within our responsive curriculum. During Spring term 2, the safeguarding team will respond to this by reminding students who are the safeguarding team. This will be delivered by emailing all students in school from our safeguarding email account, with details of how to contact us for support or advice. Following this a PowerPoint will be shared in form time to all students. We will be collating student voice around this. Around 98% of the concerns reported above are low level concerns.

The racism figures have increased since the last report. This is initially concerning due to the increase, but reassuring that incidents are being reported for us to investigate, educate and reinforce how we will not stand for any form of racism in school. We will continue to monitor these incidents and will respond via our responsive PD curriculum as needed.

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

The current systems in place for managing and actioning safeguarding concerns will be reviewed spring term 2. We need to ensure the systems and procedures are efficient and robust, and we are utilising the right staff to ensure the outcomes for the students are positive. The DSL has already collated information following visits to 2 schools and will be producing a proposal for the senior leaders by the end of spring term 2.

Pastoral staff have received more detailed CPOMS training. This was delivered during our professional day on 16<sup>th</sup> February. Moving forward this will build confidence within the team ensuring correct categories, dates and information is entered within the CPOMS system.

### Sexual Harassment:

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



## Analysis and Next Steps

Sexual harassment figures have remained the same since the last report. Sexual harassment education has been delivered through PD lessons to raise awareness of this issue. Following the Safeguarding Review in September 2023, it was noted that “students’ ability to articulate what may constitute an example of sexual harassment requires attention”. The school will need continued development and learning opportunities to embed their knowledge and understanding, so that this element can be addressed further. The PD curriculum will give students the opportunity to do this throughout this academic year. I feel it is worthy to note, following an internal student voice in November 2023, found that years 8-13 were able to successfully explain what sexual harassment was. During spring term 1 more work with sexual harassment took place and there is further work being reinforced in spring term 2.

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

## Year 11 (& 13) Maximising Achievement Plan Update

### Year 11 Maximising Achievement Plan Update

Updated MAP as **Appendix 1**

#### Year 11

- Mocks completed, with the vast majority of marking also being complete ahead of the deadline on 13/03
- All teachers have recorded whether students have used their extra time (indicated using green pens in exams); student voice carried out. Year team to reflect on this and action any changes with exams officer and SEND dept
- Coursework subjects have used mock exam window to have smaller groups focused on completing coursework (Dance; Music; H&S Care)
- Staff and students have reported that the interventions have been impactful; RSL to analyse data and move students accordingly after 13/03
- Following meeting with A. Arezoo, it has been agreed that locked ‘whole series’ will be used as mock papers wherever possible going forwards, as some data was skewed in this series of mocks (ameliorated by HOD analysis to ensure accurate mock data and predictions)
- EBacc subject results now automated on Bromcom to match Trust data

#### Year 11 Actions

- Year 11 Team to focus on students who missed 5+ mocks to create bespoke plans for these students – meeting with AP lead, HOY, SLT, exams officer scheduled for 07/03
- Whole school strategy for attendance to be introduced to increase attendance versus last year and mocks
- RSL will turn data analysis around quickly for HODs to ensure that the RAG meetings leading up to exams is purposeful
- RSL to meet with SLT and Astrea T&L leads to reflect on merits and pitfalls of full mocks in February
- Plan for revision sessions when exams begin as a whole-school approach

## Year 13

- Attendance to mocks has been very high
- Bar two subjects, all subjects were able to utilise full papers to ensure breadth and consistency for students
- Action plans and parent meetings have taken place, with further meetings and actions being taken for a small minority of students
- Supervised Study is now fully operational
- SLT leads have reflected with HODs on previous mock results and prediction versus attainment gaps

## Year 13 Actions

- Mock catch ups to take place 04/03
- Mock exam “debrief” with Sixth Form leadership and exam officer to take place
- Sixth Form and Senior Leadership teams to continue to ensure that enough extension work is set for students and that lessons are purposeful
- Exams officer planning for complicated exam arrangements (3 A’level exams in one day for two students)
- Teachers given time to moderate coursework to ensure consistency and accuracy

## Curriculum

### Curriculum Planning and Model for 2024-25

Our draft curriculum model for 2024-25 can be found overleaf. This reflects the second year of rationalisation to our Key Stage 4 and 5 offers.

We are currently working with central finance colleagues at the cost impact of the draft model and other changes.

## Curriculum Model 2024-25 Draft v24Feb24

<b>Year 7</b> PAN 296 English 8 hours per fortnight Maths 7 Science 7 Art 2 Computing 1 Design Technology 2 Drama 1 French 4 Geography 4 History 4 Music 2 PE 4 (inc Dance) Personal Development 2 RE 2  Setting within year half for all subjects (consistent across all subjects except PE)  10 groups as standard.  D&T in smaller groups for H&S.	<b>Year 8</b> NOR 288 English 8 hours per fortnight Maths 7 Science 7 Art 2 Computing 1 Design Technology 1 Drama 1 Food 1 French 4 Geography 4 History 4 Music 2 PE 4 (inc Dance) Personal Development 2 RE 2  Setting within year half for all subjects (consistent across all subjects except PE)  10 groups as standard.  D&T and Food in smaller groups for H&S.	<b>Year 9</b> NOR 274 English 8 hours per fortnight Maths 7 Science 7 Art 2 Computing 1 Design Technology 1 Drama 1 Food 1 French 4 Geography 4 History 4 Music 2 PE 4 (inc Dance) Personal Development 2 RE 2  Setting within year half for all subjects (consistent across all subjects except PE)  9 groups as standard.  D&T and Food in smaller groups for H&S.	<b>Year 10</b> NOR 268 English 9 hours per fortnight Maths 8 Science 9 PE 2 RE 1 Personal Development 1  Students choose 4 option subjects, 5 hours a fortnight each: History (6 or 7 groups), Geography (4 or 5), French (6), German (1), Triple Science (2), Computer Science (3), Fine Art (3), Textiles (2), D&T (3), Food (4), Child Development (2), PE (3), Ethics (1), Music (1), Dance (1), Drama (1), Film Studies (2). Total 46 option groups. All students to take a humanity. The majority to take a language.  Ability setting (half year blocks) for core subjects <ol style="list-style-type: none"> <li>English, PD and RE</li> <li>Maths</li> <li>Science</li> <li>PE</li> </ol> Ability settings within blocks for EBacc and PE.  9 groups as standard in the core.	<b>Year 11</b> NOR 284 English 9 hours per fortnight Maths 8 Science 9 PE 2 (plus English and Maths intervention) RE 1 Personal Development 1  Students choose 4 option subjects, 5 hours a fortnight each: History (7 groups), Geography (4), French (6), German (1), Triple Science (2), Computer Science (3), Fine Art (3), Textiles (3), D&T (4), Food (5), Child Development (3), PE (3), Ethics (1), Music (1), Dance (1), Drama (1), Film Studies (2), Asdan (1). Total 51 option groups. All students to take a humanity. The majority to take a language.  Ability setting (half year blocks) for core subjects <ol style="list-style-type: none"> <li>English, PD and RE</li> <li>Maths</li> <li>Science</li> <li>PE</li> </ol> Ability settings within blocks for EBacc and PE.  10 groups as standard in the core.
<b>Year 12</b> 89 internal offers made 10 hours per fortnight for: Biology (1 group), Business Studies (1), Chemistry (1), Dance (1), Drama (1), Economics (1), English Literature (1), Film Studies (1), Fine Art (1), French (1), Further Maths (1), Geography (1), German (1), Health & Social Care (1), History (1), Maths (1), PE (1), Photography (1), Physics (1), Politics (1), Psychology (1). Total 21 groups. Looking at possibility to introduce Sociology. 3 hours per fortnight for Extended Project Qualification (4 groups). Structured study sessions added for identified students.				

**Year 13***NOR 110*

10 hours per fortnight for: Biology (1 group), Business Studies (1), Chemistry (1), Computer Science (1), D&T (1), Drama (1), Economics (1), English Literature (2), Ethics (1), Fine Art (1), Food and Nutrition (1), French (1), Further Maths (1), Geography (2), Health & Social Care (1), History (2), Law (1), Maths (2), Media Studies (1), Music (1), PE (1), Photography (1), Physics (1), Politics (1), Psychology (2), Vocational Sport (1 double group – 20 hours). 8 hours per fortnight for: Dance (1). Total 33 groups. Structured study sessions added for identified students.

## Teaching and Learning

### Next Steps:

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

- Senior leaders will be supporting heads of departments highlighted as 'red' through the school's coaching programme as an initial step
- Continued use of QA system (SLT, HoDs, LPs) to evaluate teaching against the principles of teaching and core routines in order to determine areas requiring further staff training or individuals requiring support/coaching
- Continue to monitor the implementation of 'Means of Participation' via Principle of Teaching 7 so that teaching is responsive; coaching provided where required
- Lead practitioners are coaching identified key staff.
- Whole staff training on reading (using Tuesday staff DP slots) to ensure that tutors maximise the daily reading slots and that students actively read along with their tutor
- Whole staff training on disciplinary literacy on training day (16 February 2024) was held to ensure that staff are aware of key terms and how best to teach them and students are regularly exposed to high quality texts and are required to actively read along in lessons
- Deliberate practice facilitated by lead practitioners for all teaching staff on disciplinary literacy linked to the Means of Participation in the February training day
- Mini plan created for reading and disciplinary literacy to be completed by February half term.
- Staff training Day 8<sup>th</sup> March 2024 currently plans to: focus on preparation for the introduction of booklets (including a presentation from Astrea's Curriculum Lead); marking and feedback policy update; guidance on supporting SEND and Pupil Premium students in lessons; a PD session for all staff; and IP time will build upon our previous training days with the focus on collaborative planning and how booklet driven lessons fit in with our continued focus on building in the Means of Participation to bring energy and joy into lessons.
- Immediate focus on continuing to embed responsive teaching and increase participation ratio through our Means of Participation. The T and L lead has met with Trust T and L leader (29-02-24), conducted a joint learning walk and using the findings from this will jointly plan further staff training sessions.

### Next Steps for Reading:

- Ruler reading has been introduced into lessons so that reading in the curriculum mirrors expectations in tutor time reading sessions.
- Close monitoring of tutor time reading continues with support for tutors struggling with the delivery of it.
- Targeted NGRT testing of Year 9 (bottom 30% of reading ages and those without a recent test result) has been delivered to ensure reliable data for the launch of Think Reading. Data on Bromcom.
- NGRT programme for 24-25 agreed so can be calendared.
- NGRT program for the remainder of this academic year agreed. Year 7 and 8 to be tested before Easter.
- A CPD session on the how to use the PPA time that has been delivered to tutors. This will ensure the time is used in an effective manner and impact on classroom practice can be seen. This focus was on the effective use of the teacher guides

## Behaviour and Culture

### Behaviour Data:

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

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

*8 positive events to 1 negative*

#### Suspensions (half-term 1):

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

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

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

*7 positive events to 1 negative*

#### Suspensions (half-term 2):

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

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

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

*6 positive events to 1 negative*

#### Suspensions (half-term 3):

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

#### **Certificates/badges:**

The table below shows how many students have achieved the house point milestones (6 September 2023 – 16 February 2024). A student in Year 9 achieved 200 house points last term, he was the first in the school to achieve this and the first across the trust.

	50 HP	75 HP	100 HP	150 HP	200 HP
<b>Year 7 (286)</b>	283	275	228	71	8
<b>Year 8 (275)</b>	254	211	147	34	10
<b>Year 9 (268)</b>	244	212	161	65	10
<b>Year 10 (278)</b>	251	218	167	53	2
<b>Year 11 (282)</b>	204	134	52	4	0

#### **Golden tickets:**

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

#### **What worked well:**

- Ratio of positive to negative house points remains healthy at 6:1.
- Overall number of Reset events and students who received Resets, remains steady across the three half-terms for Year's 8, 10 and 11.
- Decrease in the number of suspension events, from half-term 2 to half-term 3, and compared to half-term 3 from 2022-23.
- Decrease in the number of reminders from half-term 2 to half-term 3.
- Decrease in the number of detentions from half-term 2 to half-term 3.
- Introduction of behaviour curriculum has allowed us to offer a responsive curriculum to issues that have spiked. We have included sessions on the school ethos and core values, to aid understanding and consistency around these topics.
- We have increased the number of lunchtime supervisors, which has improved our coverage. Daily SLT meeting to discuss hotspots from previous day, to ensure staff are where they need to be.
- The new canteen, queuing system and increased seating has been a real positive. Echoed by positive student voice.
- Correction cards introduced for correctable uniform issues (shirts and skirts are the main issues). Feedback with previous system, was that entering this data onto Bromcom wasn't streamlined. Correction cards now filled in and put into boxes, and then admin' support enter onto Bromcom.
- New lines painted to aid Morning Welcome lines, and for out of bounds areas around school site.
- SLT transition points reviewed, to ensure coverage for every transition and key areas of the school. These have been laminated (with timetable and key info for each area) and given to all SLT to wear on their lanyards.
- Lessons generally remain very calm and good learning environments, although we still have challenges around passive learning.

### Challenges:

- Slight decrease in number of positives to negative, although the balance of 6:1 remains a good ratio. House points for Year 11 remain on the low side.
- On-going challenge with students and uniform. In particular skirts being rolled, and shirts being untucked. PE kit days now provide an extra challenge, as another layer of uniform infringement has to be monitored. In particular, non-PE hoodies and colour of leg wear.
- Reset numbers have increased in Year 7, and 9. An element, of Year 7's 'finding their feet' and some Year 9 students not engaging with certain subjects that they won't be continuing with in Key Stage 4 are possible causes.
- Truancy across small groups of girls, across multiple year groups remains a challenge.
- Group of Year 10 boys (approximately 5) and their behaviour, remains a challenge.
- Small group of male, Muslim students who have displayed poor behaviour in and around the prayer room. Improvement on this recently, as had a meeting with the St Ives Mosque Imam, who had supported and met with the students. On-going monitoring required.
- We need to improve staffing of transitions by class teachers and support staff.
- Large areas of the school site are not covered by CCTV cameras, which sometimes leads to investigations taking more time than should be required.

### Plan (key priorities in **bold**):

- **Tackle uniform issues and infringements consistently and rigorously.** 10,000 extra correction cards are being printed. Continue to push the use of these with staff.
- **Improve lesson transitions further, ensuring students move between lessons and at social time in a safe manner, with all staff challenging those not meeting expectations in a fair and consistent manner**
- **Continue to promote expectations of warm/strict, and the importance of giving house points and golden tickets in every lesson, and for good behaviour out of lessons.**
- Increase the number of students who are on Behaviour Support Plans for students who are repeat offenders. Ensuring that all students with 2+ suspensions, are on a plan.
- Increase the number of students who are on Behaviour Supports Plans – truancy, and Year 10 students identified above.
- Some of the students identified have recently started on AP. We are also completing Managed Move paperwork for some of these students.
- Laura Brasher is talking to the Locality Team, about a programme for girls/truancy.
- Utilise the Police Officer (PC Watkins), who is in school every Thursday, for students who display continued poor behaviour around the school site.
- Codify corridor and break time duty expectations for staff, and QA that this is happening consistently.
- Extra CCTV locations have been identified. Trust have given the okay for this, and we are seeking quotes.
- Continue to liaise, communicate and ask for support from local Imam.

### Suspensions:

Please provide an overview in the table below of suspensions for the **YTD-end of spring term one**.

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
--	--------------	-------------	---------------	--------	--------	--------	---------	---------	---------	---------



Number of Suspensions	140	77	44	22	22	37	27	31	1	0
% Of Cohort	8.4	23.9	16.9	7.5	7.7	13.3	9.2	10.8	0.9	0
Total Days	283	170.5	79.5	52	53.5	61	51	64.5	1	0
Suspension Rate	9.72	24.22	19.13	7.51	7.75	13.43	9.18	10.84	0.9	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

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

Suspensions for end of half-term 3 2022-23 stood at 128. There has been an increase this year, but this is down to behaviour being tracked and tackled in a clearer manner. Half-term 3 was lower this year (39), compared to half-term 3 2022-23 (42).

### Suspension analysis and commentary:

- Suspension numbers remain relatively low, although there has been a slight increase from last year. The largest increase has been in Year 7, where we have gone from 2 suspensions in Autumn Term 2022-23, to 16 suspensions in Autumn Term 2023-24. These suspensions involve four students, who are now on Behaviour Support Plans.
- At this stage last year, we hadn't implemented the new B&C policy. The implementation of the policy allows for a clearer escalation of consequences, which may have also led to an increase in suspensions year-on-year. This is mainly around 'failing reset', and the escalation to suspension, which wasn't in place Autumn Term 2022-23.
- Suspensions are tracking down, from half-term 1 (54), to half-term 2 (46), to half-term 3 (39).
- Suspensions for SEN E are down from 7 at this stage last year, to 3 this year.
- Suspensions for girls are up significantly this year, for the same stage. 82 to 44. Several students with multiple suspensions are now on AP and awaiting managed-moves. Others are on Behaviour Support Plans.
- Suspensions for boys are significantly lower this year, for the same stage 84 to 57.
- 22 suspensions have come from students who have either been on a managed-move to us from another school or have arrived on a mid-phase transfer in the last year.

### Suspension Reduction:

Please see **Appendix 2**.

### Behaviour and Culture Analysis Next Steps:

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

### Post half-term Reboot:

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

## Reminders for this half-term

- Safeguarding
- Respect
- #ItStopsNow
- Break and lunchtimes (and litter!)
- Mobiles
- Uniform
- Being in lessons (including punctuality)
- Toilets
- Detentions



### Continued implementation of the Behaviour Curriculum:

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

Scholarship Curiosity Tenacity Responsibility Respect

## Behaviour & Culture

Autumn 2023-24

**ST IVO ACADEMY**  
Astrea Academy Trust  
INSPIRING BEYOND MEASURES

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

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

During this term we will cover:

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

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

Name: \_\_\_\_\_

Tutor group: \_\_\_\_\_

Scholarship Curiosity Tenacity Responsibility Respect

## Behaviour & Culture

Spring 2023-24

**ST IVO ACADEMY**  
Astrea Academy Trust  
INSPIRING BEYOND MEASURES

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

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

During this term we will cover:

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

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

Name: \_\_\_\_\_

Tutor group: \_\_\_\_\_

### Corridor Framework:

We have recently implemented a new one-way system in the Maths corridor. We are also adding signs and dots to corridors, to provide clearer guidance on where staff need to stand on transitions. Extra capacity within SLT should allow for more robust QA of staff consistency. Ensuring the corridor framework is fully implemented to produce orderly transitions is a key focus for this term. SLT have been given a new timetable for transition points, to ensure that there is full coverage at the main 'pinch points' around the school. This has considered SLT teaching load, to ensure realistic chances of being in position. Laminated cards to go on lanyards have been created to ensure consistency.

**Canteen:**

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

**Lunchtime supervisors:**

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

## Attendance

**Whole School Attendance**

	Key Attendance Target	This time last year	Year to date: End of spring term one
Whole School	96%	91.6%	91.3%
Individual Student	95%		
Pupil Premium	90%	86.9%	85.8%
SEND	90%	89.2%	87.1%
Maximum % of pupils who are PA:	15%	25.9%	25.1%
% of PP pupils who are PA:	20%	39.7%	40.5%
% of SEND pupils who are PA:	23%	34.2%	37.4%

EHE since January – 2 students 19/1, 23/1 one in process due to a long-term medical condition.

This academic year 13 EHE to present – last academic year was 13 for the year.

Week commencing	YTD	1-Jan	8-Jan	15-Jan	22-Jan	29-Jan	5-Feb	12-Feb
Pupils		1,390	1,392	1,392	1,393	1,393	1,392	1,392
School attendance	91.2%	90.3%	91.6%	91.4%	90.1%	90.4%	87.4%	88.7%
FFT National Attendance	91.1%	90.4%	91.7%	90.8%	90.2%	90.3%	89.8%	90.1%
Difference	+0.1%	-0.1%	-0.1%	+0.5%	-0.1%	+0.1%	-2.4%	-1.4%

**Attendance for Year 11: Class of 2024**

	Key Attendance Target	This time last year – cohort	Year to date: End of spring term one
Whole School	96%	91.6%	90.2%
Individual Student	95%		
Pupil Premium	90%	86.9%	85.8%
SEND	90%	89.2%	87.1%
Maximum % of pupils who are PA:	15%	25.9%	25.1%
% of PP pupils who are PA:	20%	39.7%	40.5%

% of SEND pupils who are PA:	23%	34.2%	37.4%
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Objective	Key Actions	Update and summary of impact to date
Raising the profile of attendance	HOY, SLT, SSAs to receive daily updates on attendance	Daily attendance data is sent to HOY, SLT and SSA. Attendance is discussed and acted upon with year teams
	SSAs to meet with SLT Attendance lead	Meetings take place and discussions lead to early identification of attendance issues. Attendance interventions are put in place earlier.
	Share information with the wider school community – better utilise the staff bulletin to raise awareness	Staff bulletin now standardised via automation on a daily basis; attendance data will be added after the initial trial has been completed
	Refresher training to be delivered to SSAs to support the use of Bromcom and track daily attendance	Completed 12/01/2024
Improve punctuality	Tackle punctuality more robustly – late gates and communication with all stake holders	Planned for half term 4
Review best practice in areas of compliance	Train new attendance team in all areas of compliance and best practice, utilising their prior experience from outside the school	Started WB 22/01/2024 when new officer started officially Further progression to systems including late procedures. Attendance officer has met with other trust school attendance leads and also local authority lead.
	Review all attendance procedures in school, looking for efficiencies and areas of automation where possible to speed up response times and reduce the chance of human error	Started WB 22/01/2024 when new officer started officially; single point of absence reporting started from 22/01/2024 Email bounce back to encourage 8.30am reporting of absence the leading to Truancy call sent out by 9.15am. Plan to meet trust attendance support on 5 <sup>th</sup> March

### Attendance Next Steps:

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

- The Attendance Manager has left, we have replaced her with an Attendance officer who is being trained to complete administrative tasks
- The current vacancy of Attendance Manager will remain vacant for the remainder of the academic year to allow the SLT link time to train the Attendance Officer first
- Late procedures have been changed to electronically signing – inventory.
- Development of knowledge for the team around daily tasks and reporting systems.
- Attendance officer is building upon the procedures and starting to develop interventions.

- Tackle the attendance of all students to work on resilience, rewards and culture associated with attendance and punctuality.
- Pupil premium attendance targets and monitoring working with PP lead.

#### Year 11 attendance:

- Attendance target of 93% has been set for those wishing to attend end of year Prom
- 95 “Soft” attendance letters sent to students with less than 92% attendance in October 2023
- 49 Letter 1 letters were sent to 49 students at the beginning of November for those students not demonstrating an improvement in their attendance
- Four formal attendance meetings have taken place and attendance targets set. These will progress to penalty notices being issued if students fail to meet targets and have not engaged in interventions
- Daily phone calls and weekly home visits are being performed for persistent absentees
- Weekly attendance breakdowns are being sent each Friday to parents; these demonstrate weekly overall attendance and attendance at each subject lesson
- Merits are given each week to students who attain 100% attendance for that week or demonstrate resilience in attending school.

## Personal Development

### Key Findings from the Personal Development Review

- Stated in the trust review: ‘The PD programme is very responsive’. An example of this is the whole school PD lead, DSL, behaviour/pastoral/ mental health lead meet fortnightly to discuss themes / trends in behaviours and respond accordingly.
- A recent trust review was carried out and stated ‘the PD programme at St Ivo is well structured, responsive, and appropriate for all students. Leaders work hard to ensure the programme is bespoke to the students of St Ivo and take a careful and considered approach to how key PD messages are delivered.’
- There is some excellent work taking place to highlight the importance of PD education and to ensure students value this aspect of their education. More regular student voice and assessment is needed to capture the impact of PD and to check student understanding of key themes such as consent, sexual harassment – a student voice survey has been completed since the review with more to be carried out during the rest of the academic year. This will give the evidence required to show the impact of PD. The results have been analysed, discussions have been had about how to respond for example talking about feelings and emotions is being addressed in tutor PD sessions. PD assessments will be completed using MSF, this will collate the data to help identify strengths and areas for improvement.
- Students speak highly of student leadership opportunities and said their views and opinions were valued by senior leaders. For example, the student leadership group raised concerns about queuing for food in the canteen, this has been changed and students have reported that queuing for food is now calmer and more efficient.

- Students recalled FBV, protected characteristics and the Equality Act and said that bullying was rare at St Ivo.
- All students from KS3-5 said they knew someone they could talk to in school if they had any concerns.
- Throughout the day students behaved respectfully towards one another and corridor transitions were smooth, although some students took longer to get to lessons at times.
- In the lessons visited behaviour was good. More opportunities to be taken to model how to extend answers to improve students' depth and precision of answers.
- Students were positive about their PD lessons, describing them as valuable and worthwhile, with topics that were pertinent to them.
- To use a variety of approaches when teaching PD for example means of participation
- To continue to regularly QA lessons and booklets to help further improve/develop PD.
- PD lessons are complimented by tutorials and assemblies which help embed character education, relay key aspects of the behaviour curriculum and are responsive to behaviour trends St Ivo.
- Students at St Ivo have access to a range of extra-curricular activities and the monitoring of this is strengthening. Continue to collate data around extra-curricular activities, levels of engagement and actions to improve attendance to this. Students speak favourably of enrichment opportunities such as clubs and trips, with many excited about the upcoming production of Matilda.
- Continue to highlight and embed the #itstopsnow campaign through assemblies, PD tutor, PD lessons, behaviour curriculum.
- The PD programme in the Sixth Form is varied and external speakers are well received by the students. Sixth Formers would like more interactive lessons and discussions around topics such as mental health as well as clearer signposting to support.
- Within Careers Education, St Ivo is taking the lead in Benchmark 4 (Careers in the Curriculum) due to the input from the Maths Department, led by the Careers Leader. The students themselves have commented on how they can see the connection to Maths and future pathways which is great to witness.
- The strength of the provision on Careers in the 6th form was again commented on by students. Students feel confident in their post 18 pathway and have knowledge about the different pathways that they could have taken and could still take. Careers advisor appointments to be discussed between the Principal, careers lead and Assistant Principal to ensure that students in KS4 and 5 can have an appointment earlier.
- In KS3 & 4, improve students understanding of who to speak to and where to get careers information from. Careers lead to ensure a sustained campaign to promote Morrisby.
- Principal to look at time allocation for the Careers Leader to help enable lead the school in meeting the Benchmarks meaningfully.
- Pastoral leaders and SLT to regularly monitor tutor time to ensure all classes are engaged, activities are clearly structured, and students follow the prescribed programme.

#### **Other information**

- The PD programme in the sixth form is varied and numerous external speakers are involved in talking to the students about a variety of topics such as apprenticeships, different careers, university.
- There are a variety of leadership opportunities for students: student librarians, House reps who meet weekly with their Head of House, and a Student Leadership group. The student leadership group meet periodically with the school SLT to discuss and raise concerns. The 6th form committees and Head Students have key responsibilities in the 6th form; sixth

formers also help in KS3 lessons. We also have 6th form Mental Health Ambassadors who have set up a drop-in lunchtime group to support the “It Stops Now” campaign.

- PD parents forum 14<sup>th</sup> February 2024 – focus was mental health. Younited and the Astrea counsellors attended the evening.
- CPD was delivered on the 16<sup>th</sup> February to all staff, the focus was the theme bullying. A student case study was shared with staff, discussions about how to deal with different situations. Training delivered and well thought out by Ci and was well received by staff.

#### RAG overview of the PD Offer

Area of PD	2022-23 HT3	2023-24 HT3	Next steps			
PHSCE Curriculum			<ul style="list-style-type: none"><li>Continued CPD to ensure all staff are confident in delivering aspects of the PD curriculum (including TutorPD, Assemblies and PD Lessons).</li><li>Improve levels of students' active participation in PD discussions, through the planning of TutorPD sessions and staff training and drop ins.</li><li>Sixth Form PD sessions to include more opportunities to discuss and debate real life stories.</li></ul>			
RE curriculum			<ul style="list-style-type: none"><li>Booklets for Year 11 core RE to be devised for next academic year. This will take place during the summer term.</li><li>Review the year 9 scheme of learning and amend the booklets accordingly in response to an issue raised by a parent.</li></ul>			
Careers (including compliance)			<p>Working document linked to: Careers Plan PAL Gatsby Benchmarks Focus on bring up what is offered to comply with PAL as best we can manage within the constraints time available across the whole school.</p> <p><b>Bench mark 4</b></p> <table><tr><td>Linking the curriculum</td><td>Each curriculum area is required to link curriculum – Big Picture.</td><td>Astrea National lead to deliver CPD in the Summer to advise all departments</td></tr></table>	Linking the curriculum	Each curriculum area is required to link curriculum – Big Picture.	Astrea National lead to deliver CPD in the Summer to advise all departments
Linking the curriculum	Each curriculum area is required to link curriculum – Big Picture.	Astrea National lead to deliver CPD in the Summer to advise all departments				

					Each curriculum area has pledged to do so. However, Pupil Voice indicates Maths is strongest even though Computing has modules and Ethics has it in the pupil booklets. LMI Maths lesson in year 10.	how to improve this delivery. Date requires setting by Head.
					<b>Bench mark 6</b>	
					Experiences of workplaces	<p>Year 10 one-week work experience in the Summer. Students who are PP and SEND have careful focus with the Work Experience Coordinator to ensure the most appropriate experience is secured. Ref Work Exp report Year 12 new for Summer 2024 work shadowing. <b>STEM year 9 girls visit Urban and Civic PLC careers for women.</b></p> <p>Virtual work experience video – PP used in lockdown could be shown to year 7 or 8. Year 12 will be work shadowing in the summer for the first time. This needs building as the current cohort is not proactive enough. Head of 6<sup>th</sup> form in the loop.</p>



Enrichment Offer (extra curricular)			<ul style="list-style-type: none"> <li>• In the year Sept 22 – July 23 there were 41 clubs/trips</li> <li>• Since Sept 23 there has been 30 trips/clubs. This number will continue to increase as the year progresses.</li> <li>• Next step is to track which students do not take part in a club and ascertain if they are doing activities outside of school. We want to know who the students are that do not do a club in school and do are not involved in anything outside of school.</li> <li>• Also, there is more accurate recording of student attendance at the clubs that are running.</li> </ul>
Enrichment Offer (trips and visits)			<ul style="list-style-type: none"> <li>• 43% of pupil premium students in years 7-11 were involved in at least one trip/club in 22/23/</li> <li>• 54% of SEND students on years 7-13 were involved in at least one trip/club.</li> <li>• Next step: map what trips are available for each year group and monitor SEND and PP engagement in them to ensure equity of access across the academy.</li> </ul>
Pupils knowledge of British Values			<ul style="list-style-type: none"> <li>• MSF results show students in Year 7-11 have good knowledge of the British values. Student voice results from the recent trust PD review stated that students in KS3 and 4 had strong knowledge on PC and BV.</li> <li>• Another MSF to be conducted next term.</li> </ul>
Pupils knowledge of SMSC			<ul style="list-style-type: none"> <li>• SMSC - Mapped through PD curriculum. Mapped across whole school curriculum. Assemblies on Mental health, with follow ups in TutorPD to coach students in self care and self help techniques.</li> <li>• Assemblies celebrating other cultures. Moral dilemmas in TutorPd sessions.</li> </ul>

Quality of character development curriculum within the school			<ul style="list-style-type: none"> <li>• We are now into the second term of the Behaviour Curriculum at St Ivo. Feedback and QA suggests many positives of how the first term went.</li> <li>• We have created a booklet for each term, and every student has their own copy. This has work that needs to be completed for each session.</li> <li>• We have also created PowerPoints, which Heads of Year then voice over and distribute to their tutor teams. This has allowed for ownership to come from each HOY, but to also make each session bespoke for the needs of the individual year group.</li> <li>• Front covers of both booklets (Term 1 and 2), below, with topics included. Many of the topics include work around character development.</li> <li>• Continue to analyse the behaviour data and respond with appropriate behaviour curriculum topics.</li> <li>• Design a booklet for half term 3.</li> <li>• Carry out student/staff voice during term 3.</li> </ul>
Inclusive culture within the school			<ul style="list-style-type: none"> <li>• Continue to raise the profile of our student leaders, through an anti-bullying campaign and continued charity events.</li> <li>• To enhance our offer for students who are struggling, through the #itstopsnow hub, led by our student mentors.</li> </ul>

**Behaviour curriculum examples:**

# Behaviour & Culture

Spring 2023-24



**ST IVO**  
**ACADEMY**  
Astrea Academy Trust  
INSPIRING BEYOND MEASURE

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

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

During this term we will cover:

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

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

**Name:**

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**Tutor group:**

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# Behaviour & Culture

Autumn 2023-24



**ST IVO**  
**ACADEMY**  
Astrea Academy Trust  
INSPIRING BEYOND MEASURE

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

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

During this term we will cover:

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

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

**Name:**

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**Tutor group:**

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## SEF and ADP Update

### SEF Update:

Please provide a summary below of any changes/developments to how you are currently self-evaluating your school.

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness	Good	Good	
Quality of Education	Good	Good	Ongoing CPD on means of participation, linking into visualiser use
Behaviour and Attitudes	Good	Good	Reduction in suspensions over time for the year
Personal Development	Good	Good	Rigorous PD review, with actions being completed thereafter
Leadership and Management	Good	Good	Two rigorous safeguarding reviews, and actions completed thereafter
Sixth Form	Good	Good	

**Please see the attached rag-rated ADP.**

### Site maintenance/improvements and any site works projects

New fencing is planned by reception to ensure visitors cannot access other areas of site once through the pedestrian gate. New fencing is also planned between the Craft block/basketball courts and One Leisure, to ensure clear demarcation of the boundary line and to minimise the risk from One Leisure deliveries during the day. A turnstile will also be fitted in this area to replace the pedestrian gate, to prevent tailgating.

Following the safeguarding audit in January 2024, a need for much wider CCTV coverage of the boundary fence, all playgrounds and corridors has been identified. We are now working to get quotes for this work.

## Any Other Academy Matters

- Our school production of Matilda Jnr took place in early February. This was a brilliant performance – well done to all students and staff involved in giving up hours of their time and showing such commitment.
- In February there was a very successful World of Work day for Year 9, 11 and 12/13 students. Employers and trainers from the region came into the academy for the day so that students could meet them and start to gain an understanding of the range of opportunities that is on offer for them.
- Pupil Voice work (995 students from 7-13) has been conducted to see how many students are involved in clubs/sports outside of school. This data will inform future planning of clubs/trips within school. 63% of respondents are involved in at least one leisure activity outside of the academy day.

## Appendix 1

### Year 11 (& 13) Maximising Achievement Plan Update

Updates Spring 2024	
Year 11	<ul style="list-style-type: none"> <li>- <b>Mocks completed, with the vast majority of marking also being complete ahead of the deadline on 13/03.</b></li> <li>- <b>All teachers have recorded whether students have used their extra time (indicated using green pens in exams); student voice carried out.</b> Year team to reflect on this and action any changes with exams officer and SEND dept</li> <li>- <b>Coursework subjects have used mock exam window to have smaller groups focused on completing coursework (Dance; Music; H&amp;S Care)</b></li> <li>- Staff and students have reported that the interventions have been impactful; RSL to analyse data and move students accordingly after 13/03</li> <li>- Following meeting with A. Arezoo, it has been agreed that locked 'whole series' will be used as mock papers wherever possible going forwards, as some data was skewed in this series of mocks (ameliorated by HOD analysis to ensure accurate mock data and predictions)</li> <li>- <b>EBacc subject results now automated on Bromcom to match Trust data</b></li> </ul>
Year 11 Actions Spring 2	<ul style="list-style-type: none"> <li>- Year 11 Team to focus on students who missed 5+ mocks to create bespoke plans for these students – meeting with AP lead, HOY, SLT, exams officer scheduled for 07/03</li> <li>- Whole school strategy for attendance to be introduced to increase attendance versus last year and mocks</li> <li>- RSL will turn data analysis around quickly for HODs to ensure that the RAG meetings leading up to exams is purposeful</li> <li>- RSL to meet with SLT and Astrea T&amp;L leads to reflect on merits and pitfalls of full mocks in February</li> <li>- Plan for revision sessions when exams begin as a whole-school approach</li> </ul>
Year 13	<ul style="list-style-type: none"> <li>- <b>Attendance to mocks has been very high.</b> Final catch ups 6<sup>th</sup>/7<sup>th</sup> March.</li> <li>- <b>Bar two subjects, all subjects were able to utilise full papers</b> to ensure breadth and consistency for students</li> <li>- <b>Action plans and parent meetings have taken place with low attainers and low attenders in Sprin term,</b> with further meetings and actions being taken for a small minority of students</li> <li>- <b>Supervised Study is now fully operational</b></li> <li>- <b>SLT leads have reflected with HODs on previous mock results and prediction versus attainment gaps</b></li> </ul>
Year 13 Actions Spring 2	<ul style="list-style-type: none"> <li>- Mock catch ups to take place 06/03 and 07/03</li> <li>- Mock exam "debrief" with Sixth Form leadership and exam officer to take place</li> <li>- Sixth Form and Senior Leadership teams to continue to ensure that enough extension work is set for students and that lessons are purposeful</li> <li>- Exams officer planning for complicated exam arrangements (3 A'level exams in one day for two students)</li> <li>- Teachers given time to moderate coursework to ensure consistency and accuracy</li> </ul>

## Year 11 Maximising Achievement Plan Update

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

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

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

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Year 11 overall attainment	<p>Improved revision – earlier in academic year and of a higher standard</p> <p>Exam analysis meetings to ensure focus and removal of barriers</p> <p>Supporting students to achieve qualifications in additional languages</p>	<p>Preparing for Year 11 evening had an excellent turnout and was well received by students and parents</p> <p>PLCs for all parents and students to ensure focused revision - action: to print for PP students</p> <p>Individual comms from subjects eg. Bespoke QLA documents for all year 11</p>

	All Y11 cover lessons to be covered by subject specialist or SLT	<p>students in Maths linked to the mocks to guide Sparx revision</p> <p>Just In Time sessions held &amp; planned for majority of subjects prior to mocks Action: to plan for all real exams and ensure higher attendance</p> <p>RAG meetings for HODs/SLT</p> <p>HOY and Head of MFL are collating a list of students who speak an additional language</p>
Year 11 PP attainment	Focus for RAG and attendance meetings as well as revision resources	<p>All HODs aware of additional support available on a case-by-case basis: for example, this has been utilised as free peripatetic music lessons for year 11 PP and SEND music students</p> <p>PP focus for book checks/MAF for HODs and SLT</p> <p>Relaunch of PP5 March 2024</p>
Improved 9-5 and 9-4 English and Maths	<p>Specific intervention for crossover students</p> <p>RSL to provide crossover data to EM HODs, HOY and SLT links post-mocks</p>	<p>Intervention is already utilised once per week for targeted students using core PE time</p> <p>Jan '24 - PM registration used for intervention for core subjects</p>
Improved grades in under-achieving subjects	All subjects to show year-on-year improvements	<p>Exam analysis meetings held with all HODs - after exams, but not mocks</p> <p>Subjects streamlined in some places to ensure teachers can focus on specific areas</p> <p>CPD for HODs on creating successful DIPs</p>
Greater accuracy of predictions	Ensuring accurate predictions	<p>Both Maths and Science are trialling models for predictions based on their accuracy last year; EEN to roll this model forward for some subjects following Spring mocks</p> <p>Working alongside the Central assessment team to ensure consistency of mock exams (eg no unlocked papers; papers all taken from same series)</p>
Ensuring excellence in coursework subjects	All students with a coursework element to be at or exceeding their target in coursework	<p>Timetabled NEA days</p> <p>Use of mock data and RAG meetings to highlight students who will need additional support to achieve target grade in coursework</p>

**Next Steps:**

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

Re-communicate PLCs to students and parents

Year 11 Attendance and AP plan

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

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

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

Intervention groups to be changed post Spring-mocks

**Year 13 Maximising Achievement Plan**

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

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



Reduction in U grades	Attendance and targeted support increased	<p>Parent meetings with Sixth Form team for any student significantly underachieving</p> <p>AM form intervention in some subjects to address U grade students in particular</p> <p>Use of teachers and subject-specialist TAs to support individual students</p>
Improved grades in under-achieving subjects	All subjects to show year-on-year improvements	<p>Exam analysis meetings held with all HODs Action: to hold post-mocks</p> <p>SLT to ensure curriculum content is complete by Easter</p> <p>Additional work set for all students to support revision</p> <p>Weekly timed essays with prescribed focus to support focused revision</p> <p>Revision guides purchased and additional revision material set</p> <p>Sixth Form team/HOD or Principal to meet with individual parents/students</p>
Greater accuracy of predictions	Ensuring accurate predictions	<p>All mock exams to be full papers, preferably from locked series</p> <p>SLT to lead discussion with HODs following gap analysis from EEN showing correlation between mocks and outcomes in previous year</p> <p>Both Maths and Science are trialling models for predictions based on their accuracy last year; EEN to roll this model forward for some subjects following Spring mocks</p> <p>Working alongside the Central assessment team to ensure consistency of mock exams</p> <p>ALIS training offered to all HODs</p>
Ensuring excellence in coursework subjects	All students with a coursework element to be at or exceeding their target in coursework	<p>Timetabled NEA days</p>

		<p>Use of mock data and HOD meetings to highlight students who need additional support to achieve target grade in coursework</p> <p>Increased peripatetic provision offered to support underachievement in music</p> <p>Rescheduling of curriculum time to allow for coursework</p> <p>CPD audit for HOD/teacher for coursework</p>
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#### Next Steps:

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

Sixth Form team regularly monitoring supervised study sessions

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

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

"Runway" plan shared with staff and students

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

## Appendix 2



### ASTREA ACADEMY TRUST SUSPENSION REDUCTION PLAN 2023-24 St Ivo Academy

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
Reset Classroom	<ol style="list-style-type: none"> <li>1. Communicate expectations of students behaviour and work ethic</li> <li>2. Triage room to calm students and reflect reasons for being sent with a member of staff – reflection sheet completed.</li> <li>3. Continue to use the reset classroom following a suspension.</li> <li>4. Use of laptops to ensure students follow timetable – help to reduce knowledge gap for when student re-enters lessons.</li> </ol>	<ul style="list-style-type: none"> <li>Students are calm when they enter the reset classroom, resulting in less failure due to disruption.</li> <li>Students spend day in reset classroom following suspension, reducing repeat suspensions.</li> <li>Three warnings used in the reset classroom to prevent suspension. Phone call home to get parental support, on third warning.</li> </ul>	On-going	Sw/DL	DL
Return to School Process	<ol style="list-style-type: none"> <li>1. Return to school meetings to continue – SLT and pastoral member of staff to be present in the meeting.</li> <li>2. Student spends day in the Reset Classroom after return to school meeting.</li> <li>3. Interventions/support discussed as part of meeting.</li> </ol>	<ul style="list-style-type: none"> <li>Suspension investigation sheet completed before suspension. HoY completes return to school sheet, sheet uploaded to CPOMS and merged with suspension letter.</li> <li>SLT present in return to school meetings, showing importance, and reducing repeat suspensions.</li> </ul>	On-going	Sw/DL	DL

		<ul style="list-style-type: none"> <li>• Help to avoid repeat suspensions, through use of interventions and not just consequences.</li> </ul>			
Reduce repeat suspensions	<p>1. Weekly suspension report given to HoY – HoY liaise with SLT link</p> <p>2. DL monitoring and updating SLT regarding suspensions on a daily basis.</p> <p>3. Track interventions for students with multiple suspensions i.e. EHA, Behaviour Support Plan. Ensuring that we're not missing opportunities for wider support.</p>	<ul style="list-style-type: none"> <li>• BASI meeting – focus on suspension data for each year group. SLT link meeting to discuss suspensions and strategies to reduce repeat suspensions. Ensures all suspensions are followed up with actions.</li> <li>• SLT play a crucial role around the school site and in Reset/Detentions. By being aware of students who have been suspended, extra levels of intervention can be utilised at all times, to avoid repeats.</li> <li>• Students have work for every lesson that they are suspended, limiting loss of progress during absence, and ensuring it is not seen as an alternative to school.</li> <li>• Students who have 2+ Suspensions, automatically go on to a Behaviour Support Plan, to help try and avoid further incidents.</li> </ul>	On-going	DL	DL
Behaviour Escalation Process (Reset Classroom incidents monitored)	<p>1. Continue to send weekly information to all pastoral team.</p>	<ul style="list-style-type: none"> <li>• Live tracker to visualise progress with students displaying most challenging behaviour – pastoral team to complete</li> </ul>	On-going	DL	DL

	<p>2. Letters for each stage (Stage 1-4) of the tracking process are available and issued when triggered</p>	<p>behaviour forms, letters and update tracker. Discuss at BASI every week.</p> <ul style="list-style-type: none"> <li>• Document is up to date, meaning timely intervention and clear communication with home as support, leading to reduced suspension through advanced warnings.</li> <li>• Clear communication with home through SSA/HoY, increasing parental support. Support from home further aiding the reduction of suspensions.</li> <li>• Students who have 2+ Suspensions, automatically go on to a Behaviour Support Plan, to help try and avoid further incidents.</li> </ul>			
Behaviour Curriculum	<p>1. We are now onto our second term of the behaviour curriculum. This takes place during one tutorial each week, for every year group. They all have their own booklet to complete for each lesson.</p> <p>2. HoY voice over the PowerPoint each week (distributed by DL), so that HOY have ownership for their own year group and can tailor it to the needs of the relevant year.</p>	<ul style="list-style-type: none"> <li>• Expectations and purpose communicated with tutor team to ensure consistency in approach</li> <li>• Ensure that behaviour patterns and data is looked at, so we tackle relevant issues in a timely manner. We have adapted the order of delivery at certain points, in response to areas of need.</li> </ul>	On-going	DL	DL

	<p>3. QA of work/booklets</p> <p>4. Map onto curriculum document</p>	<ul style="list-style-type: none"> <li>Tutors visit tutpr groups to ensure that the work is happening. They have also collected samples of the booklets from each tutor group to ensure a high standard of work is being achieved. These have been passed on to DL at the end of each term.</li> <li>Curriculum path visible and in future will enable further ties with morning welcomes, assemblies and PD to reinforce messages taught in the curriculum.</li> </ul>			
Praise and Rewards	<p>1. Incorporate praise (warmth) into Morning Welcomes</p> <p>2. Issue reward badges at each relevant point, and place names on tracker to ensure we know which students are at each point.</p> <p>3. Continue with Golden Tickets, issuing an average of 1 per lesson, plus outside of lesson times for behaviour that goes above and beyond.</p> <p>4. Student leadership opportunities and student voice, so that the student body feel empowered and listened to.</p>	<ul style="list-style-type: none"> <li>Monitor number of positive House Points being issued, against negatives</li> <li>Ensure that all parties (parents, students and staff) realise that 'warmth' is at the front and centre of our school culture.</li> </ul>	On-going	Sw/DL	DL

## Appendix 3- Academy Improvement Plan 2023-2024

Version 2.0

### Overview of the Secondary priorities

PRIORITIES FOR 2023-2024	
<b>TP1</b>	Relentless focus by all on raising achievement, particularly within Year 11
<b>TP2</b>	The Astrea Way (a) Embedding a scholarly culture of excellence (b) Investing in people
<b>TP3</b>	Behaviour, Culture and Personal Development (a) Attendance (b) Out-of-lesson behaviour (corridors, transitions) (c) Behaviour curriculum (d) Respectful tolerant schools
<b>TP4</b>	Ensuring an ambitious curriculum offer, supported by the effective use of assessment
<b>TP5</b>	Teaching and learning: curriculum implementation (a) Means of participation (b) Booklets (c) Fluency
<b>TP6</b>	Reading and disciplinary literacy

## Overview of the academy improvement plan priorities

The following table provides a simple aide-memoire of our priorities, and details how these link to the Trust priorities above (shown in brackets).

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	SIXTH FORM
<b>QE1</b> (TP5a) Means of participation	<b>BA1</b> (TP3c) In-lesson behaviour	<b>PD1</b> Personal development taught curriculum	<b>LM1</b> (TP2b) Clear vision, ambition and roles	<b>SF1</b> (TP4) Curriculum offer and enrollment
<b>QE2</b> (TP5b) Booklet-based learning	<b>BA2</b> (TP3b) Out-of-lesson behaviour	<b>PD2</b> (TP3d) Responsible, respectful and tolerant	<b>LM2</b> Quality assurance	<b>SF2</b> (TP1) Raising standards
<b>QE3</b> (TP4, TP5c) Student fluency	<b>BA3</b> Sanctions used effectively	<b>PD3</b> Student leadership	<b>LM3</b> Stakeholder engagement	<b>SF3</b> Personal development taught curriculum and CEIAG
<b>QE4</b> (TP1) Raising standards	<b>BA4</b> (TP3a) Effective intervention for attendance any punctuality	<b>PD4</b> (TP4) Out-of-lesson opportunities	<b>LM4</b> (TP2b) Staff workload	<i>Please note that strands of the following also apply to the sixth form: QE1, QE3, BA4, PD1-4, LM1-4</i>
<b>QE5</b> (TP6) Reading and disciplinary literacy		<b>PD5</b> Work-related learning	<b>LM5</b> Safeguarding	
<b>QE6</b> Special educational needs and disabilities (SEND)				



## Linked academy improvement plan priorities

The following table provides more detail about the academy improvement plan priorities; it highlights who in the senior leadership team is responsible for the implementation of each and how these fit into the Trust's implementation frameworks.

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	SIXTH FORM
<b>QE1 (TP5a) [Elaine Warriner]</b> Further develop the promotion of appropriate discussion of subject content, checking understanding, with clear, direct feedback through the incorporation of <b>means of participation</b> <ul style="list-style-type: none"> <li>• <a href="#">Means of participation</a></li> <li>• <a href="#">Teaching and Learning</a></li> <li>• <a href="#">Every Minute Matters</a></li> <li>• <a href="#">Microscripts</a></li> </ul>	<b>BA1 (TP3) [Ben Daly]</b> Ensure all students, including those with particular needs, are supported in reaching our high expectations for positive <b>in-lesson behaviour</b> and conduct <ul style="list-style-type: none"> <li>• <a href="#">Behaviour and Culture</a></li> <li>• <a href="#">Microscripts</a></li> <li>• <a href="#">Gratitude</a></li> </ul>	<b>PD1 [Clare Sherwood]</b> Ensure all students experience a high-quality <b>personal development taught curriculum</b> to support their broader development <ul style="list-style-type: none"> <li>• <a href="#">Booklets</a></li> </ul>	<b>LM1 [Tony Meneagh]</b> Clarify the school's <b>vision, ambition</b> and review leadership <b>roles</b> and responsibilities to ensure effective strategic leadership of key areas in light of new leadership appointments <ul style="list-style-type: none"> <li>• <a href="#">Senior Leader Expectations</a></li> </ul>	<b>SF1 [Clare Sherwood]</b> Develop and implement an ambitious, clear and coherently planned and sequenced <b>curriculum offer</b> , ensuring students have the necessary prior attainment and guidance for their successful <b>enrollment</b>
<b>QE2 (TP5) [Mike Craig]</b> Further develop our curriculum to be a broad, ambitious and knowledge-rich programme that is coherently planned and sequenced via the introduction of <b>booklet-based learning</b> <ul style="list-style-type: none"> <li>• <a href="#">Booklets</a></li> <li>• <a href="#">Secondary Curriculum</a></li> <li>• <a href="#">Interim KS3 Curriculum</a></li> <li>• <a href="#">Intellectual Preparation</a></li> <li>• <a href="#">Lesson Preparation</a></li> </ul>	<b>BA2 (TP3) [Ben Daly/ Jo Robertson]</b> Ensure all students, including those with particular needs, are supported in reaching our high expectations for positive <b>out-of-lesson behaviour</b> and conduct <ul style="list-style-type: none"> <li>• <a href="#">Every Minute Matters</a></li> <li>• <a href="#">Corridors</a></li> <li>• <a href="#">Lunchtime</a></li> <li>• <a href="#">Toilets</a></li> <li>• <a href="#">Gratitude</a></li> </ul>	<b>PD2 (TP3d) [Clare Sherwood]</b> Further develop learning opportunities to create and embed a positive school environment where everyone is <b>respectful</b> and <b>tolerant</b> of the diversity of others, and where <b>bullying</b> is not tolerated (if bullying, aggression, discrimination and derogatory language occur, ensure they are dealt with quickly and effectively and are not allowed to spread).	<b>LM2 [Alex Izycky]</b> Develop <b>quality assurance</b> and support programmes to help teachers improve their behaviour management, subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum <ul style="list-style-type: none"> <li>• <a href="#">Expectation Variance</a></li> <li>• <a href="#">Teacher Grading</a></li> <li>• <a href="#">Intellectual Preparation</a></li> </ul>	<b>SF2 (TP1) [Emma Egginton]</b> Strengthen the school's approach to <b>raising standards</b> (particularly in Year 13), ensuring students acquire cumulatively sufficient knowledge and skills (and outcomes) for future learning and employment <ul style="list-style-type: none"> <li>• <a href="#">Results Day</a></li> </ul> <i>(adapt the following)</i> <ul style="list-style-type: none"> <li>• <a href="#">Raising Standards</a></li> <li>• <a href="#">KS4-5 Assessment</a></li> <li>• <a href="#">Fluency</a></li> </ul>

		<ul style="list-style-type: none"> <li><a href="#">Corridors</a></li> <li><a href="#">Lunchtime</a></li> <li><a href="#">Toilets</a></li> </ul>		
<b>QE3 (TP5c) [Elaine Warriner]</b> Further develop the effective use of assessment to support <b>students</b> in the <b>fluency</b> of their cumulative knowledge acquisition <ul style="list-style-type: none"> <li><a href="#">Fluency</a></li> </ul>	<b>BA3 [Ben Daly]</b> Enhance systems for tracking and monitoring to ensure rewards and <b>sanctions</b> (particularly suspensions) are <b>used effectively</b> <ul style="list-style-type: none"> <li><a href="#">Behaviour and Culture</a></li> <li><a href="#">Suspension Reduction</a></li> </ul>	<b>PD3 [Clare Sherwood]</b> Enhance meaningful <b>student leadership</b> opportunities to be responsible, active citizens in the school's development	<b>LM3 [Tony Meneagh]</b> Undertake ongoing, regular surveys and <b>engagement</b> strategies with <b>stakeholders</b> (staff, students, parents, LGC) to understand perceptions and harness feedback for improvement	<b>PD3 [Clare Sherwood]</b> Ensure all sixth form students experience a high-quality <b>personal development and</b> careers education, information, advice and guidance ( <b>CEIAG</b> ) taught curriculum to support their broader development
<b>QE4 (TP1) [Emma Egginton]</b> Strengthen the school's approach to <b>raising standards</b> (particularly in Year 11), ensuring students acquire cumulatively sufficient knowledge and skills (and outcomes) for future learning and employment <ul style="list-style-type: none"> <li><a href="#">Results Day</a></li> <li><a href="#">Raising Standards</a></li> <li><a href="#">KS4-5 Assessment</a></li> <li><a href="#">Fluency</a></li> </ul>	<b>BA4 (TP3) [Dave Varey]</b> Further develop the school's approach to swift and <b>effective intervention</b> where students do not have high <b>attendance</b> or are not <b>punctual</b> to school or lessons.	<b>PD4 (TP4) [Dan Wilson]</b> Further develop a wider range of <b>out-of-lesson opportunities</b> to nurture, develop and stretch students' talents and interests	<b>LM4 (TP2b) [Tony Meneagh]</b> Further engage with <b>staff</b> in a realistic and constructive manner regarding their <b>workload</b> , taking account of the main pressures on them	<i>Please note that strands of the following also apply to the sixth form: QE1, QE3, BA4, PD1-4, LM1-4</i>
<b>QE5 (TP6) [Dan Wilson]</b> Implement a dedicated whole-school <b>reading</b> curriculum that effectively supports the development of <b>disciplinary literacy</b> <ul style="list-style-type: none"> <li><a href="#">Astrea Reads</a></li> </ul>	<i>Please note that action relating to bullying, aggression, discrimination and derogatory language have been addressed through priority PD2</i>	<b>PD5 [Dan Wilson]</b> Ensure that all students experience a robust <b>work-related learning</b> programme (with the Gatsby Benchmarks as a foundation) that incorporates meaningful opportunities for	<b>LM5 [Laura Brasher]</b> Further develop the school's approach to ongoing safeguarding training and the recording, monitoring of, and responses to child protection incidents and disclosures to ensure	

		pupils to encounter the world of work and unbiased information about their next steps	<b>safeguarding</b> is effective and clearly embedded throughout the culture of the school	
<b>QE6 [Dave Varey]</b> Ensure the school's ambitious curriculum is successfully developed to meet the needs of students with <b>special educational needs and disabilities</b> (SEND) that all staff can effectively support their increasing fluency and independence <ul style="list-style-type: none"> <li>• <a href="#">Fluency</a></li> </ul>				

## School Visit Form

### Committee member Visit Record

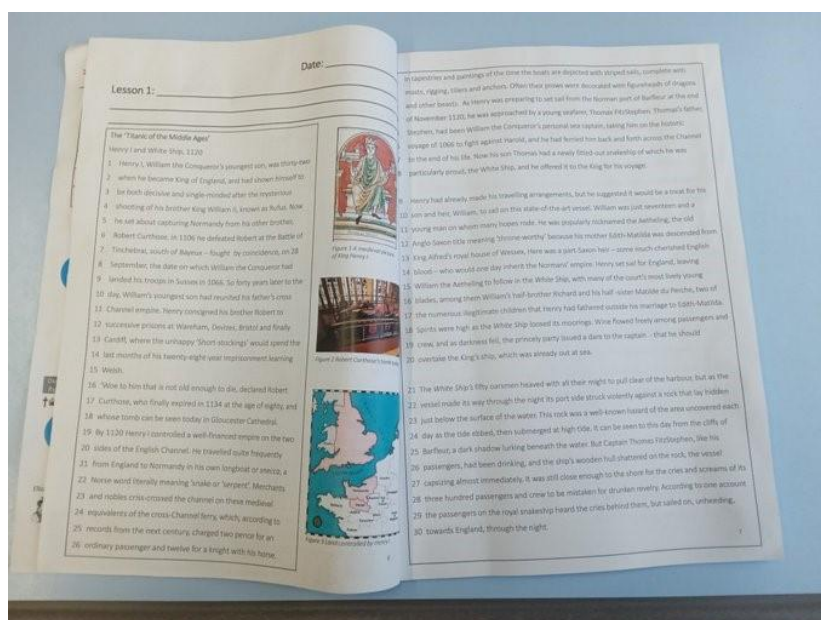
Name	Tomas Thurogood-Hyde
Date of Visit	29/02/23
<b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</b> <ul style="list-style-type: none"> <li>Panel discussion with nine students on the SEND register (mix of E and K)</li> <li>Follow-up lesson visits (1x Drama, 1x History), covering three students from the panel</li> <li>1:1 with DW (SENCO) – SEN focus</li> <li>1:1 with MC (VP) – Pupil Premium focus</li> <li>Various transition, social time and lunch queue observations</li> </ul>	
<b>What I have learned as a result of my visit:</b>	
<b>Panel Discussion</b> <ul style="list-style-type: none"> <li>For context, this group had a higher-than-usual proportion of students who did not wish to communicate a view on certain topics and it did not feel appropriate to push them, so the inverse of the figures below should not be taken as disagreement.</li> <li>Asked about feeling safe, 6/9 students agreed that they felt safe in school (3/9 offered no view); students do not feel completely unsafe, but they do think it depends on where they are in the school and on the behaviour of other students. Students feel safer when there is a good level of staff presence on the corridors. Students reported that they knew who to speak to if they felt less safe.</li> <li>Some students agree that there is name-calling and “mucking about” on corridors. <u>Most students agreed with one of their peer’s statements that “if you’re different in any way, people will call you names” (5/9 agreeing; 4/9 offering no view). This should be of obvious concern to the committee.</u></li> <li>Asked about how they are supported in lessons, students reported that the most helpful support was the class teacher circulated and checking-in with individual students. One student said that this could be more confusing, but others offering a view did not agree. Students mentioned the help available from TAs and recognised that these staff were not always available.</li> <li>Students were less positive about cold calling in class, with three describing this as “picking on” a student and one student emphasising the unfairness on those who knew the answer. One student expressed an understanding that the intention of cold calling was to allow quieter students to contribute.</li> <li>Asked about wider enrichment activities, students broadly agreed that there was a good range of opportunities and that these were generally open to them. Students identified cost as a barrier to the bigger overseas trips, but did not feel that there were other barriers – in particular, none mentioned their additional needs as a barrier. Students reported that the number of trips was appropriate in order to ensure affordability for families. Students appeared to have good knowledge of the different trips taking place.</li> <li>Asked to end our discussion by feeding back one positive and one area for improvement, students said:</li> </ul>	
<b>Positives</b>	<b>Improvement Suggestions</b>
Students know who they can speak to if they need something	4/9 students volunteered that they would like to see fewer rules; three of these students expressed the view that the rules mean that someone is always bound to do something wrong or even that the rules are intended to trip students up*
Students enjoy being able to come to school in their PE kit	Not all lessons are engaging and this is very teacher-dependent

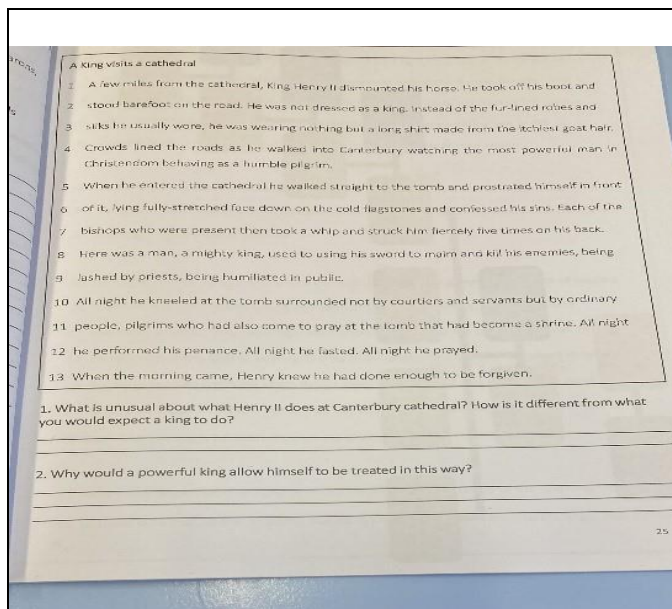
Students feel that they can get support quickly	Too much lesson time is lost to students talking and teachers seeking to address this*
DT is fun and allows students to make what they like	Less homework would be welcomed
Arts allow students the opportunity to do things they could not do at home (like use spray paint!)	The lesson quality and effectiveness of behaviour management of cover teachers is seen as weak

\*Students present a paradox: they do not like the rules in their totality, but they also want to see their more effective application; they identify that there is poor behaviour at times, but do not see the particular rules as being an answer to that problem. There are two sides to this, in my view: first, staff need to continue to explain – to teach – the purpose of the rules and behaviour systems. Second, if we are to have rules and systems on which students feel they can depend, they need to be consistently-applied. This is not the same as saying that there must be maximum strictness or that classroom management should be blind to circumstance, but it does counsel in favour of ironing out variability.

## Lessons Visits

- Both lessons I visited had genuine warmth. The segment of the drama lesson I visited drew in the contributions of the whole class through mini white boards and one contribution was particularly celebrated. The history lesson concerned the sinking of the White Ship and the death of William Ætheling, which was very engagingly-delivered.
- One student with an EHCP from my earlier panel was in the drama lesson. Unfortunately, he had removed himself to an adjoining room before we arrived, returning briefly to the lesson before removing himself again. The class teacher sought to reintegrate him to the lesson whilst others worked on tasks; the assistant SENCO also engaged him. This was all the more unfortunate because the stimulus text was one that this student had himself produced and which the teacher was using to celebrate his work (on an anonymous basis, at his request).
- Two students from my earlier panel were in the history lesson. They appeared to participate as actively as others, both volunteering to answer questions and one being invited to answer.
- The History lesson was booklet-based and this appeared to allow students to keep track and maintain the same pace through the work. Whilst I will stress that this is not my area of expertise, I did enjoy reading the booklet and thought that it conveyed a good level of factual information, engagingly written and accessibly so to someone with normal eyesight and cognitive function. I saw one example of colour overlay being used. I did wonder how adaptable the resource is in fact for students with visual impairments or for those who might need additional prompts and scaffolds.





- I invited Dr Craig (and subsequently Mr Carnaby, in his Director of Curriculum role) to reflect on the extent to which the booklets are as good a platform for writing as they are for reading. Do the booklets – and how they are used – provide sufficient opportunity for extended writing, particularly for higher-attainers?

### Transitions, Social Times and Lunch Queue

- For context, it was raining during my visit and the tills crashed just before I reached the canteen area so my timing was unfortunate.
- The transitions that I observed were fine on the whole, with no notable misbehaviour and students responding positively to reminders about uniform, etc. Whilst in no way being a “free for all”, transitions were not as tight as leaders intend – for example, the rule about ‘avoiding unnecessary talking’ was not adhered to, there was frequent jostling (though not unsafe) and one-way systems were not strictly followed.
- Transition from the above history lesson clearly set the expectation for the exit routine.
- Students generally held doors open for adults and greeted them either proactively or reciprocally. The overall impression was one of pleasant and polite engagement.
- The lunch queue for Yrs7, 9 and 11 moved very slowly. Even allowing for the tills problem, those that I spoke to said that the queue was slower than usual but not by much. I discussed this with Mr Meneagh and Dr Craig separately.

### 1:1 David West (SENCO) – SEND Focus

- Mr West and I discussed the school’s SEN profile and the SEN team’s caseload.
- Whilst cognition and learning (C&L) as the primary area of need accounts for 54% of the SEN register, the greater part of the SEN team’s time is taken up with cases of social, emotional and mental health (SEMH) need (approx. 22% of the register). Mr West and I agreed that he should obtain greater assurance as to the provision made for students whose need is C&L, for example through more structured reporting-in of SLT observations in lessons.
- Cases of emotionally-based school avoidance (EBSA) are particularly notable as an increasing trend (seen nationally); Mr West and I discussed the barrier of the poor coverage of external support. Some referral mechanisms are particularly burdensome.
- A high level of parental contact is also an increasing feature of Mr West’s work. Whilst engagement is welcome and necessary in support of many students, the small number of parents who send in multiple emails each week or even day, sometimes discourteous in tone, slow down the team’s operations. Mr West and I discussed options to mitigate this.
- We also discussed the possibility of publishing illustrative ‘bandings’ of the severity of cases in order to inform parents about how their own child’s case was being prioritised. For understandable reasons,

the school has not communicated the sorts of needs that cause the greatest concern, but there are potential ways of doing this sensitively.

- Mr West benefits from the support of Ms Machin and Mr Purdy in the Trust's central team and he has networking opportunities with local schools; there are fewer opportunities to visit other schools, whether within or outside of the Trust.

#### **1:1 Michael Craig (VP) – Pupil Premium Focus**

- I had reviewed the published Pupil Premium statement ahead of my visit and quickly agreed with Dr Craig that the academic challenges and goals identified were appropriate and that the school's plans, centred on high-quality teaching practice, were the best-evidenced approaches. My focus was on the pastoral, principally in relation to behaviour.
- Dr Craig detailed a number of ways in which the school supports materially, including digitally, disadvantaged students through uniform banks, subsidised experiences, etc. Mindful that leaders are collecting data on access to clubs and that these will be reviewed in time, I had no concerns in this area.
- Dr Craig and I agreed that it would be possible to be more forensic in understanding the drivers of the differential between PP/nPP detentions and suspensions. Whilst these are not necessarily out of line with the national picture, a more contextualised understanding would allow leaders to tackle remaining barriers. For example, I look forward to following-up to understand whether leaders believe that home circumstances drive more homework detentions amongst PP students and what is proposed as a response if this is the case.
- Corroborating Mr Daly's comments at the last LGC meeting, Dr Craig confirmed that sanctions are reviewed by SLT and interventions made where necessary, including to adjust a sanction.

### Member Visit Record

<b>Name</b>	Heather Wood
<b>Date of Visit</b>	5.2.2024
<b>Focus of Visit</b>	1) To speak to students about their 6 <sup>th</sup> Form experience 2) To learn about 'Your Future' 3) To receive an update on 6 <sup>th</sup> Form applications for September 2024
<b>Classes/staff visited</b>	A discussion with 6 x Year 12 students followed by conversations with the 6 <sup>th</sup> Form team including Miss Sherwood, Mr Braybrook (Head of 6 <sup>th</sup> Form), Dr Bell (Head of Year 13), Ms Webster (Head of Year 12) and Tracey Reagen (Administrator).
<b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</b> As above – in addition, the meeting with 6 <sup>th</sup> Form leads about 'Your Future' was held in the 6 <sup>th</sup> Form area and it was possible to observe the Understudy and neighbouring rooms, including their usage.	
<b>What I have learned as a result of my visit:</b>  In view of the breadth of information provided during the visit, I have split the information into four key aspects: <ul style="list-style-type: none"> <li>• Feedback from 6<sup>th</sup> Form students</li> <li>• 6<sup>th</sup> Form area/Understudy</li> <li>• 'Your Future', including details of careers and Pastoral support provided.</li> <li>• 6<sup>th</sup> Form applications for September 2024</li> </ul> <b>Conversation with 6<sup>th</sup> Form students</b> – I have not listed the names of students in case they wish to remain anonymous and to encourage as much open dialogue as possible. The students I spoke to were all in Year 12 (Year 13s were all undertaking mock exams) and were studying a mixture of A-levels and B-Tech qualifications.  In terms of the positive aspects of the 6 <sup>th</sup> Form, students felt that there was a good range of subjects to choose from (in particular the Law A-Level had a good reputation). There was a perception that 6 <sup>th</sup> Formers were treated with more respect than in lower years and the good relationship and general rapport between 6 <sup>th</sup> Formers and teaching staff was commented on.  Students also appreciated the ease/locality of the 6 <sup>th</sup> Form and the fact that there was a familiarity in the environment (in terms of the building, teaching staff and fellow students). Mixing with the Year 13s was also seen as a positive and the fact that the 6 <sup>th</sup> form was 'all as one'.	



The biggest concerns raised by students were logistic issues, notably the access points in and out of the school. There was a recognition that the site needed to be secure, but a frustration that 6<sup>th</sup> Formers could only log in and out at one point which was at the opposite end of the school to the 6<sup>th</sup> form areas. However, students were clear that there were plans to address this via the introduction of a turnstile and this was welcomed. Students were also clear that they were allowed to leave site (for example for driving lessons etc). There were differing opinions on whether it was helpful to have some compulsory on-site study periods.

The consensus from those present was that the views of 6<sup>th</sup> Formers were listened to about 50% of the time, although there were usually explanations given if their suggestions couldn't be granted. One example was the 6<sup>th</sup> Form dress code and the fact that leggings were not allowed.

When asked what the most important issue to feedback to LGC was, students mentioned the site access and the installation of Turnstiles. I was not made aware of any fundamental concerns (for example, in terms of the way students felt treated or in terms of the overall 6<sup>th</sup> Form experience).

### **Understudy Area**

I have visited the Understudy area in the past but, since my last visits, there have been some changes to the layout of the area and use of space, some of which provoked a strong response on social media in November/December 2023. For this reason Miss Sherwood ensured it was possible for me to spend some time in this part of the building. I have noted my observations:

- There is an enclosed room to the right of the Understudy which is sometimes (but not always) used to support a small number of students as part of their Alternative Provision. When the room is not in use for AP, 6<sup>th</sup> Form students can still use the room and the computers. (The use of this room for AP was part of changes introduced in December 2023).
- There are now additional computers in the Understudy area to facilitate private study. Each 6<sup>th</sup> Form Student is expected to spend some of their free periods in the Understudy area working – this is one of the measures to improve performance and also to in-still good work/learning habits. A teacher is on-hand throughout the day to note attendance and deal with queries.
- There are other private areas with computers off the main understudy and there appears to be ample space to accommodate students. The 6<sup>th</sup> Form office is also accessed via the Understudy.
- The area was quiet but not silent when I visited and everyone appeared to be working. There was a purposeful feel to the room (for example, low-level conversations which appeared to be largely study/work related). The room was busier than usual as the common room above with the pool table was in use for Year 13 mocks. Outside of exams/mocks, this room is available for Year 12 and Year 13s to socialise in.

### **Your Future, Career and Pastoral support**

Students have fortnightly one-to-one discussions with their tutor about their progress, career planning, working towards independent study and pastoral issues.

This is more frequent than many 6<sup>th</sup> Form settings offer which is considered a positive aspect to the Ivo 6<sup>th</sup> Form.

PD sessions have been used to develop study skills and speakers are regularly invited in to provide information about different career paths.

Support and advice about applying to university and making a UCAS application begins at Easter time for Year 12 students. Students are given advice about how to maximise their application, how to add value to their subjects (for example, by participating in additional activities and clubs) and to write an effective personal statement. Dr Bell advised that the school is particularly good at supporting students who make Science, Technology, Engineering and Maths (STEM) applications.

In terms of the leaver cohort in Sept 23, 60% of these students applied to university, including 17% of the cohort who were able to attend a Russell Group university. In terms of the current Year 13 students, some of already received offers from Russell Group universities.

The 6<sup>th</sup> Form use the Morrisby platform (which is a careers advice and guidance platform). Tracey also looks through the applications made by students on the Morrisby platform and checks them for accuracy (this is an area where the school put in a higher level of support than many other settings). Tracey also track's students for 3 years after leaving school to monitor their progress and outcomes.

In terms of attendance, there is a particular focus on embedding good habits for attendance and study in Year 12. Year 12 Attendance is the best in the whole school (94.5% at time of visit). The fortnightly one-to-one tutor time provides a regular opportunity to address any early concerns around attendance and a record is kept of how many study periods are attended.

#### **6<sup>th</sup> Form applications for Sept 2024**

There are currently 110 students in Year 12 and 124 in Year 13.

In terms of applications for Sept 2024, over 200 applications have been received from students who have placed the Ivo as their 1-3 choice. 30 of these applications are from external students who are not already part of the school.

Mr Braybrook advised that the school were currently speaking to students who had listed the Ivo as their first, second or third choice. Some students will not be offered a place because they do not meet the entry requirements (which are compatible with other 6<sup>th</sup> Forms such as Impington).

At this point in time it is not possible to accurately gauge the likely number of students accepting an offer for September 2024.

#### **Positive comments about the focus**

The 6<sup>th</sup> Form students I met with were generally positive about their experiences in the 6<sup>th</sup> Form. The concerns raised tended to be logistical site access issues rather than more fundamental concerns about their overall 6<sup>th</sup> Form experience.

The Understudy area was busy but calm when I visited and appeared to be well-used. Some parents have fed back to Miss Sherwood that compulsory in-school study periods are helpful to their child.

Year 12 Attendance is the best in the whole school (94.5% at time of visit).

It was informative to see just how much input and support the 6<sup>th</sup> Form team offer to students to help keep them on track and this appears to be one significant advantage that the Ivo offer in comparison to colleges and 6<sup>th</sup> forms links.

Ms Webster recently visited an Outstanding 6<sup>th</sup> Form in Kent and staff there were impressed with the Personal Development aspects of the Ivo 6<sup>th</sup> Form offer.

#### **Aspects I would like clarified**

I have no immediate questions as I was provided with a lot of information. However, it is important to understand what the likely in-take in Sept 2024 will be as the combination of higher entrance requirements and competition from other schools/colleges is likely to lead to a smaller Year 12 cohort in Sept 2024.

#### **Ideas for future visits**

The intention is to complete a termly visit – as the school needs to maximise achievement, it is suggested that the Summer Term visit has a focus on the mock exam results.

#### **Any other comments**

Thank you to Clare Sherwood for the effort taken to arrange the visit and ensure I was able to speak to as many students and 6<sup>th</sup> Form leads as possible. Thank you as well to students and staff for their time.