

ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 17 MAY 2023 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

Membership: Claire Burke, Paul Mumford, Frank Newton, Philip Speer, Heather Wood

Clerk: Emillie Newell

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

In Attendance: Tim Blake, Trust Executive Principal, James Rawlins, Trust Vice Principal, Clare Sherwood, Vice Principal,

Mike Craig, Vice Principal, Jo Myhill-Johnson, Regional Director, Dave Varey, Assistant Principal/Designated Safeguarding Lead

Agenda

Item	Subject	Format
1	Introductions and apologies	Chair
2	Declarations of interests	All
3	Minutes of last meeting and matters arising – 22 March 2023	Papers
4	Principal's report – committee questions on report (report circulated in advance of the meeting) <ol style="list-style-type: none"> 1. Safeguarding – presentation by Dave Varey, Designated Safeguarding Lead/Assistant Principal 2. Curriculum 3. Teaching and learning 4. Behaviour and culture 5. Attendance 6. Year 11 Maximizing Achievement Plan 7. Review of Catch up programmes 8. SEND Update 9. Pupil Premium Update 10. HR, operations, and site update 11. Number on roll and projections update 12. Transition update 13. Any other academy matters: including enrichment and community 	Papers
5	Chair's update	PS
6	Link member's reports	All
7	Withdrawal of medical officer post	PS
8	Any other urgent business	
	Date of next meeting: 28 June 2023 at 3.30 p.m. Room 2, Main Block, St Ivo Academy	

ACTION TRACKER – 2022 -2023

DATE OF MEETING	ITEM NUMBER	ACTION REQUIRED	BY WHOM	STATUS
14 July 2022	3.1	Mr Speer to write to all members if staff at the end of the academic year	Mr Speer	Completed – 21 July 2022.
14 July 2022	7.1	Invite Miss Crellin to the Autumn meeting to provide the committee with an update in relation work undertaken to date in the area of personal development.	Clerk	Completed. Attending meeting on 9 November 2022
14 July 2022	7.1	Mr Speer to contact Mrs Bloor, Link Trustee for Cambridgeshire regarding new initiatives.	Mr Speer	Completed – 2 November 2022
9 November 2022	6.1	Mr Evans to share contact details with Ms Crellin via Mrs Newell.	Mr Evans	Completed – 9 November 2022
9 November 2022	9.1	Mr Daly and Ms Sherwood to join the June 2023 meeting to provide the committee with an update.	Mr Speer	June 2023
9 November 2022	10.1	Link responsibilities to be added to January 2023 agenda.	Mr Speer/Clerk	Completed January 2023
9 November 2022	11.1	Mr Speer to liaise with Mrs Newell to generate interest from the staff group.	Mr Speer /Clerk	Outstanding – completed January 2023
9 November 2022	11.2	Mrs Burke requested that shorter lunch breaks and staff well-being is added to the January agenda.	Mr Speer/Clerk	Completed January 2023
18 January 2023	4.1	Mr Speer to liaise with Mrs Myhill-Johnson regarding the recruitment of a new Principal.	Mr Speer	Update required
18 January 2023	4.1	Parents to be updated about the plans in place to recruit a new Principal.	Miss Sherwood/Dr Craig	Update required
18 January 2023	4.1	Mrs Newell to circulate advert to all staff to recruit two new staff committee members	Mrs Newell	Completed 31 January 2023
18 January 2023	5.1	Mrs Newell to liaise with Mrs Myhill-Johnson to obtain Principal's Report submission dates.	Mrs Newell	Completed February 2023. All dates of future meetings to remain the same.
18 January 2023	5.1	Mrs Burke requested that a benchmark for the number of DSLs for the size of the school is obtained.	Miss Sherwood/Dr Craig	Update required
22 March 2023	3.1	Mrs Hackwood to provide contact details of trustees who can support careers.	Mrs Newell/Mrs Hackwood	Completed 29 March 2023
22 March 2023	3.1	Mrs Wood to contact Miss Sherwood re: possible support she can provide.	Mrs Wood	
22 March 2023	4.1	Minutes of meetings to be published on school website	Mrs Newell	In progress
22 March 2023	5.1	Miss Sherwood to share responses regarding lunchtimes	Miss Sherwood	Due: 17 May 2023
22 March 2023	7.1	Mr Speer to contact the Chair of the Parent Forum to arrange a meeting	Mr Speer	Before 31 March 2023

22 March 2023	9.1	Mr Speer to work with Mrs Myhill-Johnson regarding effective communication and focussed meetings.	Mr Speer	Ongoing
22 March 2023	10.1	Suspension data comparisons to review the implementation and embedding of the behaviour framework.	Miss Sherwood	17 May 2023



**MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING
WEDNESDAY 22 MARCH 2023 at 3.30 p.m.
ROOM 2, MAIN BLOCK**

Members Present:

Claire Burke, Duncan Evans, Paul Mumford, Frank Newton, Philip Speer (via Teams)

Heather Wood

In Attendance: Rowena Hack wood, CEO, Astrea Academy Trust, Jo Myhill-Johnson, Regional Director, Mike Craig, Clare Sherwood, Emillie Newell (Clerk)

ITEM	DISCUSSION
1.0	Introductions and Apologies
1.1	<p>Mr Speer welcomed all to the meeting.</p> <p>Mr Speer acknowledged the end of Mrs Warriner’s terms in office and expressed his thanks for the commitment she had given to the committee over the past four years.</p>
2.0	Declarations of interest
2.1	Mr Mumford declared an interest in relation to item 7.
3.0	Careers Presentation by Mrs Bartlett
3.1	<p>Mrs Bartlett informed the committee of recent legislative changes and the career road expressing concern that St Ivo Academy will fall short of meeting the Gatsby benchmark requirements. Miss Sherwood and Mrs Longhurst (Business and Education Development Manager) will work with Mrs Bartlett to improve the current curriculum offer.</p> <p>Miss Sherwood advised that it would be beneficial to have support from the committee in terms of careers for Sixth Formers to achieve the benchmarks and to meet the prescriptive requirements, adding that this also comes under the umbrella of personal development.</p> <p>The committee discussed ways in which they can support careers.</p> <p>ACTION: Mrs Hackwood to provide contact details of trustees who can support this. Mrs Newell to request details.</p>

	<p>Mrs Wood advised that she may also be able to provide support.</p> <p>The committee discussed the challenges facing Sixth Form students in that part time roles they hold whilst studying do not contribute towards meeting the work experience requirements as they are not working in the field they want to study. Miss Sherwood advised that some of the activities that Sixth Formers take part in, such as practice interviews for Oxbridge and visitors coming into the academy due not contribute to the pathway, even though they have the opportunity to gain experience.</p> <p>Miss Sherwood advised that she has plans for working with Mrs Bartlett and the Sixth Form to improve this area, but the progress in this area is not as rapid as it needs to be.</p> <p>ACTION: Mrs Wood to email Miss Sherwood regarding possible support available.</p> <p>Miss Bartlett left the meeting at 15:57.</p>
4.0	<p>Minutes of the last meeting and matters arising</p>
4.1	<p>The minutes of the last meeting held on the 18 January 2023 were agreed and adopted by the committee.</p> <p>Minutes of the Special Meeting held on 22 February 2023 are with the committee for review and will be made public in due course.</p> <p>ACTION: Mrs Newell to publicise final version in due course.</p>
4.2	<p>Matters arising, Mr Speer was to liaise with Mrs Myhill-Johnson regarding the recruitment of a Principal. Update that Principal interviews were held 22 March 2023. No update available at present.</p>
5.0	<p>Behaviour Policy – Presentation by Miss Sherwood and Mr Daly</p>
	<p>Miss Sherwood and Mr Daly informed the committee of the slight changes that have been made to the behaviour policy having taken into account the responses from a recent pupil voice survey.</p> <ul style="list-style-type: none"> • After the Spring break lunch times will increase to 40 minutes. Lunchtimes will remain staggered in order to prevent issues with queuing, there will be a twenty-five-minute crossover where all year groups are on their lunchbreak at the same time. • Younger students had expressed that they felt intimidated by older students using the toilets. A rota is now in place for SLT and pastoral staff to be staffing the toilets in the three blocks. Initial feedback is that students are happier with the new queuing system in place. • Work will be undertaken during the school closure to improve the décor in the toilets. There is a plan in place moving forward to re-vamp the toilets, with floor to ceiling side walls for each cubicle, this will create a nicer environment. • Previously, warnings were neutral, this is now a reminder. If reminders become too frequent, conversations will be held. • Mobile phones should not be seen before entering the site at 8:40 a.m. to the end of the day, they can be used once students are dismissed. • If phones are confiscated they will be returned at the end of the school day rather than being retained for a 24-hour period.

- The issuing of Golden Tickets is to be logged on Bromcom by teachers to collect data on who is giving them out and who is in receipt. This will also allow students that have received lots of Golden tickets to be praised.
- Students like the Golden Ticket system. This may even be extended to members of staff.

Mr Newton acknowledged that this is a work in progress and systems have been adjusted. Dr Craig advised that the school is listening to the students themselves, as it is their daily lived experience that matters, in response we are making adjustments.

Mr Evans questioned whether feedback from parents would be requested following the adjustments. Mr Newton added whether this would be discussed with year 6s and feeder schools?

Miss Sherwood advised that this has been discussed as part of transition work and will be addressed to support year 6s.

Mr Speer requested that the responses to the surveys could be shared with the LGC.

ACTION: Miss Sherwood to share the responses from the surveys regarding lunchtime at the next meeting of the LGC.

Mr Mumford asked whether parents would be contacted to find out what parents think about the recent changes?

Miss Sherwood advised that feedback from students is sought in the first instance. There will be a formal survey with students asking them about how they feel about the changes; a survey will then go out to the parents a couple of weeks into the summer term.

Mrs Wood suggested that the fact that the parents will be asked for feedback should be communicated to them in advance so that they are aware of it before it is circulated. This will highlight to them that there will be an opportunity to feedback.

Mr Evans acknowledged that staff would have more time with the extension of the lunchbreak, as well as re-instating the opportunities for students to attend lunchtime clubs once again.

Miss Sherwood advised that clubs will be re-introduced gradually after consideration is given to which clubs will be available during lunchtimes.

Mr Evans questioned as to where the time for the extended lunch has been taken from.

Miss Sherwood advised that the structure of the school day has been reviewed to accommodate this change.

Discussion took place regarding the implementation of the behaviour policy and the varying interpretations of staff when applying sanctions. Miss Sherwood informed the meeting that pastoral staff had been supporting students during the week and staff receive regular training to ensure a consistent approach.

	<p>Mrs Wood enquired whether the application of the policy is varied for those students with SEN or those who have experienced trauma.</p> <p>Miss Sherwood advised that reasonable adjustments are made, and parents are involved in this process, the school works with the student and in partnership with the parent. Dr Craig added that reasonable adjustments are also put in place for those students according to their needs, whether they are sensory or medical.</p> <p>Mr Speer thanked Mr Daly for attending thank you for attending.</p> <p>Mr Daly left the meeting at 16:25.</p>
6.0	Chair's update
6.1	Mr Speer provided the committee with an update regarding staff member recruitment.
7.0	Parents Forum meeting 6 March 2023
7.1	<p>The committee discussed the meeting that took place on 6 March 2023 with a small number of Parents Forum representatives together with Mrs Hackwood and Mrs Jo Myhill-Johnson.</p> <p>Dr Craig acknowledged that is good to hear that some of the points that have been raised by the Forum have been responded to by St Ivo Academy and acknowledged that moving forward the school will seek to communicate effectively.</p> <p>The committee discussed their role and the possibility of meeting with representatives of the Forum in order to support future relations with the group.</p> <p>ACTION: Mr Speer to contact the Chair of the Forum to make arrangements to hold a meeting before the end of the Spring Term.</p>
8.0	Curriculum changes
8.1	<p>Dr Craig advised that since the last meeting of the committee, changes have been made to the curriculum offer for Key Stage 4 current year 9s, with the re-instatement of four preferences for GCSE; these changes have been well received by students and parents, and a number of positive communications were received following the Curriculum evening.</p> <p>Mr Speer questioned whether the curriculum planning and proposed changed for September 2023 will be implemented in September 2024.</p>

	<p>Dr Craig advised that focus at present was on September 2023 due to annual factors that need to be considered when planning future years such as staffing capacity, subject expertise, national guidance, funding and budgets. The curriculum offer will remain under careful review. Mrs Hackwood informed the committee that to an extent curriculum changes are driven by financial considerations.</p> <p>The committee agreed that as affordability is an influencing factor, it should be included in communications to parents.</p>
9.0	Role of the LGC
9.1	<p>Mr Speer discussed the role of the LGC and the communication from the school to the committee regarding major changes. Moving forward the Regional Director and Chairs will work with Principal's. The LGC is part of the trust.</p> <p>ACTION: Mr Speer to work with Mrs Myhill-Johnson to establish more effective communication and more focussed meetings.</p> <p>Mr Mumford commented that for clarity and to avoid confusion, members should not be referred to as governors as this structure does not exist as part of a multi-academy trust, and the roles are very different.</p> <p>Mr Evans suggested that during the meeting with Parents Forum representatives, the role of committee members should be explained.</p>
10.0	Principal's Report – questions from committee members on report circulated in advance of the meeting.
10.1	<p>Principal's report</p> <p>Mrs Burke referred to the rise in the number of suspensions and expressed her concern in regarding the capacity of staff to manage this process.</p> <p>Dr Craig advised that the increase is partly due to the work being undertaken to secure appropriate standards of behaviour; an area identified by Ofsted in 2021.</p> <p>Mrs Myhill-Johnson advised in terms of comparative data; St Ivo Academy's suspensions are significantly lower than other Astrea secondary schools.</p> <p>Mrs Burke questioned whether there is a suspension reduction plan in place.</p> <p>Mrs Hackwood advised that the spike seen in the data is short term and is expected when changing the culture. The triage system in place ensures that there is consistency when managing students, it also helps identify those members of staff that are over punitive and others who may be struggling with behaviour in class. The new system is designed to get students back into their lessons more quickly.</p> <p>ACTION: Further comparisons will be made during the next meeting of the committee to review the suspension data.</p> <p>Mrs Myhill-Johnson advised that there is collaborative work underway across Astrea schools to reduce suspensions, with plans in place to take this forward in both regions and developing Alternative Provision.</p>

11.0	Any other business
11.1	None
	Meeting ended 18:23
	Date of next meeting
	17 May 2023 at 3.30 p.m.



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term One

2022-2023

St Ivo Academy

Tim Blake

Trust Executive Principal

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Safeguarding

Introduction and contextual information about the school:

Re-review of audit taken place on 21st April 2023. 7-day reporting in operation, safeguarding briefing established every Tuesday morning.

IMPACT Program with Year 9 & 10 has started to look at healthy relationships delivered by Targeted Support (EH) by two Young People's Worker this is a female only group. Six students, until the end of summer term.

Transforming lives Y8 & 9 has started for students identified with emerging Child Criminal Exploitation needs conducted by Targeted support (EH) – six students -until end of summer term.

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	All staff completed National College modules. Staff briefings on CCE & CSE with Early Help information given.	Quiz has been circulated to check on staff knowledge and understanding to inform further training need.	
Trends in School	Mental health is a primary trend at St Ivo. There appears to be a significant number of students struggling to cope with a multitude of anxieties caused by trauma, abuse, fear (brought on by bullying episodes). These result in self-harm, poor attendance, meltdowns, poor behaviour, and also psychotic style episodes.	Mental Health Policy completed during summer term. PD curriculum bringing mental health to the forefront of issues. Signposting in school and from staff to students and parents/carers. School counsellor remains effective in supporting a lot of these students. Engagement with CAMH for high level cases. MHST to work with St Ivo during summer term with a view	

		to full engagement from September.	
Update on significant cases (anonymised)	No CP. Increase in CIN to 11	Constant checks on AP student through welfare checks.	
Summary of referrals made	3 social care referrals – all at assessment 0 Police referrals 3 EHAs all Y9 submitted since Easter		
Ofsted Qualifying Complaints	-Visit from LA advisor on Mon 24 th April in response to 3 anonymous complaints (two which relate to the behaviour policy)	School visit has evidenced that the school has put measures in place to address behavioural concerns. Pupil voice reports that classes are 'quieter and calmer' now that the implementation of the behavioural policy has aligned the expectations of all staff and pupils. Leadership Adviser is confident that the school is fulfilling its safeguarding responsibilities effectively.	

Welfare Profile:

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

Children at risk and children in need:	Current	Previous Report (Spring HT2)
Number and % of PP	304	304
Number and % of LAC	7	7
Number and % of young carers	53	53
Number and % of students privately fostered	-	-
Number and % of students with CP plan	0	0
Number and % of CIN	11	7
Referrals made for early help	4	7
Family support assessments conducted	-	-
Proportion meeting threshold	Still at assessment stage	7
CP meetings attended	0	0
Number and % of students with an EHCP	19 (one student left for Centre school)	20
Number and % of students with serious medical conditions	4	4

Number and % of students receiving external support: CAMHS	8	7
Number and % of students receiving external support: behaviour support	6 (plus 2 at one-week placements)	3
Number and % of students receiving external support: S and L	4 - AP	0
Referrals to Channel	0	0

SCR Scrutiny:

Checks conducted:

Designated Safeguarding Lead – 10th March 2023

Regional Operations Manager – 23rd March 2023

Regional Director – 28th March 2023

Executive Principal – 21st April 2023

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
CCE Briefing	21 st April 23	All Staff	DSL via trust material
CSE Briefing	21 st April 23	All Staff	DSL via trust material
Prevent referrals course	23 April 2023	DDSL	HM Government
Prevent awareness course	23 April 2023	DDSL	HM Government

Bullying:

Aspect	Current number of incidents	Previous report
All Bullying Incidents	3 (3 Y9)	3
Racist Incidents	0	2
Cyber Bullying	0	1
Homophobic Bullying	1	0
Transphobic Bullying	1	0

Analysis and Next Steps

We will use CPOMS in conjunction with the paper logs for reviews so that it is centrally available.

There has been a small increase in the number of bullying cases, although numbers remain relatively low. These are tracked through the use of 'bullying report forms' via the respective Head of Year. This process allows for regular check-ins with the victim, to discuss on-going issues and progress. The report form and check-ins remain

on-going, until the issue is resolved. Prior to the form being signed-off, parents/carers are also informed and updated, to ensure they're happy with the resolution.

We are also going to run assemblies for all year groups, reminding students of how/when to report and to clarify what constitutes bullying i.e., targeted, repeated, in-balance of power. This follows some recent student voice.

Sexual Harassment: 17th April to 27th April 2023

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

Analysis and Next Steps

Whilst this is at zero it is a snapshot of the first two weeks of term.
The pastoral team continues to offer support and a 'safe' reporting space for students.

Curriculum

Key Stage 3 Curriculum

Subject	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the National Lead	How confident are you that the curriculum content and sequencing are correct?
English	<p>These crucial early years of secondary school should be full of challenge, purpose, and joy. Literary Heritage is the core of our Key Stage 3 curriculum. Being a confident and articulate English student involves a large number of complicated skills. We know the best way to create these. sorts of learners is by introducing them systematically to the wonders of grammar, vocabulary and reading for pleasure, alongside the traditional literature teaching that we all know and love. From January 2023 the English Department has begun to implement the ARK curriculum for key stage three comprising of three units: - Literary Heritage, Writing Mastery, and Reading for</p>	<p>All staff have been trained by the Professional Development Team at Ark In Dec 2022 and our TLR for Year 8 and 9 attended the National Ark Training day in Feb 2023. d we were able to make the offer more bespoke- given the choice of literary texts. This model fits so well with our shared classes too- so for example one teacher teaches the Literary Mastery unit, whilst the other teacher focuses on the writing Mastery unit. We are able to choose our wider reading texts, and this has enabled us to look for more diverse texts to deliver with our students. During informal learning walks and formal observations, it is clear that the schemes of work are being followed but there are also some creative ideas for Do It Nows to ensure that the needs of the individual students are being met.</p>	<p>We need to complete this first three termly cycle and then we can reflect on the year and decide if we would like to make any adjustments. We need to ensure that our assessments for the modules are in line with the whole school assessment policy. During our gained time we will participate in some ARK Professional Development: - namely Making the Best Use of Assessment Y9 Poetry Thurs 6th Jul 2023</p> <p>And other courses as identified by colleagues during our Intellectual Preparation Sessions during Summer Term 1.</p> <p>CL/RL will undertake some students voice feedback on the modules they have studied during summer term 2. This will facilitate our offer from Sep 2023</p>	<p>No support from the National Lead in terms of implementing the ARK curriculum.</p>	<p>We are following a key stage three curriculum which has been endorsed by all Astrea Secondary Schools and we have a robust and fully aligned curriculum plan.</p>

	<p>Pleasure. One essential feature of the model is the way that every part of our curriculum complements and build on the knowledge of other units.</p>				
Mathematics	<p>Curriculum map continues to flow through from year 7 to 13. Creating a delivery of education that builds year on year from each Key stage.</p> <p>The following remains the same this term: On top of the exam board SOW, we have within the department half termly SOWs that incorporate the 3Is clearly, the links to careers (these are discussed every lesson with the big picture at the start), literacy and keywords, (again this is embedded into the lesson structure, and with a weekly competition, highlighting the different meanings of words in maths and the English language. Plus, there are links to challenge topics online.</p> <p>KS3 students have this term had the opportunity to take part in the UKMT Junior maths challenge as</p>	<p>All teachers in the Dept are capable KS3 teachers as seen.</p>	<p>This continues from Autumn term and will continue to be ongoing, as we have non-subject specialists: On the spot extension and stretch needs developing further in our non-subject specialists, on the concept being taught in hand for the top sets in KS3.</p> <p>In the down time in the Summer, we need to improve on our links with the primary schools so ensure that the transition between KS2 and 3 is smooth.</p> <p>Some KS3 teachers need additional training and support to ensure that they do not over plan and that they complete the content for each term. During PM the HoD has started to look at this and guide the staff members.</p>	<p>Curriculum development and resources for 23-24.</p>	<p>Very, we follow the exam board SOW which is delivered in the majority of the schools across the whole of the country.</p>

	<p>extracurricular and before Xmas the Merry Mathsmus event.</p> <p>In addition, we have set up a maths club after school on a Wed for KS3 to drop in and have help with homework, or maths fun puzzles.</p> <p>St Ivo are regularly at the top of the leader board for Sparx for KS3 classes. Our rewards system for Sparx regularly has winners from KS3. The HoD has shared this with other HoDs within the trust.</p> <p>Each student from year 7 – 9, have a notebook in class alongside their exercise book, ensuring that they are creating accurate notes, that turns into its own knowledge organisers. As best practice, students are told to independently copy up their peers' notes from the last lesson if they were off sick. This is now embedded in all year groups including KS3.</p>				
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<p>Science</p>	<p>Several experienced staff have developed lessons/assessments and shared with others</p>	<p>Most staff are confident to teach, though there are some non-specialists/Unqualified/Supplies. Additional training required to support these members of staff.</p> <p>Core teaching staff all teach mainly in specialism and confident – teachers new to A level supported and will reteach Y12 before moving to Y13.</p>	<p>We are now adapting booklets lessons from September and will review after the first year to further improve.</p>	<p>Outline scheme provided by national lead (attached). Textbooks supplied.</p> <p>NEED – new books as transition to AQA</p>	<p>Astrea 5-year curriculum 3 – document can be found here. Astrea 5-year curriculum3.xlsx</p> <p>Following as directed (except Ks4 classes on Edexcel Legacy spec)</p>
<p>Geography</p>	<p>The curriculum is sequenced and builds knowledge and skills over time with regular reviews in lessons.</p> <p>Ongoing intent to for the embedding of Quality First Teaching, including use of mini-white boards, do now, cold calling, entry and exit routines.</p> <ul style="list-style-type: none"> • Staff routinely visible on thresholds and in corridors during lesson transitions to help ensure a warm and calm learning area for students. <p>Knowledge organisers continue to be updated and transferred online for the new KS3 curriculum.</p> <p>Marking and Feedback monitoring has shown that student bookmarking and feedback is typically a good consistent standard.</p>	<p>In many lessons there is typically good subject-specialist knowledge evident, with teachers supported by good quality centrally shared resources to aid consistency.</p> <p>Centralised lessons ensure consistency for all students receiving the same lessons and case studies.</p> <p>IP is used to update and inform changes to the curriculum and lessons after teachers have taught lessons to ensure they continue to be the best lessons possible and are accessible for all students.</p> <p>Support is needed and provided for non-specialists and new staff members.</p>	<p>An ongoing area of concern is the challenge to recruit Geographers to vacancies, which is part of a regional and national picture.</p> <p>Support is being provided to non-specialist and new staff to ensure consistency of language and practice across all lessons.</p> <p>Learning journeys continue to be reintroduced with the updated KS3. Lessons have been updated to be a higher challenge and reduce the activities of copying (taking account for cognitive load) and moving towards more content rich extended reading and understanding.</p> <p>Introduction of the Intellectual Preparation sessions are aiding curriculum development.</p> <p>Next steps will involve an internal subject review to address the issue of non-specialists and ensuring that the curriculum for the next academic year is robust,</p>	<p>Regular contact is made with Rob Chambers. His wider Trust work continues to benefit the department, including online resources, moderation, exam support and revision.</p>	<p>Very confident that the sequencing of the curriculum is correct, enriching and helps scaffold skills, knowledge and understanding as students move up the school. The curriculum map is themed across Key stage 3 with human, physical, environmental, and investigative geography. We are also closely liaising with the National Lead as KS3 Astrea Geography evolves and actively involved in providing feedback to our national lead on what is currently being taught at the KS3 level at St Ivo.</p>

	<p>Our KS3 coordinator has constantly evolved the content over the year, implementing new examples and techniques to allow our students to access the curriculum at all levels.</p> <p>Our experienced staff members all continue to make contributions of ideas, lessons, and assessments.</p>		<p>detailed, and enriching whilst being able to be taught to a high standard by potential non-specialists.</p>		
History	<p>KS3 curriculum is constantly being tweaked and updated to reference high quality texts in lessons. The curriculum has been diversified where appropriate. E.g., refocus of Year 7 Voyages of Discovery work, replanning of Y8 Slavery and Empire, new unit for Year 9 focusing on modern Britain (1960s) and amending the topic on Islamic Civilisations. KS3 includes reference to historical scholarship, for example many lessons include the writings of historians so interpretations can be assessed.</p> <p>KS3 students have the 3-year learning journey in their exercise books so they can see how the curriculum fits together. 'Do Now' tasks aim to focus on recall or to activate the prior</p>	<p>The History team is stable and very experienced. Three teachers have 20+ years' experience though one of these is unfortunately leaving us at the end of this year. We have one ECT who is exceptionally strong and mentored by HoD. using the ECT Framework. The KS3 coordinator mentors for the Uni of Cambridge and is currently completing a PhD in History teaching, she would benefit from further leadership experience. We recruited another ECT for September 2023. Curriculum changes are discussed at weekly IP sessions and the HoD sends a weekly bulletin. Ideas for best practice are shared at IP and Y11 revision materials have been created following discussions, including exemplar answers. All staff use the same</p>	<p>Curriculum changes mean there will be additional hours for History at KS3 from September 2023. It will be important to view the whole 3-year learning journey to plan how to make best use of these lessons within the existing curriculum.</p> <p>The design and implementation of booklets will have to be done to some extent at department level in History to account for differing curricula across the Trust which should take the local context into account. Sharing best practice with other History departments would be beneficial and welcome.</p> <p>The department will have two ECTs next year (year 1 and year 2) both will require mentors. The department has strong links with the University of Cambridge and usually hosts a trainee each term which requires another mentor.</p>	<p>Sends a regular History bulletin with updates and ideas about pedagogy and further reading. This is high quality and valued by staff.</p> <p>He has been planning a new unit of enquiry with the KS3 co-ordinator.</p> <p>Support in designing and planning a bigger KS3 curriculum would be welcome and helpful.</p> <p>Support with best practice for designing booklets in History would be helpful.</p>	<p>Very confident that the work we have done has improved an already strong curriculum.</p>

	<p>knowledge needed in the lesson to follow. Every member of staff uses a visualizer, we are using these more frequently to live model answers to classes.</p> <p>Scaffolding is used for longer pieces of work including mind maps, essay plans, we all use the acronym PEE to help build successful paragraphs. NOP is used to help students evaluate sources. Unit assessments for each year group focus on 4 disciplinary concepts – causation, judgement, evaluation, and interpretations. These are repeated with greater degrees of difficulty each year.</p> <p>WCF and the SAR stamp is used for each of these four assessments and student responses are in depth – evidence of this can be seen in exercise books.</p>	<p>shared resources to deliver the KS3 curriculum.</p> <p>Staff value these meetings as they help to reduce workload.</p>	<p>There will need to be a consideration of capacity.</p>		
MFL	<p>The KS3 curriculum is designed to provide students regardless of their previous linguistic background, with a sound understanding of core grammatical structures. The curriculum map is kept as simple as possible please see attached, in order to focus on our objectives. A good knowledge of regular and common irregular present,</p>	<p>Most staff have an excellent subject knowledge and understanding of GCSE requirements. The concepts are confidently taught, and staff make good use of retrieval practice tasks throughout lessons. New members of the department are supported with all PowerPoint lessons provided as well as classroom management support when needed.</p>	<p>The curriculum is being adapted for the new GCSE, key changes such as reading out loud and dictation are being introduced as well as an understanding of key phonics at KS3. End of module assessments are being altered such as changing rubrics in English throughout all skills. The use of the target language by staff has been an ongoing area for development. In the new GCSE, the use of target</p>		<p>Very confident. In the last Ofsted deep dive inspection our curriculum was praised for its simplicity and coherence, work in students exercise books reflected the curriculum map and students could recall key structures taught.</p>

	<p>past and future tenses is key as well as a number of other structures such as use of the negative, modal verb, opinion phrases etc. These key structures carefully and coherently sequenced from year 7 onwards so they can be recalled and creatively used in year 9. In KS4 students have the tools and understanding of exam technique to enable them to expand their communication skills. The requirements of the KS5 curriculum are thoroughly understood and expertly delivered, students achieving well at A Level. Curriculum overviews, knowledge organisers are all available for students in all key stages. HOD has excellent relationships with staff in the department and very good working relationship between HoD and LM</p> <ul style="list-style-type: none"> • Clear embedding of core routines (do it now, cold calling, entry and exit routines.) 		<p>language in the classroom will raise student confidence when reading out loud as well as recognizing key phonics. Years 7-9 schemes of work will need adapting in light of the new GCSE requirements as well as the change in MFL allocation & subject availability which is very disappointing. KS5 schemes of work will also require adapting as students will no longer benefit from having one-to-one sessions with an FLA.</p>		
RE	<p>Consistent focus on vocabulary and written outcomes at KS3 (using Inspiration Trust materials) Consistent homework used by all staff and set centrally (using IP sessions). T and L core routines e.g., MWBs are planned into the lessons to CFU. Students are exposed to</p>	<p>Two experienced teachers. The HoD is very experienced and acts as a mentor for the University of Cambridge. There are trainees in the department most terms.</p>	<p>Changes to curriculum for KS4 next year with the introduction of core RE and development of curriculum resources.</p> <p>Continue to monitor the quality of teaching at KS3 and provide support where necessary to ensure students have adequate time for guided and independent practice. Do Now</p>		<p>Very confident due to the use of high-quality materials from Inspiration. The author is the Ofsted lead for RS.</p>

	high quality texts in every lesson – they read at length.		tasks for example should be 5 mins maximum.		
Personal Development	<p>High quality PD teaching, using structured and age-appropriate resources. Fluency is measured each lesson and at the end of term.</p> <p>Quality of Education is closely monitored and followed up with individual teachers.</p> <p>Regular staff training is high quality, well-received and is designed in response to staff voice.</p> <p>Coordinated morning address, assembly, and tutor PD, ensure that students are hearing consistent messages.</p> <p>Responsive Curriculum all areas. (Parents forums, SLT Pastoral team coordination)</p> <p>High quality delivery at Parent Forum.</p>	<p>All staff have received training on Protected Characteristics, substance abuse, leading discussions, contraception, student engagement in lessons and online gambling.</p> <p>Staff voice suggests that 85% of staff feel confident delivering PD lessons and 84% feel confident delivering TutorPD.</p> <p>35 staff now feel confident in delivering SRE.</p>	<p>Enhanced quality assurance to increase the consistency of lesson experience and quality.</p> <p>Staffing for timetabled PD lessons is a matter of priority to allow training to take place.</p> <p>Student leadership opportunities to be developed further, through the House Council.</p> <p>Continue to build relationships with greater numbers of parents through information-giving, invitations to visit the school and discussion opportunities.</p>	Curriculum resources and booklets being provided for schools to adapt to context.	
Art	<p>Key stage 3 has recently been updated to ensure consistency across the key stage and all year groups. Staff use the same PowerPoint to support the delivery of the SOW.</p> <p>A skills focus ensures students can progress with confidence through the key stages and are well equipped to move on.</p> <p>Termly drawing tests support bench marking as students' progress.</p>	<p>All Art staff are experienced and have the knowledge, skills and understanding to deliver a comprehensive curriculum.</p> <p>The Head of Department is the Pearson Chief examiner for GCSE Art and Design and has wealth of knowledge and experience of Art and Design curriculum content.</p>	Adapting core routines and Walk thru techniques to suit Art and Design practical lessons, particularly lessons that involve using clay and other 3D processes.	Andrew to create a Flag ship department for other Art teachers to visit.	The Art and Design curriculum is broad, balanced and underpins the GCSE offer in key stage 4. Textiles, Three-dimensional Design and Drawing and painting are part of the key stage 3 curriculum. Along with relevant contextual studies to support all practical applications.
Drama	High quality, regularly reviewed Schemes of Learning.	Very confident.	Changes in Y9 curriculum allocation will mean a need to		

	<p>Assessment embedded. Focus on theatre careers in all 3 year groups. Pupil engagement is generally very high, and teaching is excellent.</p>	<p>ECT works closely with highly experienced HoD, to plan and review lessons. Work is moderated together, and regular learning walks and an open dialogue ensures that ECT feels supported and confident.</p>	<p>review and adapt the scheme of learning. Extra-curricular opportunities requires a review, Clubs and productions are a major source of students who opt at GCSE and A level.</p>		
Music	<p>The music department is committed to providing a robust, broad, and challenging curriculum to all learners, which provides each student with the opportunity to become a musician, to understand the inner workings of music theory, and to consider his, her or their responses to music. We have a well-trained and qualified department who are all committed to music education and its current status, and who strongly believe in the benefits that our subject can offer. All three staff are experienced but also bring different skills to the table. Our support for learners at KS4 and KS5 is excellent, our teaching resources are clear and very well prepared, and our instrumental resources are outstanding with an extremely broad range of different instruments available to students to experience in their time here.</p>	<p>All staff are confident in delivering our curriculum due to the consistently strong resources available, regular departmental discussions around delivery and regular Intellectual Preparation sessions. Schemes of Work are all fully available to all staff All staff benefit from each others' knowledge and skills, and the strong links between the HoD and the Prince's Teaching Institute have enabled deeper internal discussions and dissemination of wider CPD within the department.</p>	<p>Our regular checking and ongoing assessments within KS4 and 5 need to be more formalised and standardised, with end-of-unit assessments established and used for each unit (currently there are one or two missing, and it is patchy at KS5), and begun earlier in the course at KS4 and KS5 where we use exam-style questions but not in exam conditions early enough. Update the curriculum for September 2023 to reflect new curriculum allocations.</p>		<p>It has been long established that sequencing at KS3 for music is justifiably slightly different as our three classrooms hold such different resources, so it is treated much like the different specialisms within Design and Technology. Topics are skills-rather than genre-based, which more clearly supports skills progression over time. Within topics (each runs for 1 term) there is clear design for progression through 2 assessed practical tasks and the assessment of 6 key skills which are completed each topic. The National Curriculum for music is so broad that there is a lot of scope for individualised design. We have a broad and balanced curriculum covering music from different genres, time periods and areas of the world. We work with the resources we have to make absolute best use of them and provide a rigorous education in the theory of music and analysing it, not just in practical music making.</p>

<p>DT</p>	<p>Our curriculum map follows a path from YR7 through to YR13. Our KS3 booklets and practical outcomes are appropriately challenging and consolidate/build upon existing knowledge and skills. The level of demand, challenge and complexity increases from project to project. Booklets and practical projects are a combination of designing, evaluative, making, knowledge and understanding tasks (in line with the NC aims and subject content) and include reference to Careers Work Related Learning.</p> <p>Our KS3 curriculum has been recently updated to meet the needs of SEND/DP students and to provide consistency across KS3. The aim of this is to create inclusivity for all students. Students complete a series of design and make projects, which are broken down into short, step-by-step achievable chunks. Booklets contain instructions, technical knowledge/language, illustrations, and modelled answers. Each project avoids abstract starting points, builds on existing skills and knowledge, prior learning, retrieval/recall of knowledge and repetition.</p>	<p>Most staff are experienced and have a good level of subject knowledge and practical ability. They exhibit the necessary skills, understanding and confidence to articulate and deliver the KS3 curriculum in a creative, inspirational, and challenging way.</p> <p>Recent MAF checkpoints show consistency in line with the marking policy.</p> <p>Learning walks show that teachers' expectations are high and that project booklets are being followed.</p>	<p>Although core routines and habits of attention are being routinely used by most staff, some support is needed with some colleagues to improve techniques and consistency of use.</p> <p>KS3 curriculum needs further development. This has been discussed in Intellectual Preparation meetings and some student voice may be necessary to ascertain misconceptions, learning and progress of students in the 2023/24 academic year.</p>		<p>The curriculum is broad and balanced and is in line with the National Curriculum programmes of study.</p> <p>KS3 curriculum is being followed and is fully aligned with the curriculum plan. Consistent quality of work, progress and engagement of students has been noted during MAF cycles and informal learning walks. This has been reflected in the good standard of designing, knowledge and understanding and practical outcomes that have been displayed and achieved. Improved levels of student motivation and independence have been noticed.</p> <p>KS3 projects seem robust and offer a good level of demand, challenge and complexity to stretch and challenge students.</p> <p>The incorporation of learning journeys in KS3 booklets appear to be successful, as students have a clearer picture of the designing, knowledge and understanding and practical tasks that will be completed on their journey.</p> <p>Knowledge organisers in KS3 are accessible to students. In KS3 they contain the key points of each design and make project and fully prepare students for their summative test in January and June.</p>
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	<p>Within the projects students will also experience both constructivist and collaborative based learning, allowing students to exchange views, make sense of their learning, articulate understanding through structured discussions and practical outcomes.</p> <p>A KS3 learning journey can be found in each booklet. This shows the projects that will be completed over the three years, a brief description of the relevant design/making skills and knowledge and understanding that will be covered (also links with January/June tests]. A further in-depth specific year group learning journey is also included. This shows the same information, but with additional illustrations to give the students a clearer view of their learning.</p> <p>As a strategy to support students, knowledge organisers have been produced for KS3. Our knowledge organisers break up the projects learning into achievable chunks of key information, which includes accessible font and visual illustrations to aid understanding. These can be found in all project booklets and on</p>				
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	<p>the St Ivo Academy website.</p> <p>Do know tasks are in place for all KS3 lessons and are linked directly to projects.</p>				
PE	<p>The extracurricular offer of the department is strong. There are a great number of fixtures that students take part in. The breadth of curriculum is outstanding; students have access to superb resources and take part in activities that wouldn't typically be part of a secondary PE curriculum (e.g., swimming)</p>	<p>The current team are confident in delivering the curriculum as it stands.</p> <p>There are several senior leaders within the PE team. Behaviour and teaching is strongest in these lessons.</p> <p>Some curricular development needed with less experienced staff – why sequencing matters and where each lesson sits in the bigger picture (Why this, why now?)</p>	<p>KS3 – Whilst sequenced well, the curriculum would benefit from a more explicit rationale which could then be linked to purposeful in lesson recall.</p> <p>KS4/5 – Outcomes are mixed, those staff without the experience of wider specifications would benefit from booklet materials to bring consistency.</p> <p>Core Routines – Work needs to be done in IP sessions on how the core routines could be adapted to the practical lessons in PE.</p>		<p>I am confident that the curriculum is well sequenced. HOD needs to work with some staff so that they can articulate the rationale to sequencing.</p>

Teaching and Learning

- The April training day was effectively used to deliver a session to staff on the purpose of the routines. This was well received and will aid in the continued embedding of them in our classrooms.
- On this training day, another TLAC technique was launched with staff, work the clock. This supports the wider Astrea foci on classroom practice. Twenty-five kitchen timers were ordered and have been distributed to staff to trial with classes.
- Our Walkthru programme continues to operate for staff. Just before Easter we completed our last Walkthru on live modelling and have already launched the next one on scaffolding. To be completed effectively, ensuring impact on classroom practice, the remainder of the summer term will be given to this. It is a more involved Walkthru to work through and with a clear focus on Year 11 and 13 this half term it was felt that the extra time was essential to ensure the process is engaged with in a meaningful manner ensuring tangible outcomes in classrooms at the end of the process.
- A recorded Powerpoint was shared with staff outlining the most effective way to use the visualiser and stand.
- Intellectual preparation time continues to develop and embed in academy practice. SLT links regularly visit sessions to monitor what the time is used for. We need to maintain focus on this to ensure the time is being used for curriculum reflection rather than being taken for other department tasks.
- Over this half term Year 11 and 13 support is being clear priority over everything in the run up to the exams.
- ECTs (three year 2, 6 year 1) continue to make progress. On tour demonstrates the continued development of their pedagogical skills.
- The move from Education Development Trust to Teachfirst continues to provide challenges with ongoing difficulties with some accessing the online resources. As the mentor tracking function is not working at all it is proving impossible to effectively check engagement with the programme, but verbal checks suggest all are making the expected contact with the materials.
- Consultation with unions has continued in preparation for the identification of 'light touch' staff. Issues are being worked through to allow a smooth process once it re-starts.
- All teaching staff have expressed a preference for three high stakes observations or short sessions of feedback.
- The training days for 23/24 have now been established and planning has commenced for the effective use of the time.

Behaviour and Culture

Strengths and impact of implementation

- The learning climate in the academy is generally calm and studious. Students are becoming clearer on the purpose behind some routines (e.g., Do Now for recall purposes), and in areas where they cannot there needs to be a big push in over narrating the 'Why?'. 'Silence is golden' is achieved in most subject areas during independent work. Mini whiteboards and visualisers are more readily used and becoming embedded in classroom practice and generally accepted as 'the way we do things here'. This is particularly the case in science and maths.
- Reboarding to students during the week 17th April, during tutor period. This was led by heads of year via TEAMs, using a PowerPoint as the resource.
- SLT gate duty covering both entrances to the academy has ensured a positive and smooth start to the school day. This allows us to triage uniform standards and to welcome students into school in a warm and friendly manner.
- Morning Address (MA) – The character traits (HoY micro script) have been linked to the theme of the week (assembly and PD tutor time activity).
- Behaviour data/trends is sent out to SLT/HoY every Friday and is a standing item at the SLT and BASI meetings. This has enabled us to adapt themes and morning address to areas of need – this has been discussed in conjunction with the PD lead.
- Behaviour escalation system now embedded. Tracking of students who receive multiply reset classrooms, this is shared with pastoral teams and SLT.
- Rewards – each week departments are sending postcards home and taking photos for the school's social media pages. Pastoral teams informing year group of their total house points.
- Golden tickets continue to be given out every day with live draws at the end of each half-term.
- Reset classroom has been successful since its implementation in January. All students follow their timetable and complete work from their lesson. A laptop is provided for each student to use. This room is supervised by SLT to ensure consistency and maintain high expectations and standards of work. The triage room is working well, students complete a form with a member of the pastoral team / reset classroom manager stating why they were sent and discuss what needs to change for them not to be sent again.
- New student leaders (Captain, Vice-Captains, and House Council Members) have been appointed for all five houses. The school council meetings are taking place. They are organising an event Friday 12th May to raise money for the Turkish/Syrian earthquake appeal.
- We have reviewed these areas following student voice: mobile phone policy, lunch times, detentions, and verbal warnings. Changes have been made to these areas: mobile phone policy – parents/carers to collect at the end of the day, homework detention takes place in a separate room (IT room), verbal warning changed to be called a reminder, lunch time extended to 40 minutes, new rota that includes SLT and pastoral staff to monitor the toilets.

Areas for improvement

- Further staff training to focus on the language used and the 'warm' side of the behaviour framework. This follows on from student voice.

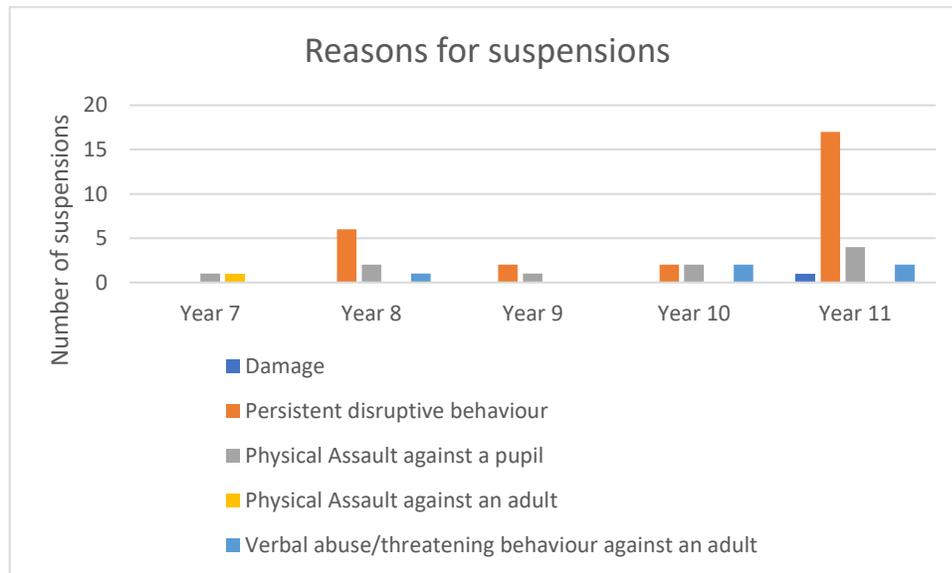
Next steps:

- Behaviour curriculum to become embedded within tutor time.
- Student voice to be carried out.

Suspensions: 11 March 2023 to 2 May 2023

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	41	12	10	2	8	3	6	22	0	0
% Of Cohort	2.5	4.2	3.9	0.7	2.9	1.1	2.1	7.5	0	0
Total Days	72	22.5	12	3	11.5	7	11.5	39	0	0

Suspension analysis and commentary:



We have seen a spike in March 2023, in particular in Year 11. As a result, 7 students are now on a reduced timetable in school, coupled with alternative provision to bring them up to 25 hours. This has improved things across the year group.

Year 11 suspension data includes two external AP students.

One year 8 student with more than one suspension in period - support for this student including parental meetings, EHA and discussion with all parties at BASI.

Four year 11 students with multiple suspensions in period.

We have seen an increase in students being physical with one another - discussion has taken place with PD lead and key SLT pastoral staff, follow up assemblies to address this.

Sep-22	Oct-22	Nov-22	Dec -22	Jan-23	Feb-23	Mar-23	April - 23
23	25	21	17	34	26	33	15

Suspension Reduction:

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
Reset Classroom	<ol style="list-style-type: none"> 1. Communicate expectations of students behaviour and work ethic 2. Triage room created to calm students and reflect reasons for being sent with a member of staff – reflection sheet completed. 3. Continue to use the reset classroom following a suspension. 4. Use of laptops to ensure students follow timetable – help to reduce knowledge gap for when student re-enters lessons. 	<ul style="list-style-type: none"> • Students are calm when they enter the reset classroom, resulting in less failure due to disruption. • Students spend day in reset classroom following suspension, reducing repeat suspensions. • Three warnings used in the reset classroom to prevent suspension. 	Jan' 2023	Sw/DL	
Return to School Process	<ol style="list-style-type: none"> 1. Return to school meetings to continue – SLT and pastoral member of staff to be present in the meeting. 2. Student spends day in the Reset Classroom after return to school meeting. 	<ul style="list-style-type: none"> • Suspension investigation sheet completed before suspension. HoY completes return to school sheet, sheet uploaded to CPOMS and merged with suspension letter. • SLT present in return to school meetings, showing importance, and reducing repeat suspensions. • Review meeting set at the RTS 	June 2023	Sw/DL	
Reduce repeat suspensions	<ol style="list-style-type: none"> 1. Weekly suspension report given to HoY – HoY liaise with SLT link 2. Emillie to update with suspensions on a daily basis 3. Track interventions for students with multiple suspensions i.e. EHA, PEAP. Ensuring that we're not missing opportunities for wider support. 	<ul style="list-style-type: none"> • 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. • Actions following suspensions fed back to SLT in weekly behaviour update, to ensure all can verbalise how we are driving down suspensions. • Students have work for every lesson that they are suspended, limiting loss of 	June 2023	DL	

		progress during absence, and ensuring it is not seen as an alternative to school.			
Behaviour Escalation Process (Reset Classroom incidents monitored)	<ol style="list-style-type: none"> 1. Continue to send weekly information to all pastoral team. 2. Letters for each stage (Stage 1-4) of the tracking process are available and issued when triggered 	<ul style="list-style-type: none"> • Live tracker to visualise progress with students displaying most challenging behaviour – pastoral team to complete behaviour forms, letters and update tracker. Discuss at BASI every week. • Document is up to date, meaning timely intervention and clear communication with home as support, leading to reduced suspension through advanced warnings. • Clear communication with home through SSA/HoY, increasing parental support. Support from home further aiding the reduction of suspensions. 	Sep' 2022	DL	
Behaviour Curriculum	<ol style="list-style-type: none"> 1. Plan and design half-termly Behaviour Curriculum, to be delivered in one tutor time per week. 2. HoY to introduce behaviour curriculum to tutor teams (SLT to voice over first few sessions, to help with consistency). 3. Incorporate into tutor programme, and printed for all staff 4. Booklets to be printed for each tutor group 5. Map onto curriculum document 	<ul style="list-style-type: none"> • Expectations and purpose communicated with tutor team to ensure consistency in approach • Ensure that behaviour patterns and data is looked at, so we tackle relevant issues in a timely manner • Available on both TEAMS and physically ensuring microscripts are followed and all students are aware of expectations reducing conflict, disruption and suspensions. Enhanced accountability and ownership of behaviour. • Work is all in one place, and progress can be evidenced. • Curriculum path visible and in future will enable further ties with morning welcomes, assemblies and PD to reinforce messages taught in the curriculum. 	June 2023	DL	

Praise and Rewards	<ol style="list-style-type: none"> 1. Ensure that weekly department praise schedule is followed and shared on social media platforms. 2. Incorporate praise (warmth) into Morning Address microscripts 3. Continue with Golden Tickets, issuing an average of 1 per lesson, plus outside of lesson times for behaviour that goes above and beyond. 4. Student leadership opportunities and student voice, so that the student body feel empowered and listened to. 	<ul style="list-style-type: none"> • Monitor number of positive House Points being issued, against negatives • Ensure that all parties (parents, students and staff) realise that 'warmth' is at the front and centre of our school culture. 	June 2023	Sw/DL	
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- Increase codifying of procedures in the reset classroom has led to a reduction in the number of escalations to suspension.
- Return to school process continues to be effective with pastoral staff and SLT involvement in the meeting. The day in reset has been effective to reintegrate students back into the classroom.
- Behaviour escalation process is monitored and discussed weekly at pastoral briefings, BASI, SLT meetings and SLT link meetings. This is having a positive impact on the reduction in suspensions because parents are receiving letter, phone calls and attending meetings alongside students being mentored on a 1:1. This includes some traditionally hard to reach families who have engaged in this process.

Behaviour Data:

- There has been a reduction in detentions across the school - 185 less detention from spring term 1 to spring term 2. This has been driven by a decrease in disruption to learning.
- Incidents of disruptions to learning have decreased from Spring term 1 (533 events) to Spring term 2 (387 events).
- Sharing department praise on social media
- End of half term praise assembly
- Golden tickets being awarded to students each lesson and during recreational times - prizes awarded at the end of every half term.
- Consistent expectations in the reset base and triage room have been codified and shared with key staff
- Following student voice, toilet duties put in place utilising SLT and pastoral staff to increase visibility. Feedback from students has been very positive.
- 36,602 house points were awarded across the school - this has been highlighted in teacher training days
- Decrease in failed detentions across the school (194 spring term 1) to 167 (spring term 2).

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

- Weekly updates at SLT, BASI, pastoral briefings and SLT link meetings to discuss data trends and actions (these will be communicated via Sw/DI)
- Review meeting following return to school to help avoid repeat suspension
- Record on Bromcom when a golden ticket is awarded - this will help track the number of golden tickets
- Raising the profile of house points - staff training and weekly reminders
- Staff and student voice to be used to identify areas for additional staff/student training and support.

Attendance

	Key Attendance Target	This time last year	Year to date
Whole School	95%	91.60%	91.50%
Pupil Premium	90%	87.10%	86.10%
SEND	90%	89.40%	88.40%
Maximum % of pupils who are PA:	15%	23.70%	22.90%
% of PP pupils who are PA:	20%	38.10%	41.90%
% of SEND pupils who are PA:	20%	32.70%	33.90%

Overall year to date attendance for AP students has seen a slight increase and is currently 56.4%.

Objective	Key Actions	Update and Summary of Impact to date
To improve the percentage of students late to morning registration/school	<p>Attendance Manager to attend daily late gate</p> <p>Appropriate sanctions are in place Appropriate escalation process is in place for repeat offenders</p> <p>Improve communication with home</p>	Late gate commenced 26.9.2022. Students are now being directed to reception to sign in.
		Due to staffing issues within pastoral team Attendance Manager has been unable to attend the late gate duty.
		Students are sitting ASD. Completed
		Escalation process is being produced to ensure continuity and clarity. In progress
		Emails are sent to all parents of late students at the end of each academic day. Completed
		Attendance and Punctuality report is sent to all parents at the end of each week. In Progress
Ensure Attendance Policy is updated	DV to adapt revised Trust Attendance Policy as appropriate for St Ivo Academy	Achieved
	DV to distribute revised policy to whole staff team.	To be actioned
	DV to ensure revised policy is available on the Academy website	Achieved
Ofsted documentation and processes to be put in place	Attendance manager to create and update a record of leavers and starters for the academic year	Completed.
	Attendance Manager to have a comprehensive knowledge of students on AP.	in progress
	Attendance Manager to produce a year-on-year analysis of attendance across all year cohorts and vulnerable groups	in progress

	Regular networking meetings to take place with Attendance Managers from southern secondary school to share best practice	On-going - 2 meetings have taken place this academic year. 3rd Meeting scheduled for 9 May 2023 at Ernulf Academy
SLT and HOY to receive regular updates on attendance across all year cohorts and vulnerable groups	Attendance Manager to distribute daily data updates to SLT and HOY.	Achieved
	Attendance manager to produced weekly data and attendance update for presentation at SLT meeting	Achieved
Improve parent awareness of school attendance and policy	Attendance Manager to produce half termly Attendance Newsletter	In-progress
	Attendance Manager to review website content for attendance	In-progress
To improve internal and external student truancy	Attendance Manager to place truancy alerts on high-risk students	On-Going. Alerts sent to SSAs, Reception, Attendance Manager and Parents when absent from scheduled lessons. Meetings taking place with students and parents
To further improve overall attendance and associated safeguarding provision for St Ivo Academy	Appointment of Attendance Officer to support Attendance Manager in day-to-day data and safeguarding checks	Re-advertised following failure to appoint.

Attendance Next Steps:

St Ivo Academy at 91.5% continues to have favourable attendance percentages amongst the Astrea Trust secondary schools and against National Average of 90.8%

We continue to strive to improve student attendance across the school and to raise awareness with students and parents alike. The message we reinforce is that of celebrating improvement and encouraging resilience amongst our students.

The next half term will focus on encouraging our year 11 students to continue to attend school, to enable them to achieve in their GCSEs to the best of their ability.

Two recent strike days have been a challenge to attendance, given their proximity to a bank holiday. An attendance incentive was run to encourage our Year 11 cohort to continue to access their education during this period. A total of 186 students attended school on both strike days and the Friday in between. These students were entered into a draw with the opportunity to win 2 Prom tickets.

Year 11 Mock Exams-Spring Term:

In whatever format you find easiest, please provide a summary of your analysis of the Year 11 data from the recent mock examinations. Include a section on 6th form if applicable. Include headlines, key measures and a breakdown and summary of subject performance.

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

Year 11 Maximising Achievement Plan:

Context and Intent
<p>Last year, the 2022 Year 11 Summer exam results were one of the strongest performances in recent academy history and showing an upward trend of improvement. However, March 2023 Year 11 mock results would place the academy below 2019 in attainment and progress. Although Summer outcomes each academic year typically outperform Mocks result, the size of the step needed to achieve a continuation of the upward trend and achieving academy targets is a significant concern.</p> <p>Mock results March 2023 have improved slightly from Mocks November 2022. However, the limited improvement raises a major question about how Year 11 will then achieve the major improvement needed to achieve the predictions in the time remaining.</p> <p>Year 10 mocks are just beginning. Once these are completed a first round of RAGs will be completed before the summer holiday based on this data.</p>

Key Performance Targets				
Attainment 8 score: 50 ALL: 50 PP: 45 SEND: 40	Grade 5+ Eng & Maths: 50	Grade 4+ Eng & Maths: 80	% of students achieving EBacc: 50	Progress 8 score: ALL: 0.5 PP: 0.2 SEND: 0.1

Provide details below of the progress made to date on areas of your plan.

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Culture of Excellence for Students	SLT Presence in Y11 Lessons	Staffing changes mean that more time is available for on tour.
	Middle Leader accountability for outcomes	Regular discussions and learning walks completed and minuted in line management meetings
	Weekly RAG and progress meetings	Discussions moved to line management meetings for last few weeks to ensure sufficient time is regularly devoted to targeting key students.
Exam Preparation	Two sets of formal mocks	Mocks completed and analysed
	Parent communication	Staff to communicate with students who have been RAGged 2.1 or 2.2 to encourage a 'last push' with attendance at period 6
	Mock Results Day	Carried out in March

Easter Revision:

PE and Dance ran coursework sessions over the Easter holidays.

Year 11 Runway:

A scheduled 'Just In Time' session has been timetabled for every exam. This has been centralized to minimize conflicts between subjects and to ensure these can happen before study leave with minimal disruption to the existing timetable.

Staff have been reminded of the importance of the last few weeks before the exams. HoDs are working with departments to identify last-minute interventions for students e.g.

- Ensure attendance at period 6 by making phone calls home and stressing how close students are to getting a higher grade.
- Have the same conversation with the student in class.
- Set targeted homework based on analysis of mock papers. If a student did particularly poorly on a given subject or skill ensure this is covered on their homework.
- Have a conversation with the student about key revision tasks they can get done between now and the exams. Some of them will be overwhelmed by what's facing them, some guidance in a supportive way could help them settle to revising.
- Updated list of online revision resources made available to all students and targeted students reminded.
- Remind them some revision is better than none!
- Mark these students' homework first and provide more detailed feedback.
- Consider a targeted lunch time booster session.
- Make sure they know when their exams are (but don't say "there's only two weeks left") so they can revise the night before.

Next Steps:

Start year 10 RAG process based on results from ongoing mocks with aim to have interventions in place by summer term.

Review of Catch Up and Intervention Programmes

See table: Fresh Start

The table shows each student, relevant characteristics and shows their progress on the Fresh Start programme for this academic year so far. Note the Fresh Start programme starts at module 1 and ends at module 33. 20 students have accessed the Fresh Start programme this year and a total of 7 students have completed it. In the early modules 1-2-1 teaching is required. As the programme progresses it is possible to group students of the same challenge point together. However, there are timetable constraints such as avoiding practical/PE lessons where possible. Fresh Start requires 3 sessions per week per student. The teacher of reading works 3 days per week so these students represent those she can fit into one day which is then repeated across the week.

Gend	FSM	LAC	PP	EAL	SEN	Year	Baseline	Aut HT1	Aut HT2	Spr HT1	Spr HT2
M	N	N	N	Y	N	7				Modules 16-25	Complete
F	N	N	Y	N	K	8	Modules 26-33	Modules 26-33	Modules 26-33	Modules 26-33	Complete
F	Y	N	Y	Y	N	9				Set 1 - SS	Set 3 Sounds
M	Y	N	Y	N	K	9	Modules 11-15	Modules 26-33	Complete	Complete	Complete
M	N	N	N	N	E	8	Modules 11-15	Modules 11-15	Modules 26-33	Modules 26-33	Modules 26-33
M	N	N	N	N	E	8	Modules 16-25	Modules 16-25	Modules 26-33	Modules 16-25	Modules 16-25
M	N	N	N	N	E	8	Modules 26-33				
M	N	N	N	N	K	9	Modules 11-15	Modules 16-25	Modules 26-33	Modules 26-33	Modules 26-33
F	Y	N	Y	N	N	7				Modules 16-25	Modules 26-33
F	N	N	Y	N	K	8	Modules 26-33	Modules 26-33	Complete	Complete	Complete
M	Y	N	Y	N	K	7				Modules 16-25	Modules 26-33
F	Y	N	Y	Y	N	9	Set 1 - SS	Set 1 - D	Set 2 Sounds	Set 3 Sounds	Set 3 Sounds
M	N	N	N	Y	E	8	Modules 26-33				
M	Y	N	Y	N	N	7	Modules 16-25	Modules 16-25	Complete	Complete	Complete
F	N	N	N	N	E	8	Modules 26-33				
F	N	N	N	N	K	8	Modules 26-33	Modules 26-33	Modules 26-33	Modules 26-33	Complete
F	N	N	N	N	K	8	Modules 11-15	Modules 16-25	Modules 26-33	Modules 26-33	Modules 26-33
F	N	N	N	N	K	7	Modules 16-25	Modules 16-25	Modules 26-33	Modules 26-33	Complete
M	N	N	N	N	K	7	Modules 16-25	Modules 16-25	Modules 16-25	Modules 16-25	Modules 26-33
F	N	N	N	N	N	7	Modules 11-15	Modules 16-25	Modules 26-33	Modules 26-33	Modules 26-33

Next Steps

Fresh Start – a Microsoft Team has been created to share content with FS pupils for home learning. There are links to online resources to send home. There is a waiting list of students for Fresh Start. It would be helpful to train more staff to deliver the programme. Two staff have received initial training from our Fresh Start consultant. The reading teacher is highly experienced and would be able to lead further training and manage the programme if it expanded. One constraint is staffing capacity which is currently preventing the expansion of Fresh Start intervention.

SEND Executive Summary

Summary– Total on-roll=1669(SEND15.5%)

SEN	No. of Pupils	% school population
EHCP	19	1.1%
SEND Support	240	14.1%
SEND + Pupil Premium	62	3.7%
SEND & LAC	3	0.2%
Total SEND	259	15.5%

Areas of Need	No. of Pupils	% of SEND
Cognition and Learning	157	60%
Communication and Interaction	39	15%
SEMH	50	19%
Physical and Sensory	13	6%
PRIMARY SEN Need Types	Accurate at time – list updated regularly	
ASD	25	9.65%
SEMH	50	19.31%
MLD	66	25.48%
SLCN	14	5.41%
SpLD	91	35.13%
PD	3	1.16%
VI	6	2.32%
HI	4	1.54%

Funding: See detailed breakdown.

- Notional SEND Funding 2022-2023 - **£538,333.75**
- Whole School TA
- Specialist Teachers
- DocsPlus £3000

Vision:

St Ivo Academy will ensure the following principles are at the heart of school policy for those students who may have SEND: High expectations and aspirations for all young people what they can achieve, at the centre of our core values. Clear pathways and providing choice and control to families, Excellent outcomes achieved through the knowledge, skills, and attitude of everyone working with children and young people.

Staff Training:

- SENCO completed and passed National SENCO Award – Oct 22
- SLCN service – Speech and Language – some training 15.09.22 + Course 03/23
- HI Service - Deaf awareness training for specific staff – 05.09.22
- Internal training - Behaviour management – TLAC and Walkthrus – Initiated April 22 - ongoing
- Internal Exams Access training – Readers, Scribes, etc – All TAs 17.04
- 1 Staff member PAPAA/APAAC Trained Assist. SENCO (KAY) – Awarded 07.21
- EHA training/new information 05/17 & 11/19 & Autumn 20, more summer 23
- Whole school – Epipen training 09/19 + National college training completed
- Whole school – Refresher CP/Safeguarding 09/22
- SENCO Astrea Cluster Meetings
- Local Hunts SENCO Meetings – 1/half term
- LA EHCP + Funding Training Oct 20
- Liquid Logic (EHA) Training – SENCO/Asst. SENCO Sept 20
- SENCO Coaching Programme – New to Role (5 sessions between Sept and Dec 2020)
- SENCO – Safe Recruitment Training Aug 2020
- Outcomes Training Nov 21 – Cluster
- Positive Handling Training – Nov 21
- Elklan Training – 4 Ta's + 1 Teacher Octo 21

Attendance

	All	SEN	Non SEN	PP	Non PP	SEN + PP
T1 2022-23	94.2 %	91.9 %	96.42 %	90.01 %	95.28 %	91.6 %
2021-2022	92.34 %	90.9 % 7%	92.58 %	89.67 %	92.97 %	
2020-21	96.54 %	94.6 % 5%	96.95 %	96.25 %	96.63 %	
2019-20	96.1 %	93.8 %	96.4 %	94.0 %	96.6 %	93.0 %
2018-19	96.09 %	93.3 % 6%	96.80 %	93.94 %	96.54 %	92.63 %

Commentary:

Priority focus on SEND attendance has increased attendance and is above that of national.

similar pupils (Term 1 2021 National EHCP = 81% St Ivo EHCP = 85.92%)

Note: Student support unit holds attendance clinic to promote and reward good attendance.

1 EHCP Student – Significant Safeguarding issues – in school but reduced timings and full staffing care

1 EHCP Student – External provision – AP, daily contact and weekly review and discussions with them.

Academic Data: 2018, 2019, 2020 (CAG), 2021 (TAG) and 2022

Reportable Outcomes Summer End:

% Achieved ARE

	2018	2019	2020 CAGs	2021 TAGs	2022
Attainment 8	48.80	46.63	51.47	50.06	49.53
Progress 8	-0.04	-0.11	0.32	0.35	0.30

Attainment Trends: KS4

Strong outcomes – High attendance, low attainers, females, Not FSM

Weakest outcome Low attendance, PP, LAC

Intervention Impact:

Academic Year 2021/2022 – Fresh Start – Reading intervention programme – introduced November 2021 by qualified Primary Teacher.

Academic Year 2021/2022 – Using Lingo SLCN support package – Language Legends – Staff Training – End of November 2021 – To develop comprehension.

Academic Year 2020/2021 - Toe-by-Toe / Stride Ahead Literacy Packages – Daily reading programme designed to support those with dyslexic tendencies to improve their blending of sounds and word recognition. Identified through screening, NGRT or teacher referral. Starting May 2021– linked to students that had previously worked on Toe-by-Toe, to ensure a continuing successful pathway in literacy support.

Academic Year 2020/21 6 Week English Intervention – Yr 7, 8 and 9 – Writing style and language based. See Intervention grids.

Academic Year 2020/21 6 Week Intervention English GCSE interventions – targeted to those under target grade of 3 to 4, 4 to 5, 5 to 6 and 6+. Students work intensively on technique and examination skill.

Academic Year 2020/2021 Maths Intervention – various teachers in Maths and Cath-up tutors. See separate sheet.

Academic Year 2020/2021 – 7 Jump – Intervention Class/s (2) designed to bridge the gap between Primary and Secondary school. Students are taught English, History, Geography and French in smaller groups and at a pace and level that is appropriate. Students 'Working towards' to a level that they can access the curriculum. Students move in/out of group as needed. Accelerated Reader programme purchased mid 2018 – data becoming more accurate with appropriate individualised reading package. See data.

Academic Year 2020/2021 – 8 Jump - Literacy Support – Whole Year – English support and French Culture lessons. Legacy from 7 Jump, building on successes of previous year with French culture sessions.

Sensory Circuits – Tutor time programme - students complete sensory motor circuit -energise/settle

GCSEs Students supported with overlearning and mentoring in 1-1/small group sessions.

Recorded and updated on internal intervention spreadsheet.

Pathway – Previous Jump students – complete a pathway of ASDAN challenges designed to support and add to their learning. Allows students to experience/support background learning.

SEN Development Priorities:

- Ensure interventions are robust and effective (*through monitoring*). ***Specific focus on JUMP Intervention – Changed from previous set up from Sept 2022 – Mainstream classes – Intervention withdrawal***
- SEND /PP crossover pupils - pupils make progress in line with Non-SEND (*QA of interventions*)
- Staff Training and CPD on SEND – Some - Sept 21+Jan 22+Sept 22 – Further dev. Literacy Friendly classroom.
- PCP for All students and shared with staff. Future plan to develop this alongside APDR Cycle
- Development of Provision Mapping + Interventions Tracker
- Parent and Student Surveys

	Number of students	% of cohort
Number of students on Roll	1671	-
Number of students with an EHCP (E)	19	1.1
Number of students with SEN Support (K)	240	14.4
Breakdown by Year Group:		
Year 7	E: 3 K: 26	E: 1.1 K: 9.6
Year 8	E: 10 K: 41	E: 3.4 K: 14.7
Year 9	E: 2 K: 43	E: 0.7 K: 15.4
Year 10	E: 2 K: 49	E: 0.7 K: 17.3
Year 11	E: 2 K: 48	E:0.68 K:16.3
Year 12	E: 0 K: 15	E:0 K: 11.7
Year 13	E: 0 K: 18	E:0 K: 13
Breakdown by Gender:		
Boys	E: 14 K: 130	E: 1.6 K: 14.9
Girls	E: 5 K: 110	E: 0.6 K: 13.8

Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	91.5%	88.30%	92.1%
PA YTD	23.1%	34.7%	20.8%

Suspensions:

	All Students	SEND Students	Non-SEND Students
Number of Suspensions YTD	193	52	141
1+ FTE YTD %	44	13	31
Perm Ex	0	0	0

Pupil Premium Update

PP Plan for the current year: 2022-2023

Intended outcome by the end of the strategy plan 2022-23	April 2023 RAG, update, and next steps
<p>Close the gaps in PP core knowledge, understanding and skills by implementing consistently good 'Quality First Teaching' (QFT) based on new school-wide principles (influenced by Trust direction, school themes, and published research e.g., EEF, Lemov ('Teach Like a Champion'), Hattie, Wiliam, Christodoulou, Sherrington (WALKTHRU)).</p> <p>No gap in the standard of books/folders, and completion of classwork and homework, between PP and non-PP.</p> <p><i>1 year priority focus to embed, but ongoing.</i></p>	<p>RAG: Amber</p> <p>Consistent QFT systems are being implemented through framework documents, ongoing staff training, use of 'Intellectual Preparation Sessions' and monitoring (e.g. SLT 'on tour', regular lesson drop-ins with feedback loops, lesson observations) of core routines such as entry and exit routines, 'Do Now' entry tasks; effective questioning and reviews; whole class and personalised feedback (to challenge errors and misconceptions) and student responses / redrafting; knowledge-rich content; retrieval practice; sequencing; modelling; reading and writing opportunities in class and tutor time.</p> <p>We are looking frequently at the standard of work and responses to feedback (personalised / whole class) in PP books/folders, with some comparison to non-PP. e.g., during work scrutiny systems in the school calendar (Autumn, Spring, Summer) Marking and Feedback monitoring).</p> <p>Oct to March 2023 sampling included 151 PP.</p> <p>Next step for improvement: more consistent staff frequency on providing titled and regular WCF (typically expected every 3-5 lessons); and the quality of student responses to WCF.</p>
<p>Improving literacy for fluent reading, writing and expansion of vocabulary: students across all year groups show improving confidence, and ability. Gaps below age-related expectations for all students (both PP and non-PP), will be diminished in order to enhance access to curriculum learning.</p> <p><i>2-year priority focus to embed, then ongoing.</i></p>	<p>RAG: Amber</p> <p>NGRTs (Y7, Y8, Y9 scheduled Autumn, Spring, Summer) are analysed and followed by targeted intervention led by the appointed teacher of reading, line managed by SLT. Students with a reading age below 9 years old are targeted, and entry/exit data recorded.</p> <p>Next step: Involve the teacher of reading in the Y6 into Y7 transition process to facilitate early identification and intervention.</p> <p>The relatively new tool of accelerated reader is now embedded to help improve reading for progress and pleasure.</p> <p>Next step: Consideration of applying to all Year 7.</p> <p>Form tutor reading: Y7-Y11 students have been experiencing frequent practice in reading during form tutor time 2-3 times per week.</p> <p>Next step: Ensure quality, structured reading time is retained as part of the planned school day curriculum experience 2023-24.</p>
<p>English and Maths: PP and all students are to meet or exceed expected progress compared to national data.</p>	<p>RAG: Amber / Red</p> <ul style="list-style-type: none"> Y11 English and Maths targeted intervention in Period 6, thus increasing school time specialist teaching to Y11 over the year.

<p>The outcomes gap between PP and non-PP is to be diminished or closed.</p> <p>Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%.</p> <p><i>3-year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p>	<ul style="list-style-type: none"> • Additional numeracy/Maths support by KS3 and KS4 TLR holders. • English/literacy interventions Y7,8,9 • Targeted Y10/11 English intervention through some English overstaffing to ensure capacity. Each intervention will comprise 6-week blocks with entry and exit data to assess impact. • Feb/March 2023 data on PP: 4+E/M: 32%; prediction 61%; 2022 result 47% (All 69%) 5+E/M: 16%; prediction 27%; 2022 result 25% (All 45%) Attainment8: 33.62; prediction 40.1; 2022 40.6 (All 49.4) Progress8: -1.15; prediction -0.5; 2022 result -0.07 (All +0.28) <p>Next steps:</p> <p>Y11 Raising Standards framework being implemented including weekly RAG meetings with HoDs; circulation of updated performance data on every Y11 student, including PP, requiring action comments by HoDs; ongoing Period 6; Just in Time revision sessions published; Online resources summary updated and published; focused SLT 'on tour' lesson drop-ins; focused assemblies.</p>
<p>PP attendance: continue ensuring school PP attendance is above national PP attendance, but also seek to diminish the in-school PP/non-PP gap by reducing Persistent Absence of PP.</p> <p><i>1 year priority, then aim higher in each year.</i></p>	<p>RAG: Amber / Green</p> <p>PP attendance target 2022-23: 90%; whole school target:95%</p> <p>April 2023 update: PP attendance 86.1; school 91.5; ALL national average 90.8. Persistent absence YTD: national average 27.2; whole school 23.3% PP: 41%.</p> <p>St Ivo Academy is above national and at the top of the attendance comparison table for the Astrea Academy Trust Secondary Schools.</p>
<p>Improved PP well-being which reduces low self-esteem, isolation, and lower engagement. This includes seeking to provide aspirational experiences and opportunities.</p> <p><i>1-year strategic priority to embed, then ongoing</i></p>	<p>RAG: Green</p> <p>Financial assistance for uniform continues to be provided. Moving to an online voucher system.</p> <p>Inclusion in outside classroom opportunities e.g. Support for educational visits. Music lessons are being funded. Gym membership provided for some Y10/11 cases. Food store by SSAs for targeted pupils.</p> <p>Improved PP well-being through embedding an SSA (Student Support Assistant) in each Year Team to offer more regular personalised PP support; and use of the trust-wide counsellor.</p>

HR, Operations and Site

Cover for both planned events (primarily practical exam invigilation at this time of year) and staff illness continues to be a challenge, but we are successfully minimising the combining of different subject classes. We continue to use long term supply in English (long term vacancy), Geography (long term vacancy), Science (maternity cover), RE (long term sickness) and now Computing. A number of staff are now on stage 1 of the sickness absence policy.

Site works over Easter included the remodelling the area in lower craft block, with new walls, door, flooring and lights and repainting. In response to the new survey carried out earlier in the academic year, asbestos removal works have taken place, primarily in Craft and N blocks. An additional 18 CCTV cameras have been fitted across the site, focusing on playground and toilet areas not previously covered. Main block student toilets have been repainted. Remedial works to fire doors and the fitted of a new refuse compound have started.

Further site improvements include remodelling of N and Craft block student toilets, this has now been authorised and we are awaiting dates for the work to take place. We are also hoping to fit a small number of gender-neutral changing cubicles and have a dedicated on site areas for both table tennis and trampolining ready for September 2023.

Number on Roll Update & Projections for September 2023

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
April/May 2023	270	278	286	287	294	128	138	1681
March 2023	271	277	283	284	295	130	138	1678
January 2023	269	278	287	282	295	131	138	1680
October 22 Census	268	276	288	277	294	127	140	1670
1 st September 22	268	279	289	280	294	122	141	1673
October 21 Census	284	292	287	292	292	156	153	1756

Projected NOR for September 2023

Please include details of the update of offers/places accepted for Year 7 since National Offer Day.

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
April/May 2023	294	278	282	285	294	140	130	1703
March 2023	290	277	283	284	295	140	130	1699

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	2	7	13	6	1	0	4	33
Leavers in spring term 2023	4	2	9	1	2	3	0	21
Leavers in summer term to date 2023	0	0	4	2	0	1	0	7
Total number of Leavers 2022-23	6	9	26	9	3	4	4	61
Joiners in autumn term 2022	1	2	7	5	1	1	0	17
Joiners in spring term 2023	5	4	5	2	0	0	0	16
Joiners in summer term 2023 to date	1	1	6	4	0	0	0	12
Total number of Joiners 2022-23	7	7	18	11	1	1	0	45

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22	4	4	5	2	1	0	0	16
EHE Autumn term 2022	1	2	1	1	0	0	0	5
EHE Spring term 2023	0	0	5	0	1	0	0	6
EHE Summer term 2023	0	0	0	2	0	0	0	2
EHE YTD 2022-23	1	2	6	3	1	0	0	13

Elective Home Education: Note: 3 of the 5-year 9s previously EHE have since come back on roll in year 10 and 1 year 10 returned in year 11.

Transition Activities

Year 6 into Year 7

Clare Sherwood and Ben Daly to visit all feeder primary schools this half term to deliver an assembly and answer student questions.

Letter was sent out to all year 6 parents – about me journal sent to all year 6 students for them to complete. Students answer questions about what school they currently attend, what they like about school, what helps them in school, activities/ clubs they enjoy or attend.

Head of Year, SSA, Learning support visit all feeder primary schools to discuss student profiles.

Two transition days (Mon 10th July, Tues 11th July): Academy vision and values, and learning experiences; Sports day to build relationships with form members outside lessons.

Parent/carer evening: Meet SLT, HoY, SSA, Form Tutors.

Uniform try-on evenings July 2023.

Sixth Form:

Each applicant (including external students) has been interviewed to discuss subject suitability. Offer letters have been sent out.

Thursday 29th June- Year 12 induction day. Welcome assembly and planned activities about study skills and sixth form life. Individual photos also to be taken.

Students receive a pack containing summer work for each subject they have chosen. To be completed and returned during the signing on day in September – this will be checked by HoD addressing any concerns over incomplete or poor quality of work. Also includes home school learning agreement to be signed by students and parent/carers and returned.

Year 12 induction days to take place during the first two full school days of September. End of September - assessments to check course suitability prior to October census.

Any Other Academy Matters

- Educational visits: Year 13 Law revision conference in London just before Easter, Years 8 to 10 ski trip over the Easter break.
- Turkey and Syria Earthquake: fundraising events on 12th May.
- Junior Maths Challenge took place last week.
- Lunchtimes have been extended to 40 minutes following feedback from parents and students.
- Toilets: refurbishment plans continue to be worked on, following input from student voice
- We are currently undertaking student and staff surveys