

ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 18 JANUARY 2023 at 3.30 p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

Membership: Claire Burke, Duncan Evans, Paul Mumford, Frank Newton, Philip Speer, Elaine Warriner, Heather Wood

Clerk: Emillie Newell

Distribution: Julie Bloor, Link Trustee Cambridgeshire, Melanie Basson, Regional Governance and Data Protection Officer, Astrea Academy Trust

In Attendance: James Rawlins, Trust Vice Principal, Tim Blake, Executive Vice Principal, Clare Sherwood, Vice Principal, Mike Craig, Vice Principal, Jo Myhill-Johnson, Regional Director

Agenda

Item	Subject	Format
1	Introductions and apologies	Chair
2	Declarations of interests	Chair
3	Minutes of last meeting and matters arising – 9 November 2022	Papers
4	Chair's update, including: <ul style="list-style-type: none"> Staff committee members recruitment 	Chair
5	Principal's Report – committee members questions of Principal's report. Areas covered in the report: - Safeguarding Data Analysis: December mock exams and forecasts Curriculum Teaching and learning Behaviour and culture Attendance SEND Update Transition Planning Operations and Site Update Number on roll update Any other academy matters: to include enrichment and community	Papers Sw/Cg
6	Link Responsibilities including new roles for: <ul style="list-style-type: none"> Health and well being Parents and the community 	Chair
7	Completion of mandatory training – committee members	Clerk
8	Link member visit reports	FN
9	Any other urgent business	All
	Date of next meeting: 22 March 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 Miss 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
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

**MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING
WEDNESDAY 9 NOVEMBER 2022 at 3.30 p.m.
ROOM 2, MAIN BLOCK**

Members Present:

Claire Burke, Duncan Evans, Paul Mumford, Frank Newton, Philip Speer, Elaine Warriner, Heather Wood

In Attendance:

**Mike Craig, Ben Daly, Amanda Crellin, Jo Myhill-Johnson, Emillie Newell (Clerk)
Clare Sherwood, Tomas Thurogood-Hyde, Lauren Ward, Maria Whateley**

ITEM	DISCUSSION	ACTION
1.0	Election of the Chair	
1.1	Mr Speer elected as Chair for 2022-2023.	
2.0	Introductions and apologies	
2.1	Following introductions, Mr Speer welcomed all new members to the committee.	
2.2	No apologies received.	
3.0	Declarations of Interest	
3.1	There were no declarations of interest in relation to any item on the agenda for this meeting. Annual declarations of interest received from all members for 2022 – 2023.	
4.0	Terms of reference and scheme of delegation	
4.1	Astrea Local Committees Terms of Reference and Scheme of delegation were circulated to all members prior to the meeting. Adopted by the committee for 2022 – 2023.	

5.0	Minutes of the last meeting, action tracker and matters arising	
5.1	Minutes of the last meeting held on 14 July 2022 were approved.	
5.2	<p>All actions completed and matters arising discussed.</p> <ul style="list-style-type: none"> Agenda item 9 of this meeting will continue with the theme of Mr Blake's presentation on 14 July 2022 with the implementation of the Behaviour and Culture framework in January 2023. <p>Miss Sherwood advised that further student voice work will be undertaken at towards the end of the Autumn term, to review how far this is embedded. Further work regarding core routines has not taken place to date but is due this half term.</p> <p><u>Mr Evans questioned whether there are plans to incorporate parents/carers and staff into gathering feedback.</u></p> <p>Miss Sherwood confirmed that this would take place in due course, with student voice work taking place initially.</p> <ul style="list-style-type: none"> SEF document was presented in draft to the committee and awaiting final approval. The committee at the 14 July 2022 meeting was concerned regarding the teaching time for personal development in particular as personal development was graded as 'requires improvement' during the 2021 Ofsted inspection. The committee also expressed concerns regarding the 'Home-School agreement' due to the negative feedback provided by parents during the focus groups during the summer term. The Home-School agreement in the Behaviour Policy is an example and not prescribed for use by the academy. <p>Miss Sherwood advised that feedback from parents will be considered and there will be flexibility around this.</p>	
6.0	In attendance – Ms Crellin – Lead Practitioner (Associate SLT) responsible for Personal Development (whole school) and Mrs Whateley, Personal Development Curriculum Lead (responsible for taught element of PSHE)	
6.1	<p>Ms Crellin and Mrs Whateley updated the committee on the work undertaken to date across the academy in relation to personal development.</p> <p>Personal development will be treated like any other lesson and drop-down lessons for PSHE will take place instead of timetabled lessons. Through assemblies, one tutor time, together with the reading programme lead by Mrs Warriner, focus will be given to personal development, for example during week commencing 31 October 2022 time was dedicated raising awareness of sexual harassment and how students should respond and deal with such incidents with the outcome being that students are aware of the community responsibility. The relevant topic of Remembrance has also been delivered in assemblies by Mrs Warriner, with the aim of providing students with the skills to manage bereavement. Ms Crellin explained that the theme of personal development runs throughout all subjects to generate discussions all around the school.</p>	

Miss Sherwood added that the themes of assemblies are also mirrored in morning line up.

Mr Evans questioned whether the theme for personal development is available for parents to see so that parents are aware of what they children will be doing throughout the year.

Ms Crellin advised that all information is available via the academy website.

Mr Evans commented that communicating with parents and the wider community to raise awareness would be beneficial particularly if the focus at the start of each week was available via social media.

Mrs Burke commented that this is visible on Instagram.

Mrs Wood also suggested that the academy would benefit from opportunities of working with other agencies and whether Ms Crellin would like to link in with wider agencies.

Ms Crellin advised that the academy need those connections.

Miss Sherwood added that student voice work in the Sixth Form has been undertaken following a recent drop-down day for personal development and this feedback was positive.

Mr Newton referred to his link member paper prepared last year when considering roles that could be taken on by new committee members and commented that this is one of them.

Ms Crellin informed the committee that at the end of November a parent meeting will take place with randomly selected parents, the purpose of this meeting is to hear the parent voice and to find out the key areas of concern for our parents and making personal development tailor made for students living in St Ives.

Mr Mumford commented that it is evident that more work is now taking place in this area than previous years and that all conversations now initiated with parents should continue.

Ms Crellin advised that previously it has been difficult to engage parents and the random select of parents for the upcoming parent voice work is to hear from those parents from which we do not usually hear.

Mr Mumford advised that all parents need to be made aware that this is happening as the perception in the community is that St Ivo Academy do not communicate very well.

Mrs Whateley commented that it is hoped that through word of mouth this will be opened up to other parents who may also wish to join in the parent voice work.

Miss Sherwood praised Ms Crellin and Mrs Whateley for their commitment to improving the personal development offer within the academy and that huge progress has been made in this area which is having a positive impact on our students and our school community.

Mr Speer advised that the committee at the last meeting was concerned that it had been presented that fewer hours were to be spend on personal development that had been the case previously.

Ms Crellin explained that the offer is now higher, above and beyond and this has been confirmed by Ms Charlotte Cooper, the Trust's National Lead for Personal Development. Dr Craig added that personal development is now part of the fabric and culture of the school, with sequences, it is knowledge rich and valued by students; the experience within the academy has been improved.

Mr Speer stated that the Ofsted inspection referred to the fact that personal development did not seem embedded and therefore students when in Sixth Form had in fact forgotten what they had been taught in lower school. Mr Speer questioned whether students would take exams for personal development.

Ms Crellin advised that there is no expectation from Ofsted for students to undertake one type of assessment. At the end of each lesson there will be a review of the topic and Microsoft Forms will be used to review learning for Key Stage 3 students, this will highlight where the misconceptions are and where and why students were incorrect. This is work for the half term ahead.

Key Stage 4 students will rotate after six lessons, year 10s will remain in the same groups for half a term. Assessments and mark will inform teaching and baseline assessments will take place during each lesson.

Mr Evans commented that the system in place sounds robust and added that it needs to be exciting and not onerous to deliver and offered support from Cambridgeshire Police to support this.

ACTION: Mr Evans to share contact details with Ms Crellin via Mrs Newell.

Mr Thurogood-Hyde suggested that a focus group could be created to allow students to interact with committee members and people they are less familiar with to support in this area.

Mr Speer thanked Ms Crellin and Mrs Whateley for their contribution to this committee meeting and the work undertake in the area of personal development.

Ms Crellin and Mrs Whateley left the meeting at 16:19.

Mr
Evans/Mrs
Newell

7.0	Principal's Report	
7.1	<p>The Principal's report was circulated in advance of the meeting covering the following areas: -</p> <ul style="list-style-type: none"> • Safeguarding • Examination outcomes 2022-analysis and review • Year 11 Maximising Achievement Update • Curriculum • Teaching and Learning • Behaviour and Culture • Attendance • Marketing for 2023 • Pupil Premium planning and update • Any other academy matters including enrichment and community. 	
7.2	<p>Safeguarding</p> <p><u>Mr Speer commented that he was interested to read that the student voice reports that bullying is not an issue within the academy and the fact that this is in contrast to the outside perception.</u></p> <p>Miss Sherwood referred to the use of social media and a core group of people taking to Facebook. the comments on there being very different to what is in fact taking place in the academy every day. In particular the red lines around the site ensure that there are no hiding places for students in order to keep all students visible and safe.</p> <p>Mrs Warriner referred to a recent incident in year 8, the matter was dealt with immediately and parents and the victim was happy with the way in which it was managed and resolved.</p> <p><u>Mr Newton referred to cyber bullying and the fact that this can sometimes be difficult to deal with, Mr Evans added that this is easier to prove.</u></p> <p>Dr Craig commented that the ban on the use of mobile phones during the day has contributed to a calmer site with the removal of students texting others and being provoking.</p> <p><u>Mr Mumford advised that the level of communication and response should continue citing the recent parental concerns surrounding year 8 swimming.</u></p> <p>Miss Sherwood commented that in this instance, parents had taken to using social media in the first instance rather than contacting the school directly.</p> <p>Mr Newton left the meeting at 17:01.</p> <p><u>Mrs Wood referred to negative comments on social media and whether this is dealt with by the academy.</u></p>	

	<p>Mrs Warriner advised that the parent in question was asked to update the post following the issue being addressed by the academy.</p> <p><u>Mr Evans advised that the academy needs to be louder and consistently so.</u></p>	
7.3	<p>Examination Outcomes</p> <p><u>Mr Speer referred to the positive progress 8 score for the first time acknowledging that this is a remarkable achievement following the last two years of disruption.</u></p> <p><u>Mrs Burke highlighted the fact that results in English and maths suggested that these are the weaker two subjects and questioned what interventions are in place. Mrs Burke also referred to the fact that leadership in these two subjects is rated as good, but the results are poor.</u></p> <p>Dr Craig explained the GCSE and A Level results are still not where we want them, but 2022 had seen some improvement, including an uplift in Y11 progress with a positive figure. Also, results are moving in the right direction in English. The subject has underperformed in some previous years, and this has been voiced during committee meetings in the past. Progress in English was made during teacher and centre assessed grades during the pandemic, and further in part in 2022, but there is still room for improvement. Since September 2022, a new Head of Department is in post.</p> <p><u>Mrs Burke questioned whether the Head of English vacancy had been advertised.</u></p> <p>Dr Craig advised that the post was advertised, and an internal candidate was appointed – Ms Panter. Dr Craig added that recruitment in general is a challenge with only one or two candidates applying for teaching roles in English and maths. Miss Sherwood added that this is an issue across Cambridgeshire and Dr Craig relating this to the cost of living in the area.</p> <p><u>Mrs Burke referred to support needed to be given to ECTs and questioned where ECTs are recruited from.</u></p> <p>Mrs Myhill-Johnson in response advised that ECTs are recruited via Teach First and added that it is a key strategy for Astrea Academy Trust to work with them. Previously they have not been used in Astrea Academy Trust schools until this point with the employment of Teach First ECTs at Ernulf Academy. Mrs Myhill-Johnson added that recruitment is a national problem and Astrea Academy Trust has developed a written framework around recruitment with the aim of supporting schools to attract the right people. The implementation of the Behaviour and Culture framework will create disruption free environments and ensure high expectations which in turn to attract the right candidates.</p> <p>Dr Craig informed the committee that improvements continue to be made to the taught curriculum, it is knowledge rich, raising the quality of what students are receiving and the impact. National Leads are in place for certain subjects and best practice is communicated to all staff.</p>	

	<p><u>Mr Evans commented that this scholarly approach may not suit all students and therefore it is important for the school to consider the needs of students that are not scholarly.</u></p> <p>Dr Craig advised that the SENCO works with all departments across the school to ensure areas are adjusted for certain students.</p> <p><u>Mr Evans praised the intervention work for year 11s provided by Ms Panter last year and the impact this had on students receiving high grades than predicted.</u></p> <p><u>Mrs Burke advised that looking across the GCSE options support is not consistent across the departments.</u></p> <p><u>Mr Speer referred to the Sixth Form and subjects on offer.</u></p> <p>Dr Craig advised that there is an ongoing conversation regarding the course offered and run by the Sixth Form to ensure a viable Sixth Form.</p> <p><u>Mr Mumford referred to another local Sixth Form provider and the number of courses on offer and commented that St Ivo do not offer as many but need to ensure the courses are delivered to a high standard.</u></p> <p>Dr Craig acknowledged that it is important to be successful delivery high quality courses to ensure positive outcomes for our students.</p> <p>To conclude this item, Mr Speer advised that for Teaching and Learning the department grading should be tracked over a period of time and not in isolation.</p> <p>Mr Speer also liked the idea of marketing being included in the Principal's report and stated that this is particularly important for the Sixth Form.</p>	
8.0	Academy Improvement Plan (AIP)	
8.1	<p><u>Mr Speer advised that the committee with monitor progress against the AIP later in the year.</u></p> <p>Dr Craig advised that a number of specific areas need rapid improvement and not just over the year.</p> <p><u>Mr Speer recognised that the success criteria is narrative, and the committee may not be best placed to judge and therefore is reliant on senior leaders monitoring this and reporting back to the committee.</u></p> <p>Dr Craig advised that the Principal's report is data driven and therefore the committee will begin to see that in the AIP – this will be more tangible with the ability to track progress against key indicators. A record is maintained following lesson visits and the data is regularly reviewed.</p>	

9.0	<u>Polices – Introduction of the new Behaviour and Culture Framework Policy</u>	
9.1	<p>Mr Daly and Miss Sherwood presented the new framework for implementation in January 2023 to the committee.</p> <p>Miss Sherwood informed the committee that St Ivo is at a strong starting point ahead of January as all students since September 2022 have been involved with morning addressed, core routines, expectations and the Teach Like a Champion guidance is embedded. Students are familiar with patterns, and they are aware of what is expected of them, since the introduction of these simple, short routines, the school runs smoother. The committee was informed of the visits to Sheffield and Barnsley schools where the framework is adopted.</p> <p>Within St Ivo there is a calm environment, behaviour in lessons has improved and the number of students removed from lessons has reduced compared to previous years. A massive improvement has also been seen in out of lesson behaviour during break and lunch, since the introduction of the red line system and the split lunches since half term has resulted in less students in the playground during breaks.</p> <p>Miss Sherwood referred to the misconception that students are not rewards and emphasised that consequences for positive behaviour exist as well and successes are celebrated. Each week one department is highlighted, this is to recognise that students are motivated by doing well. Parents are also aware of this with a parent bulletin at the end of every week to celebrate success.</p> <p>Children in Need next week will ensure that a message is sent out to the community that St Ivo is a fun place to be, and this is the first time since post Covid that students will have something fun to look forward to.</p> <p><u>Mr Evans questioned what the school response it to disruptions by key cohorts?</u></p> <p>Mr Daly in response advised that since September behaviour escalations have been monitored and this is reviewed every Friday and is shared with pastoral teams. Systems are in place to address escalating behaviour and parents are involved from an early stage. This is addressing repeat offenders are not continuing and weekly meetings take place addressing Behaviour, Attendance, Safeguarding and Inclusion. These meetings put plans in place for students to support them and review two weeks later.</p> <p><u>Mr Newton referred to the behaviour of a core group of students a few years ago and questioned whether there has been a break in this trend.</u></p> <p>Mr Daly advised that the split lunches have had a positive impact and that there is a positive shift in culture.</p> <p>Miss Sherwood informed the committee that from January 2023 to half term it is expected that there will be a spike in suspensions as three referrals to the Reflection Room will result in a suspension, this will be followed by 24 hours in the reset base. Behaviour will be challenged, and our expectations will remain high. Students will teach children how to behave, we cannot expect them to know how to behave.</p>	

Mrs Wood stated that consistency is required across all teaching staff and added that lots of children do OK but how are they kept motivated as there is a fear that they could become disengaged and therefore there needs to be similar expectations for all teachers.

Miss Sherwood in response advised that there is a requirement for a specific number of rewards to be issued during every lesson. Members of the Senior Leadership Team visit lessons and track observations and conversations are held with line managers to address inconsistencies.

Mr Newton questioned whether behavioural patterns can be seen with specific students and teachers.

Mr Daly advised that the data can be retrieved through Bromcom, and support is given to members of staff. Last week 85% percent of students received positive points with only 15 % of students receiving negative points.

Mr Evans advised that out in the community rewards and praise is not clear as people only tend to talk about the negative.

Mr Mumford commented that as a parent the communications last year focused on behaviour and uniform, communications were lacking in relation to innovation, creativity and life skills.

Miss Sherwood reassured the committee that time has been spent and will continue to be spent of raising the expectations of students as they will be competing with other students across the country otherwise the academy will be failing them. Students will be rewarded, and this will be built into the culture.

Mr Evans recognised that this is building it in for the future with a plan to support teachers and staff in that goal.

Dr Craig recognised that leaders cannot be complacent, there is over communication, rebooting, revisiting core messages and this is all worth it to raise expectations.

Miss Sherwood also commented that focus will also be given during the November training days that students will be getting the message with staff being warm with students whilst also holding them to account.

Mrs Myhill-Johnson stated that the embedding of the Behaviour and Culture framework supports all staff, making it better for inexperienced members of staff who are early on in their careers and for those who have previously struggled with behaviour management, the long-term commitment to this initiative will support staff with their workloads and reduce stress.

The implementation of core routines will be embedded, and this will allow for focus on teaching pedagogy, strategies within the classroom and the use of techniques to ensure that all students are actively engaged.

Mr Newton referred to year 8s previously being difficult having moved on from year 7 and asked whether this was still the case.

Dr Craig advised that such occurrences still can exist with a small number of students, but this is now partly being countered with clarity and reinforcement over high expectations in behaviour and school culture. The academy does not have an issue with one specific year group but there can be a small minority in any main school year group that need to be dealt with through the behaviour escalation system, with potentially eventual discussions about whether the existing St Ivo offer is still right for some students.

Mr Mumford raised his concern that a blanket approach could negatively impact on the confidence and creativity of those students that are doing OK. Consequences and rewards are fine but there may be a reluctance to contribute or say anything during class.

Miss Sherwood that staff will be warm but strict with students and there will be adjustments for those students with SEN and the framework in January has reviewed the issuing of C2s for forgetting equipment with students receiving a verbal warning, there will be consequences for those students persistently forgetting.

Mr Daly also reported that from January there will be a two-level detention system, with 45 minutes for low level behaviour contraventions to 1.5 hours in the reset base for more serious incidents.

Mrs Wood praised both Mr Daly and Miss Sherwood for their enthusiasm and level of research capturing the level of work that has gone into the behaviour framework and personal development is reassuring for a parent to hear and therefore should be communicated to all parents, this will then encourage support provided by home.

Mr Evans suggested that a podcast should be made available to allow parents to listen to it, this will be absorbed more easily rather than just sending out another email. Bitesize videos would also be beneficial, this will then go out to wider members of the community about the changes taking place in the academy.

Mrs Burke commented that the initiatives are clear and fabulous, and a podcast should be available this half term prior to the launch in January 2023.

Mr Mumford enquired about the plans for the Home School agreement as this was initially met with resistance from some parents.

Mr Daly advised that this has been revised and will be launched in September 2023.

ACTION: Mr Daly and Miss Sherwood to join the June 2023 meeting to provide the committee with an update.

Mr Speer thanked Mr Daly and Miss Sherwood for their very encouraging presentation.

Mr Daly left the meeting at 16:53.

10.0	Link roles and responsibilities	
10.1	Mr Speer moved this item to the January 2023 meeting. <i>ACTION: Add to January 2023 agenda.</i>	Mrs Newell
11.0	Any other business	
11.1	<p>Mrs Warriner raised her concern that as a member of the Senior Leadership Team she is no longer the best person to be representing the wider staff group.</p> <p><u>Mr Evans suggested that a communication is circulated to all members of staff to raise awareness of the new committee membership and the requirement for staff representation.</u></p> <p><u>Mrs Wood advised that support staff and TAs should also be represented on the committee.</u></p> <p><u>ACTION: Mr Speer to liaise with Mrs Newell to generate interest from the staff group.</u></p> <p><u>Mrs Wood suggested that all committee members should have a biography and photograph added to the governance page of the website.</u></p>	Mr Speer and Mrs Newell
11.2	<p>Mrs Burke requested that at the meeting in January 2023 and agenda item is added to discuss shorter lunch breaks and staff well-being.</p> <p><i>ACTION: Mrs Newell to add to the January agenda.</i></p>	Mrs Newell
	Meeting closed at 17:32	



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Spring Term One

2022-2023

St Ivo Academy

Tim Blake

Executive Trust Principal

Clare Sherwood and Mike Craig

Vice Principals

Executive Trust Principal's Summary

Strong progress has been made over the course of the autumn term at St Ivo. I'd like to praise the senior leadership team for their hard work and dedication. Especially, Mike and Clare who relentlessly drive improvement and continue to lead the team extremely effectively.

Lots of work has been undertaken in advance of the new positive relationships and behaviour policy which came into effect from January. Senior leaders have worked with the community to communicate these changes effectively and ensure its successful implementation. The policy focuses on creating a positive and respectful environment with a clear sense of purpose and consistency. It places a renewed focus on minimising disruption in lessons so that all students can learn. Our clear system of consequences is designed to support students to understand and enable them to meet our high expectations in the classroom. We know the majority of our students are kind, respectful and work hard whilst at school, but it is important we continue to focus on this for the benefit of everyone and further enhance the school's culture. It is important to emphasise that at the centre of this is our approach to rewards, ensuring that we recognise student success, and that achievement is at the heart of everything we do.

Throughout the Autumn term there has been a real emphasis on promoting praise and reward amongst the school community and community engagement, via communications channels, including social media. You will be aware that we launched our 'Golden Ticket' initiative and 'Praise Week'. Both have been extremely well received. This has strengthened community perceptions and the general positive feeling within the school itself. This will continue to be a key feature throughout the spring term.

Looking ahead, we are now embarking on a renewed focus on our core routines and building an excellent scholarly culture. Alongside further work on developing the curriculum and enhancing teacher pedagogy, this will further enhance the pupil experience within the classroom.

Finally, I'd like to welcome James Rawlins, Regional VP, who has joined the leadership team at St Ivo with a remit of teaching and learning. James' appointment further enhances the capacity of the team to drive future improvements in this area.

Tim Blake

January 2023

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Safeguarding at St Ivo – Designated Safeguarding Lead – Assistant Principal, Dave Varey

Deputy Designated Safeguarding Lead- Assistant Principal, Ben Daly

Laura Brasher has been appointed to DDSL role as a non-teacher and will make the transition during this half term from her current role as Assistant SENCO.

CPOMS (database) is monitored in by the following staff who are all DSL trained.

Year 7, 8 & 10 – Dave Varey, Assistant Principal

Year 9 – Clare Sherwood, Vice Principal

Year 11 – Jason Gosling, Head of Year 11

Year 12 & 13 – Patrick Braybrook, Head of Year 12

We average 4 or 5 referrals a month to social care and 1 or 2 to the police. Currently down to 0 at CP level typically we have 2 or 3.

Current issues around the community, we have some areas of anti-social behaviour, some usage of cannabis. Social housing has increased over the last 12/18 months.

We as a school meet once a month with – police, social care, school nurse, MASH (Multi Agency Safeguarding Hub) & housing to discuss individuals in St Ives and Huntingdon, some of these are current students, some are ex-students, or they have links to students at St Ivo Academy.

Over the Christmas period we had 3 MASH enquires due to DV (Domestic Violence).

A trust review took place in December with the remainder taking place this half term. Following this we will receive feedback to formulate our action plan.

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	<p>Further training through National college has taken place for all staff on January 4th. Any outstanding completion will be chased up by SLT during the next few weeks. Deadline 27th January.</p> <p>Prevent briefing given to all staff from DSL, following updated training for DSL on Prevent as directed by the trust.</p> <p>Appointment of Laura Brasher to DDSL transition period this half term from current role in school.</p>	<p>Summary quiz for staff to complete to check knowledge.</p> <p>Induction of DDSL into role and structure development within the team.</p> <p>Clarification on long term absence. Reintegration of role.</p>	<p>Completion of Review during this half term.</p> <p>Training is booked for SSAs 9th February on CPOMS and actions.</p>
Trends in School	<p>Mental Health continues to be the number one concern.</p> <p>DV has had a slight increase over the Christmas period.</p> <p>Some issues surrounding protected characteristics.</p>	<p>New team of MHST workers to the school will be welcomed.</p> <p>Administrative support for referrals has been established to formalise the process of referrals internally.</p> <p>PD curriculum responds to issues – work on protected characteristics through assemblies.</p>	
Update on significant cases (anonymised)	<p>Allegation referred to Police and Social Care surrounding 2 Year 11 students.</p> <p>Readmittance of a previous St Ivo Student (EHE) into Year 10 who has social care involvement.</p> <p>One child protection case from Neglect category has been stepped down to EHA.</p> <p>Children in need case that had moved down from Child Protection – new concerns from MASH around domestic violence, in contact with Social Care about potential for this to move to Child Protection. This case remains at CIN Nil – Child protection.</p> <p>Four children in need Seven – Looked after children Eighteen – Early Help Assessments</p>	<p>Y11 DDSL & DSL supported by the trust formulated a plan and this is currently ongoing.</p> <p>Year team working with social care through the admissions process.</p> <p>Lead professionals allocated by DSL.</p> <p>SLT updated weekly as standing item on SLT meeting.</p>	
Summary of referrals made	<p>5 social Care 2 police 3 MASH enquires 3 LADO</p>		
Ofsted Qualifying Complaints	None.		

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (start of HT2)
Number and % of PP	304 – 21.7%	304 – 21.7%
Number and % of LAC	7	7 – 0.4%
Number and % of young carers	52	52 – 3.1%
Number and % of students privately fostered	Unknown	Unknown
Number and % of students with CP plan	0	0
Number and % of CIN	5	4 – 0.2%
Referrals made for early help	7	9
Family support assessments conducted	-	-
Proportion meeting threshold	5	4
CP meetings attended	2	4
Number and % of students with an EHCP	20 – 1.2%	20 - 1.2%
Number and % of students with serious medical conditions	4 - 0.2%	4 – 0.2%
Number and % of students receiving external support: CAMHS	6 – 0.4%	7 – 0.4%
Number and % of students receiving external support: behaviour support	3 – 0.2%	3 – 0.2%
Number and % of students receiving external support: S and L	0	0
Referrals to Channel	0	0

Data provided for this time last year:

Safeguarding data return	HT2
Referrals to Social Care	7
Cases picked up by Social Care	3
Early Help Assessments submitted/ cases opened at TAC level (or equivalent)	10
Child Protection Plans currently in place	3
Subject to Child In Need Plan	5
Supported by TAC Plan/EHA or equivalent	7
No. of children on EHCP	23
Discriminatory incidents	6
Bullying Incidents	3
Recorded Restraints	0
Prevent Concerns	0
Prevent Referrals	0
Previous LAC	2
Current LAC	6
No. removed from roll to EHE	1
No. of staff allegation this academic year so far	0
No. of LADO referrals this year so far	0

SCR Scrutiny:

The Single Central Record was reviewed by Rosie Hart, Safeguarding Development Manager, Astrea Academy Trust, as part of the safeguarding audit on 7 December 2022. Recommendations following the review have been actioned, in particular prohibition checks for all Teaching Assistants.

The record was also reviewed by Jo Myhill- Johnson, Regional Director on 14 December 2022 and Tim Blake, Executive Trust Principal on 20 December 2022. Monthly reviews with Tim Blake have been scheduled in addition to reviews by Dave Varey, DSL.

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
Safeguarding/CPOMS training for new members of staff	9 January 2023	3	Dave Varey, DSL
Annual Certificate in Safeguarding for Staff	Various dates from September 2022 due to online access to course	174	The National College
Annual Certificate in Online Safety for Education Settings	Various dates from September 2022 due to online access to course	137	The National College
Annual Certificate in Safer Recruitment for Education Settings	Various dates from September 2022 due to online access to course	15	The National College
Equality, Diversity, and Inclusion	January 2023	144	The National College
Certificate in Accident Reporting	January 2023	143	The National College
Certificate in Health and Safety for Education Providers	January 2023	117	The National College
Certificate in Fire Safety for Education Providers (Fire Wardens)	January 2023	7	The National College
Certificate in the Prevent Duty	Various dates from September 2022 due to online access to course	11	The National College
Prevent Awareness Course	November 2023	1 DSL	HM Government e-learning course
Prevent Referrals Course	November 2023	1 DSL	HM Government e-learning course
DSL and DDSL Refresher Training Course	November 2023	1 Designated Person	Education Safeguarding Team – Cambridgeshire County Council

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	Y7 – 0 Y8 Y9 – 1 Y10 – 1 Y11 – 1	5	
Racist Incidents	13	2	
Cyber Bullying	0	2	
Homophobic Bullying	0	1	
Transphobic Bullying	0	0	

Analysis and Next Steps

We have seen an uplift in the number of Racist incidents reported, several of these have been around language used and not necessarily directed at someone. PD and assemblies have had a particular focus on protected characteristics, and we have encouraged students to report, and explained the process of dealing with such incidents.

Data Analysis December mock exams and forecasts 2022-23: analysis and review

Year 11 Mocks Analysis				
Attainment 8 score: ALL: 42.86 PP: 35.44 SEND: 31.12	Grade 5+ Eng & Maths: 32% PP: 21%	Grade 4+ Eng & Maths: 47.3% PP: 36.8%	% of students achieving EBacc: Strong Pass 13.5% Standard Pass: 21.6%	Progress 8 score: ALL: -0.51 PP: -0.97 SEND: -0.77

Year 11 Predictions November				
Attainment 8 score: ALL: 50.27 PP: 43.14 SEND: 39.01	Grade 5+ Eng & Maths: 53.7% PP: 38.6%	Grade 4+ Eng & Maths: 79.7% PP: 70.2%	% of students achieving EBacc: Strong Pass 25% Standard Pass: 41.6%	Progress 8 score: ALL: 0.24 PP: -0.2 SEND: 0.04

Key Performance Targets				
Attainment 8 score: ALL: 52	Grade 5+ Eng & Maths: 56% PP: 40%	Grade 4+ Eng & Maths: 75% PP: 70%	% of students achieving EBacc: Strong Pass 30% Standard Pass: 40%	Progress 8 score: ALL: 0.5 PP: 0.2

Year 11 November Mock Exam subject breakdown

Name	Average Grade	Average Points
Art (Drawing & Painting)	5+	5.43
Business Studies	4-	3.57
Drama	5=	5.1
English Language	5-	4.74
English Literature	4+	4.29
Film Studies	5=	4.84
Food & Nutrition	4=	4.02
French	4=	3.88
Further Maths	4+	4.36
Geography	6-	5.58
German	4-	3.82
Graphics	6-	5.63
History	3+	3.41
Maths	4=	3.92
Media Studies	4+	4.48
Music	4-	3.73
PE	3+	3.32
Pottery	5+	5.33
Product Design	3+	3.32
RE	5=	5.15
Science Biology	7-	6.73
Science Chemistry	6-	5.7
Science Physics	6+	6.43
Textiles	5=	4.96
Combined Science	54	4.27
BTEC Sport	L1D	2.94
Child Development	L2M	4.95
Dance	L2M	5.98
ICT	L2D	6.45

Progress on Year 11 Maximising Achievement Plan see framework spreadsheet.

Priority area	Strategic Intent and Specific actions	Lead	Evidence of impact	Progress to date
Culture of excellence for students				
Close monitoring and daily knowledge of Y11 within SLT	1.SLT presence in Y11 lessons. Creation of “On Tour” schedule with Y11 lessons prioritised. SLT to review in both SLT and line management meetings	Cg/Sw	Reviews during SLT briefings and weekly meeting.	On Tour schedule continues to be followed. Lessons visited every period of every day.
Use of SSAs to support core routines and habits of attention for all students	2. SSA (Student Support Assistants) visible in lessons on a daily basis. This applies to all years but special focus on Y11. Creation of schedules so SSA team are aware what they are expected to be doing at all times.	Sw	Increased presence of SSAs during lesson time, and increased consistency.	SSAs being proactive in identifying students needing support to comply, and if needing ‘reset’
Middle Leader accountability for outcomes	3. HOD ownership of culture in their departments. SLT to brief HODs on when they are visiting. Line Management to include plans for fortnightly joint learning walks between SLT and HoD. Findings to be recorded on SLT notes and discussed in SLT meetings	Cg	HoDs aware of areas for strength/weakness in conversation with SLT link	Joint learning walks carried out during line management meetings and minuted in meeting notes.
Routine expectations are not impeding learning	4. Uniform and equipment New system in place for start of term to ensure that all uniform and equipment issues are dealt with prior to start of P1. Uniform is identified in Morning Address and dealt with via Dressed for Success room. Uniform is checked by tutors	Sw	No student is prevented from learning due to lack of equipment or incorrect uniform	Uniform and equipment is generally much better. Need to ensure equipment checks frequently happening in lessons/ tutor time.
Students are all accessing appropriate next steps with the majority remaining at St Ivo for Sixth Form	5. Provision of appropriate IAG for Y11 Astrea has engaged Form the Future to provide bespoke careers advice to students. As a priority in 22/23 all Y11 students will have a 30-minute careers interview this side of Christmas to inform decisions about the correct pathways for them	Sw and Bt	By Christmas 2022 all Y11 students have had a careers appointment and have a clear post Y11 plan in place.	All Y11 students had a one-hour careers interview by the end of Autumn term. Feedback from students and parents has been very positive.
Whole school dynamic action	6. Weekly RAG and progress meetings	Fw	Real time progress is able to be evidenced in all areas with a close focus	RAG meetings happening weekly. Full cycle completed.

	Sw, Cg, Fw to meet weekly with Heads of English and maths. This is for all student and subject tracking and planned actions. Key points will be: <ul style="list-style-type: none"> • Close examination of basics Venn diagram • Relative performance of English and maths • Targeted actions for both in class and for intervention • Involvement of other subjects on a rotational basis to look at EBACC and Open bucket progress 		on the En/Ma Venn diagram.	
Culture of excellence for staff				
Ensuring the quality of teaching for students in exam years	1. Y11 are not covered by supply staff HOD work with cover team to reallocate staffing when a Y11 teacher is absent. This will typically be reassigning someone from KS3 duties. In smaller departments this may mean the deployment of a member of SLT or internal cover staff	WAR and cover coordinator	Where possible we are putting subject specialists in front of key classes. Less lost learning time	In place. Some issues in science (Biology teacher covers Physics) and has some knock-on effect in lower years.
	2. Staff absence and impact is closely monitored SMI to circulate daily cover arrangements to all SLT and HODs. WAR to update SLT on staff absence figures	WAR	Staff attendance figures rise	No external supply staff brought in for short term cover during Autumn term. Staff absence monitored weekly by WAR. Monthly with HR
	3. The right teacher is teaching the right set This must be under constant review, and we must be ready to amend class allocation at any point in the year if it is not working. Information for this will come from SLT learning walks/lesson visits. For 22/23 this process was reviewed at the end of 21/22 in all subjects.	SLT line managers		Reviewed in line management meetings
Ensuring that the wider curriculum and PD needs of students are met	4. Use of morning tutor time There will be a rigorous schedule for tutor times in 22/23. This will ensure that all students access: <ul style="list-style-type: none"> • One formal assembly each week delivering an agreed focus from the PD lead • One follow-up PD sessions which builds on the themes in the assembly • Three reading sessions as part of our whole school approach 	CI and Ww	Student recall of key PD themes is tested throughout the year. Trust to re-review PD in early 2023	Improved delivery. This continues to be developed.
Quality of curriculum intent	5. Curriculum planning for Y11	Cg	Internal QA shows clear sequencing of curriculum	Being reviewed through Line

and implementation	We will ensure that there is clear, time specified plans for all Y11 subjects. These will be based on a RAG review of content and exam skills. This will be reviewed through SLT line management meetings		and that this is under review in real time.	Management following advice from Richard Tutt and Jo Myhill Johnson.
Exam Preparation				
Student familiarity and experience of exam expectations	1. Two sets of formal mocks We will ensure that all students have the opportunity to sit all parts of their subject exams as formal mocks during Y11 (see whole school assessment calendar).	Fw, CG and HoY	Improving outcomes over time from Y10 to Mock 1 and Mock 1 to Mock 2.	Y11 Mocks sat in November 2022. Next Y11 mocks from 21 st Feb 2023.
Clear over communication with parents and carers	2. Parent communication A Parents' meeting is scheduled for September to discuss expectations for the year ahead and how parents can help their child to prepare for exams. This will be followed up by a subject evening following the mocks and a final pre-exam meeting at Easter. In addition, there will be planned over communication to parents throughout the year in a supportive tone.	Sw, Fw, HoY	Specific Y11 parent surveys throughout the year to ensure they are getting what they need	Parent session in mid-September was well attended with positive feedback. Parents Evening after November mocks. Next session to be planned for post Feb Mocks.
Quality of staff working with Y11	3. Use of invigilators All exams, including mocks, are already led by external invigilators. To support their work there will be additional briefing and training from SLT about the tone of exams (relentlessly positive and reassuring). SLT, HoY and HoDs will have clear and timetabled roles to support the calm start of exams.	Sw, Cg, Fw and ABR	QA of exams (including student voice) shows they are meeting our expectations	In place.
Celebrating successes throughout the year	4. Mock Results Day We will share mock exams in the same way that we will final grades in the summer. This makes the process high stakes and will allow us to formally celebrate early successes and to support those who are not yet working at the level we had expected.	Fw and HoY	Identifiable sense of achievement as a staging post towards success in 2023	Done in November. Planned for March.
Ensuring that no student is left behind; especially those who are DP/PP	5. Use of interventions to support outcomes Already in place: <ul style="list-style-type: none"> P6 provision in all subject areas Timetabled English support against Core PE lessons Some additional hours in maths to support Y11 lessons (note this has been impacted by the recent staffing situation) 	Fw, Cg, Sw	Impact is seen in department RAG discussions and reviewed where necessary	Analysis in RAG meetings

	<p>To follow during the year (based on tracking of performance):</p> <ul style="list-style-type: none"> • Use of Feb half term and Easter holiday provision with a particular focus on English and maths (improvement of the basics figure is a major KPI for us this year) • Short term intervention in a range of subjects • Mentoring and pastoral support for students identified through the RAG meeting process 			
Routine expectations are not impeding learning	<p>6. Provision of equipment for exams</p> <p>Supplies of equipment are available to any student who needs them for exams. This must be done in a non-judgmental way. We know they should all have equipment but entering an exam is not the time to mention this.</p>	Fw and HoY	See impact point on exams at 4 above	In place.

Next Steps:

Area	Next Step
Culture of Excellence for pupils	Non-teaching pastoral staff on corridors during transitions.
Culture of Excellence for staff	Ensure Schemes of work are in place for revision time between mocks and exams
Exam Preparation	Arrange next Y11 parents' information evening for post Feb/March mocks
Culture	Identify key Year 11 students to receive mentoring from SLT
Communication	Y11 parents' information evening
Lessons	Revision schemes to involve exam style tasks
Departments	Topics/Question types for improvement identified
Curriculum	Identify potential for intervention during Core PE time
Assessment/Data	Encourage use of walking/talking mocks and pre-seen papers in revision lessons
Homework	Release revision timetable to give suggested revision time.
Intervention	Identify departments who want/need holiday academy during February half term
Exam Season	Develop Exam runway

Year 13 Mocks Analysis

Overall Average points per entry: 29.72

Overall Average grade: C-

Overall VA: -0.50

A Level

Average Points per entry: 30.42

Average Grade: C-

VA: -0.48

Year 13 November mock subject breakdown

Name	Average Pts Per Entry	Average Grade
Art (Drawing & Painting)	35.45	B-
Biology	37.73	B-
Business Studies	34.21	C+
Chemistry	20.53	D=
Computer Science	42.86	B+
Dance	22.5	Merit-
Drama	25	C-
Economics	32.38	C+
English Literature	24	D+
Ethics/Philosophy & Theology	7.5	E-
Film Studies	32.5	C+
Food & Nutrition/Food Technology	19.29	Pass+
French	40	B=
Further Maths	32.5	C+
Geography	24.48	D+
German	33.33	C+
Health & Social Care Single	20.77	Merit-
History	31.47	C=
IT	26.25	Merit=
Law	31.36	C=
Mathematics	31.47	C=
Media Studies	25.45	C-
Music	30	C=
Photography	26.25	C-
Physical Education	50	A=
Physics	20	D=
Politics	48.89	A=
Product Design	11.11	E=
Psychology	35	B-
Textiles	25	C-
Vocational Sport Double	29.44	Merit+

Curriculum

Curriculum Planning and Model for 2023-24

This is currently on hold pending guidance from the Central Team.

Personal Development update on page 16.

Personal Development:

Year Group	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Improvement and Next Steps
Year 7	<p>High quality PD lesson resources are provided.</p> <p>Fluency is measured each lesson and at the end of term.</p> <p>Quality of Education is 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>All statutory areas are covered. Material is revisited</p> <p>Coordinated morning address, assembly, and tutor PD, ensure that students are hearing consistent messages.</p> <p>Choice of topics is responsive to needs of our students at any given point. (Parents forums, SLT Pastoral team coordination)</p> <p>Development of opportunities for parental involvement through half termly PD Parent Bulletin and Forum.</p>	<p>There is a continuing increase in staff confidence, as the new system becomes embedded, and staff familiarize themselves with the resources, expectations and routines.</p> <p>Most teachers of KS3 are confident in delivering PD lessons.</p> <p>27 staff now feel confident in delivering SRE.</p> <p>Staff presence in assemblies acts as a form of CPD in advance of tutor PD session the following day.</p> <p>All staff have received training on Protected Characteristics, substance abuse, leading discussions, and contraception.</p> <p>Staff receive a weekly PD Bulletin.</p>	<p>All staff should be able to deliver SRE lessons, in preparation for rolling out of KS3 model to KS4.</p> <p>Staff to take ownership of lesson plans, adding the use of MWBs and Visualisers, or other strategies, to ensure engagement with the resources.</p> <p>Staff training on Online Landscape, Emotional Health, Revision skills, Healthy relationships to be delivered by Summer 2023.</p> <p>More staff voice needed to understand where gaps in confidence is needed. This also should be followed up with discourse with relevant staff.</p> <p>More rigorous monitoring through On Tour.</p> <p>End of term student voice survey data to be analysed and used for target setting in Spring term.</p> <p>Student leadership opportunities to be developed, through the House Council.</p> <p>Continue to build relationships with parents through information-giving, invitations to visit the school and discussion opportunities.</p>
Year 8			
Year 9			
Year 10			
Year 11	<p>All statutory areas are covered.</p> <p>Staff are becoming expert in their teaching areas.</p>	<p>Very confident.</p> <p>As above</p>	<p>Lessons need to be tightened up – monitoring of lessons and submission of lesson plans will be undertaken in Spring Term.</p>

	<p>Groupings ensure that behaviour in Year 11 is good on the whole.</p> <p>Coordinated morning address, assembly, and tutor PD, ensure that students are hearing consistent messages.</p> <p>Choice of topics is responsive to needs of our students at any given point. (Parents forums, SLT Pastoral team coordination)</p> <p>Development of opportunities for parental involvement through half termly PD Parent Bulletin and Forum.</p>		<p>Assessment is patchy. The system has been shared with the team, but is not being used consistently. This also requires closer scrutiny in Spring Term.</p> <p>Student leadership opportunities to be developed, through the House Council.</p> <p>Continue to build relationships with parents through information-giving, invitations to visit the school and discussion opportunities.</p>
6 th form	<p>Assemblies and tutor PD sessions mirror KS3 and 4 structure. Drop down sessions are of a high quality, but less frequent. Development of opportunities for parental involvement through half termly PD Parent Bulletin and Forum.</p> <p>Collaboration between the Heads of 6th Form and PD Lead, in a concerted programme of activities to support students in becoming anti-misogynistic.</p>	<p>Less confident than KS3 and 4.</p> <p>Less contact time with forms, and no timetabled PD.</p>	<p>More regular opportunities for PD need to be built into the calendar. Student leadership opportunities to be developed, through the House Council, the Young Health Project, and the Mental Health Ambassadors project. All launched Spring Term 2023.</p> <p>Continue to build relationships with parents through information-giving, invitations to visit the school and discussion opportunities.</p>

Teaching and Learning

Teacher Grading

Grading should be based on the national Teachers' Standards and reflect the expectations in the Astrea Teaching and Learning Framework.

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	95	90
Requires Improvement.	10	10
Inadequate.	0	0

Staff Receiving Support	Number of Teaching Staff	% of Teaching Staff
<u>ITT and NQT Staff:</u>		
ITT Support Plan e.g., TF Support Plans	0	0
<u>Teaching Staff:</u>		
'Light Touch' Support	8	7
Informal Support Plan	0	0
Formal Capability	0	0

'Light Touch' support is support provided before moving to the 'Informal Support Plan' stage. This 'Light Touch' support could be line management support and challenge, coaching support and additional CPD. Clear targets and a timeline for improvement are required in a similar way to an informal support plan. The above process should also apply to staff in their probationary periods. Probationary Hearings would then be held if required.

Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	13	12

Next Steps:

- Our staff CPD programme built on the use of TLAC and Walkthru techniques has continued to develop. For example, 'Turn and Talk' was introduced to staff and is already being seen being used by some staff.
- Currently, we are having a large push on the core routines to ensure they are established more consistently within the school. This has involved two staff sessions with staff being issued a booklet on "everyday lesson expectations: a step-by-step guide" that contains restated expectations and guidance on how to achieve them.
- Deliberate practice is starting to become an accepted and expected part of CPD with staff being much more comfortable with the process and more willing to engage in the process.
- This training alongside the booklet will allow us to increase the number of staff on light touch (referred to as 'two-week intensive coaching') once they have had a short period of time to sharpen the use of the core routines. It is expected that the number of staff involved in this process will increase substantially over the remainder of this half-term following our clear plan.
- The new Vice Principal increases the leadership capacity to continue this focussed improvement on T&L learning, with a specific focus on the core routines. This will help with more on tour lessons being visited and greater ability to support staff on the light touch programme.
- We continue to use Microsoft Forms to record on tour data centrally. We have separate Forms for the general school population, for SEND and for PP. The data collection is focussed solely on the core routines at this time, recording the effectiveness of the entry, exit or main parts of the lesson.
- Walkthru's and the associated coaching continue to be effective and are being carefully chosen to support the use of visualisers and other Astrea T&L best practice. For example, the next Walkthru will be on 'live modelling' using a visualiser to support the process.
- ECTs continue to be monitored and supported closely. There are ten ECTs in the academy (Year 1 and 2). On tour and lesson observations shows six continue to do very well, one continues to significantly improve with three continuing to require support to help them improve. One of them is currently on 'light touch' and it will be very likely the other two will be this half term.
- The move from EDT to Teachfirst as the training provider continues to provide challenges with some ECTs/mentors still not being able to access student materials. At the time of writing, it is hoped this has nearly been resolved.
- Time has been made available on the January training day so that further units from the National College CPD package have been covered by staff.
- Initial planning has started for the April training day to ensure an effective programme is established around some of the essential work of moderation and standardisation.

Implementation of the Core Routines and B&C Framework:

Strengths and impact of implementation

- Reboarding to staff on Wednesday 4th January (training day). This included core routines.
- Reboarding to students on Thursday 5th January for 2 hours. This was led by tutors who had delivered this in October (half term 2). For a consistent approach, a PowerPoint and student worksheet were prepared centrally.
- Onboarding training to staff about the new behaviour and culture policy and the changes starting January 2023.
- Onboarding assembly was delivered on Thursday 5th January to Year 7-11 by Ben Daly, Clare Sherwood, and Dave Varey for a consistent approach about the changes that were being made. Different approaches were used to deliver this information to the year groups.
- 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. Gates closed at 8:40am has had a positive impact on students' punctuality. This includes reminders to students about areas of the new behaviour policy with a particular focus on mobile phones being in bags and on silent/switched off.
- 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.
- Launch of the golden tickets in November, this had a positive impact in the atmosphere and culture around the school. Positive feedback from staff and students about how this was affecting lessons. Golden tickets will be used every day until the end of the academic year.
- Reset classroom has been successful in the first week back after Christmas. Lots of building work has been completed, more desks are in the room. 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.
- Over communication to parents and students about the changes to the behaviour and culture policy. Two parent listening sessions were put on for parents to attend to discuss the new changes – Thursday 15th December 7 parents attended, Friday 16th December 3 parents attended. A voice over PowerPoint, letter, Microsoft forms and frequently asked questions were provided for parents, this was positive as parents were able to read, listen and ask questions about the changes.

Areas for improvement

- Staff to use TLAC and core routines consistently and effectively in lessons. “On Tour” lesson visits suggest we have quiet, focused learning (in most lessons) but that the language of TLAC is not yet integrated into the school vocabulary. We have covered this in training days in September, November, and January, however, there is still a lack of consistency. We have subsequently used an ‘IP’ training slot, to give even more time to work through this with staff. A staff handbook has been produced to ensure clarity and consistency.
- Following further staff training, we will be identifying staff who require immediate training/support to bring them in line with expectations around Core Routines/TLAC techniques.
- We continue to strengthen communication and PR with all bodies (staff, parents, students, and the local community). Although this has had a positive impact on the recent launch of the new behaviour policy, this is an area we continue to build on. We are working with Gina Malatesta (Astrea Central team) on methods of communication and PR.
- Uniform - length of skirt of some students remains an issue. Although this is being addressed on gate duty, and in MA, some students roll their skirts back up. We are working to ensure all staff are on the threshold of classrooms and in corridors on transition times, so we can identify and address issues around uniform.
- All staff sweating the small stuff consistently. To gain consistency ensuring all staff are addressing students on the ‘small things’.
- Behaviour escalations. We are working with staff to ensure that they follow the process of ‘verbal warning,’ ‘afterschool detention’, and then ‘reset classroom’ in a clearer and more concise manner so that we don’t get ‘drift’ of poor behaviour in lessons.

Next steps

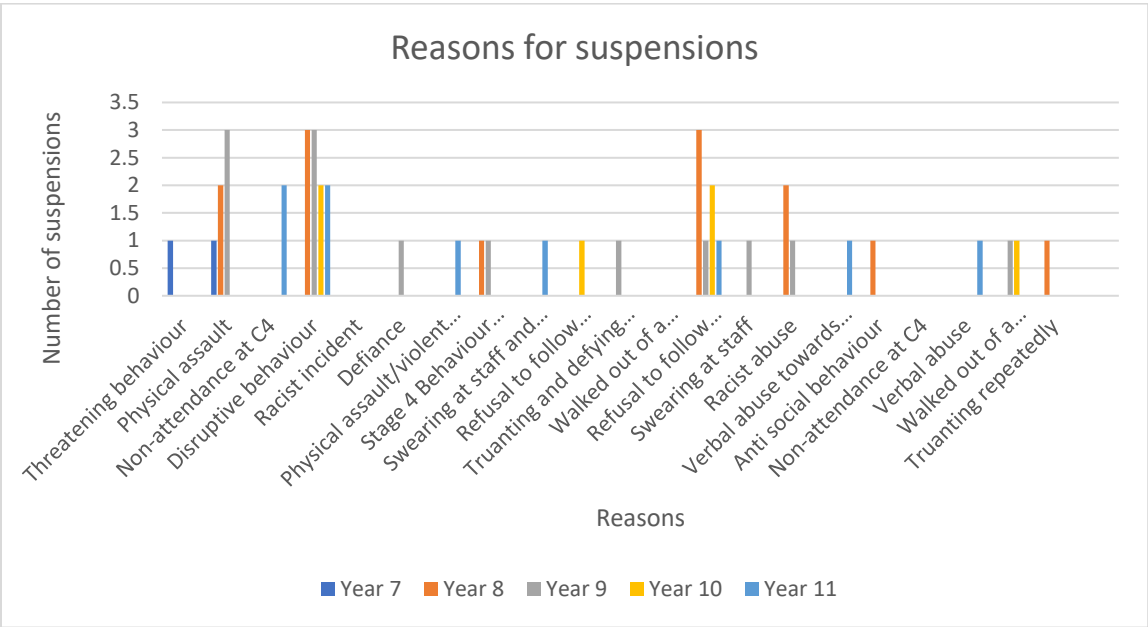
- Review of the new behaviour policy and the implementation to take place this term.
- Relentless messaging to continue about expectations in and around school including golden tickets, uniform.
- Assemblies to address behaviour in the community.
- Parent listening session to be organised for this half term.
- Student voice about golden ticket rewards and praise.
- Student leadership opportunities to be developed, through the House Council, the Young Health Project, and the Mental Health Ambassadors project. All launched Spring Term 2023.
- Behaviour curriculum to become embedded within tutor time.
- Character cards to be prepared and launched after Easter.

Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	43	7	9	2	13	13	6	9	0	0
% Of Cohort	2.6	2.4	3.4	0.7	4.7	4.2	2.1	3.0	0	0
Total Days	71	19.5	22	4	19	26.5	4.5	17	0	0

Suspension analysis and commentary:

The suspension data reflects suspensions issued from 17 October 2022 to 21 December 2022. Thirteen students across all year groups received multiple suspensions during this time. Reasons for suspensions can be seen in the chart below.



Data suggests that there is no one area of concern regarding repeated exclusions. Data also tells us that the number of suspensions decreased from Half-term 1, to Half-term 2. We may see an increase in suspensions for Half-term 3, due to the new behaviour policy, and tightening up of expectations in lessons and the Reset Classroom. To help mitigate this, we have introduced a 'triage' process when students are sent to the Reset Classroom, which allows for reflection on why students have been sent out of lesson and follow-up actions, to lessen the chances of a repeat. We have also done lots of work on students following their timetables and curriculum, whilst in the Reset Classroom, so they do not get behind with their learning.

When students return to school following an exclusion they meet with a member of the pastoral team, SLT and parents/carers. A 'return to school' proforma is completed in the meetings.

Attendance

	Key Attendance Target	This time last year	Year to date
Whole School	95%	92.26%	91.90%
Individual Student	97%		
Pupil Premium	90%	89.30%	86.90%
SEND	90%	91.01%	89.50%
Maximum % of pupils who are PA:	15%	27.48%	23.30%
% of PP pupils who are PA:	20%	34.42%	39.40%
% of SEND pupils who are PA:	20%	32.41%	30.80%

Attendance for AP

Overall year to date attendance for AP students is currently 58.8%

To date we have seen 5 students leave St Ivo Academy for the purposes of EHE.

Progress made to date against attendance plan

Objective	Key Actions	Update and Summary of Impact to date
To improve the percentage of students late to morning registration/school	Attendance Manager to attend daily late gate	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.
	Appropriate sanctions are in place	Students are sitting ASD. Completed
	Appropriate escalation process is in place for repeat offenders	Escalation process is being produced to ensure continuity and clarity. In progress
	Improve communication with home	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

Objective	Key Actions	Update and Summary of Impact to date
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

Attendance Next Steps:

Despite what appears to be a current low attendance percentage, we continue to have favourable attendance percentages amongst the Astrea Trust secondary schools and against National Average.

We continue to suffer from cases of Scarlet Fever and Strep A alongside seasonal coughs and colds. There has also been an increase in the number of Covid cases we are seeing amongst the student cohort.

Recent guidance encouraging parents to keep students at home when symptomatic with Covid, Strep, Scarlet Fever, Flu and experiencing raised temperatures is undoubtedly adversely affecting attendance.

We continue to strive to improve student attendance across the school and to raise awareness with students and parents alike. With this in mind we are developing a report to be sent out to all parents on a weekly basis detailing attendance and the effect that any lateness will have on achieving positive long-term outcomes. A half termly newsletter will reinforce attendance expectations and routines for reporting absence, together with information on what to expect should students fail to attend.

The whole school attendance target of 95% could not foresee the outbreak of Strep A and Scarlet Fever and the subsequent advice issued. Therefore, the message we are sending will be about celebrating improvement and encouraging resilience amongst our students.

KS4 attendance and in particular Year 11, is historically lower than that of KS3. Both year groups are working closely with the attendance manager to target the problematic groups within the student cohort. This is being achieved through forging strong lines of communication with home and with students, identifying barriers to school attendance and punctuality and looking at ways in which these barriers can be removed.

SEND Update

SEND in a Nutshell:

	Number of students	% of cohort
Number of students on Roll	267/1677	15.9%
Number of students with an EHCP (E)	20	1.2%
Number of students with SEN Support (K)	247	14.7%
Breakdown by Year Group:		
Year 7	E: 3 K: 23	E: 0.18% K: 1.4%
Year 8	E: 10 K: 42	E: 0.6% K: 2.5%
Year 9	E: 2 K: 44	E: 0.1% K: 2.6%
Year 10	E: 2 K: 54	E: 0.12% K: 3.2%
Year 11	E: 3 K: 49	E: 0.18% K: 2.9%
Year 12	E: 0 K: 17	E: 0 K: 1.01%
Year 13	E: 0 K: 18	E: 0 K: 1.07%
Breakdown by Gender:		
Boys	E: 15 K: 136	E: 0.9% K: 8.1%
Girls	E: 5 K: 111	E: 0.3% K: 6.6%
Breakdown by Type:		
Cognition and Learning	E: 7 K: 158	E: 0.4 K: 9.4
Communication and Interaction	E: 10 K: 32	E: 0.6% K: 1.9%
Social, Emotional and Mental Health	E: 2 K: 46	E: 0.1% K: 2.7%
Sensory and/or Physical needs	E: 1 K: 11	E: 0.1% K: 0.7%

Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	91.90%	89.40%	92.40%
PA YTD	23.30%	31.20%	21.70%

Suspensions:

	All Students	SEND Students	Non-SEND Students
Number of Suspensions YTD	87	32	55
1+ FTE YTD %	5.2%	1.9%	3.3%
Perm Ex	0	0	0

SEND Consistencies Checklist

NAME OF ACADEMY: IVO		COMPLETED BY: D WEST (SUPPORTED BY J MACHIN)		
CONSISTENCY	NARRATIVE (INC: PROGRESS MADE, SUPPORT NEEDS AND EVIDENCE AVAILABLE)	RAG 1 DATE: 16/11/22	RAG 2 DATE: xx/xx/xx	RAG 3 DATE: xx/xx/x x
HIGH QUALITY TEACHING AND INTERVENTION				
SENCO Position Overview: Time in role (at school/prior to joining school)? Time allocated to complete role? Qualified? On SLT? Line manager?	16/11/22: The SENCO has been in position since Sept 2020 and has completed the NASENCO course. The SENCO completes 5-6 hours a week of teaching. The SENCO is supported by two Assistant SENCOs - one of whom is access arrangement trained			
Curriculum Intent - PLAN WHAT is taught (not how) How has the SENCO contributed to Curriculum planning? Is this reflected on either SEND Curriculum Planning Prompt sheets for each subject OR a Subject Curriculum Planning – SEND grid? Is the planned subject curriculum matched to the National Curriculum (where appropriate and able) = an ambitious and challenging curriculum? Is the curriculum broken down into key chunks/concepts and small enough building blocks of knowledge that will enable pupils (inc. SEND) to learn and then build knowledge? Are these chunks / key small building blocks ordered appropriately?	16/11/22: Subject curriculum planning sheets completed on the grid for every subject within the school by curriculum leaders - sampling a specific unit / aspect in relation to how SEND adaptations are made (with the exception of Psychology). This has been linked to the WSS Teacher handbook. Action: <ul style="list-style-type: none"> To continue to develop additional SEND curriculum overview for different areas within subjects areas - focusing on key subject areas. 			
Curriculum Intent - Accessibility: How has the school ensured that classroom environments are accessible for pupils with SEND? How are pupils identified for formal access arrangements?	16/11/22: Environmental access is supported through the transition process at which access is explored. The SENCO can verbalise case examples of physical accessibility provisions. These include: classroom settings (eg. which floor the class is on); flexible timings re: lesson changeover; word processor use; AV1 robot for remote access to lessons; sensory aids; sensory breakout spaces. The school has also secured an additional £15k through grant funding to build a sensory room. Learning walks are also used to identify any unmet needs by the SENCO. Formal access arrangements are identified through transition at KS2, data analysis, teacher/pastoral referral, parent referral. The Assistant SENCO, HK, can also then complete the formal assessment process. To build evidence of normal way of working, the school uses a 'yellow slip' form for exams officers / staff to complete			

	to add to student files as an evidence base. Recently an external assessor from JCQ completed a successful QA visit.			
Curriculum Implementation - DOING / DELIVERING Has the SENCO completed quality assurance activities to explore the effectiveness of curriculum delivery? Do you have a monitoring schedule to support this process? Does this include: -learning walks (curriculum intent delivered; SEND strategies from SSPs in use; in-class & withdrawn support)? -curriculum focused case study -work scrutiny? -pupil voice?	16/11/22: The following QA has been completed: <ul style="list-style-type: none"> Learning walk was completed last week regarding SEND identification. A further learning walk is planned for next week to focus on EHCP provision. Further walks to be completed for SEN K, Quality of T&L (Consider 'EEF 5 a day' to support as shared), TA / Interventions Actions: <ul style="list-style-type: none"> Complete and plan further learning walks - EHCP provision focus; QT&L; TA interventions Complete work scrutiny activities next week as planned Plan pupil voice activity 			
Curriculum Implementation - Other considerations How is your curriculum delivered for SEND pupils? How do teachers ascertain starting points in lessons? How do you support staff to deliver the curriculum for SEND pupils, using inclusive pedagogical approaches - ensuring key learning concepts are taught without overloading the working memory? What about support for ECTs? Are crucial concepts identified, repeated / missed learning revisited? How does formative assessment support the identification of gaps and misconceptions - so they can be addressed?	16/11/22: The SENCO has worked with the ITT students regarding SEND. The SENCO has also completed a whole staff training session on how to access and use SEND information available (this included key strategies for inclusive practice) The SENCO reports that assessments have been rolled out across the curriculum and across year groups - this enables gaps in learning to be identified by teachers. If significant gaps are identified, then teachers would then refer to the SENCO. Action: <ul style="list-style-type: none"> As above, following QA activities planned, the SENCO intends to deliver targeted support for curriculum leaders to further enhance the use of inclusive pedagogical approaches 			
Curriculum Implementation - Adaptations to support complex needs: For the small minority of pupils, a full curriculum may not be possible - how do you know that what is provided is as full/ broad as possible?	16/11/22: There are a small number of pupils who do not access the full curriculum offer. For these pupils, regular communication with pupil / parent / carers (and specialists as relevant) takes place to ascertain an appropriate level of curriculum access. Action: <ul style="list-style-type: none"> During meetings, ensure records are documented of when you have sought opportunities to explore whether additional curriculum options would be possible / are wanted (as well as the pupil / parent carer views) 			
Curriculum Implementation - Interventions: Does the range of interventions in place meet pupil needs (is this supported by an intervention overview / provision map)?	16/11/22: The current interventions in place is Language Legends; Fresh Start; Sensory breaks; support during unstructured times of the day; time-out offer; Homework club; Attendance Club. Curriculum subject leaders also offer Period 6 catch up sessions to support pupils with learning. In Y11, Literacy Catch up sessions are also in place. The school is also looking to implement Corrective Maths and S&L Therapy.			

	Action: <ul style="list-style-type: none"> • To pull together an overview of which pupils are attending which interventions. • Overtime, consider adding costings and impact data to a provision overview (eg. Natalie Packer) 			
Curriculum Implementation - Mental Health: What support is in place to support the mental health and wellbeing of pupils? Are you supporting any specific COVID related health and well-being needs? Are these being addressed through the curriculum?	16/11/22: For SEMH: MHST, Pastoral Team, Support during unstructured times of the day; time out offer. There are also 2 members of staff trained at Level 3 Supervising First Aid for Mental Health. There is also a counselling and support room in place. Students also have access to the Astrea Counselling service.			
Curriculum Impact: REVIEWING the curriculum How do you monitor the impact of the curriculum for SEND pupils? Do SEND pupils know more and remember more? Have key learning and key concepts transferred to their long term memory? Are SEND pupils able to build on prior learning to access more complex tasks and learning? Has assessment identified gaps in the learning of key concepts, and led to successful adjusted teaching (and/or intervention)? Does attainment/progress data for SEND demonstrate impact? At secondary, does destinations data for SEND pupils support a positive curriculum impact?	16/11/22: Individual assessment information is considered as part of the APDR cycle and as part of the identification of SEND. At a whole year / subject level, subject leaders analyse data and refer any concerns to the SENCO. For pupils in Y11, RAG meetings are held weekly at which the SENCO is present. The next central data update will be following the current mocks Action: <ul style="list-style-type: none"> • To access SISRA/Bromcom and other data sources to ensure there is a clear picture of SEND progression throughout the curriculum and year groups 			
Alternative Provision: Are there any pupils with SEND accessing AP? How do you liaise with the AP Lead(s) in school to ensure that pupils are safe and supported by an appropriate and ambitious curriculum whilst accessing AP? For pupils with an EHCP accessing AP, how do you ensure that the LA is well- informed of provision requirements?	16/11/22: There is a separate AP report SENCO communicates regularly with AP Leads. The LA are aware of the AP arrangement in place for pupils with an EHCP			
Reintegration: Insert details of pupils supported by a part-time timetable / reintegration timetable (including procedures in place)	16/11/22: See AP report			
A>P>D>R: How assess>plan>do>review is implemented to support teaching and learning? Do parents engage and co-produce plans of support?	16/11/22: All pupils on the SEND register have a PCP (Person Centred Plan) - this includes information about their areas of need, access arrangements, strengths / likes / future plans, outcomes, strategies and a section for parent views. These are reviewed as needed. For pupils with more complex needs at SEN K, at least reviews of the PCP and supporting documentation is completed. For pupils with an EHCP (and PCP), annual reviews are completed			

	Action: <ul style="list-style-type: none"> • Complete Y7 PCPs for all pupils on the SEN register • Plan an introduction of a review cycle for all pupils on SEND register. 			
SEND Communication: How is important SEND information communicated with teachers and staff? e.g. pupil passports	16/11/22: All information is shared via Bromcom, with email notifications in place to direct attention to these.			
Overall RAG for Teaching and Intervention				
LEADERSHIP AND WEBSITE COMPLIANCE				
Website Compliance: <ul style="list-style-type: none"> • SEND Information Report (annual) • Link to Astrea Inclusion Policy • Accessibility Plan (3 yearly) • Equality Plan (annual) • Equality Objectives (4 yearly) 	16/11/22: <ul style="list-style-type: none"> • SEND Information Report (annual) - actioned • Link to Astrea Inclusion Policy - link to Trust Policies page • Accessibility Plan (3 yearly) - in place until Nov 2023 • Equality Plan (annual) - in place until Sept 2023 • Equality Objectives (4 yearly) - published - no date Actions: <ul style="list-style-type: none"> • Publish a specific link to Inclusion Policy on Trust website • Consider adding a 4 yearly review date to Equality Objectives web page. 			
Inclusion training: What, why and impact. Is there a log? Is/has there been any training planned in response to COVID?	16/11/22: Training evidence in folder and on One Page Overview Action: <ul style="list-style-type: none"> • Create a list of training provided: L3 Mental Health (2 staff members); SEND Introduction for Staff; Deaf Awareness training; Exams Access Training; Language Legends training; National College Mandatory training; Trust T&L sessions • Contact a specialist provider, LA or OT to access Moving and Handling training 			
SENCO Action planning: Is it informed by previous reviews? Linked to Academy Improvement Plan?	16/11/22: There is a SEND action plan in place informed by the AptGo LA review. To utilise this report as an action plan Action: <ul style="list-style-type: none"> • Liaise with SLT to find out if there are any SEND related actions with the Academy Improvement Plan. 			
Articulation: SENCO supported by a SEND One Page Overview?	16/11/22: Completed			
Safeguarding for SEND pupils: What support is in place so SEND pupils feel safe? What support is in place to support pupils with SEND to communicate any concerns or issues?	16/11/22: Staff are trained and are aware of spotting changes in behaviour, appearance or outlook etc. SEND pupils can also access members of the SEND or Pastoral team during school time (including unstructured times of the day) Some pupils who are selective mute can converse through peers and/or mini whiteboards.			

Sexual Harassment: How are risks related to sexual harassment and harm being addressed in school, especially in relation to pupils with SEND?	16/11/22: The PD curriculum is delivered to all pupils within school (including those with SEND). For the few pupils who are not able to access the full curriculum, they are still provided with the PD / RSE curriculum. (However, due to poor attendance of some pupils, sessions may be missed)			
LA SEND Area Inspection: Are you familiar with the outcomes? Have you seen an impact on provision as a result?	16/11/22: The SENCO has a copy of the LA Inspection action points from the Trust and can articulate mitigations			
Overall RAG for Leadership and Website Compliance				
IDENTIFICATION				
SEND identification: Processes, inc' teacher and parent referrals	16/11/22: At transfer to the setting, initial assessments as well as the transferral of data informs SEND identification. For pupils throughout school, further assessment are used to inform the register, in addition to staff and parent / carer referrals. Staff complete a referral form which leads to further exploration (eg. observation, checklists and screening) to identify and plan how to address needs.			
Cohort: Current percentage of SEND and primary areas of need	16/11/22: 240K, 20E = 260 Total 16%. Primary Need types on separate register			
PP crossover: Percentage of pupils who are both SEND and PP	16/11/22: 62/1670 = 3.7%			
SEND funding and EHCP provision: How much high needs funding does the school attract for pupils with an EHCP? Is the provision outlined in a pupils EHCP reflected in practice (including for any pupils accessing AP)?	16/11/22: <ul style="list-style-type: none">High Needs Funding = £75,471 (April to Oct funding)Notional Funding (Feb 22) = £ 538,333.75 The SENCO has checked that provision in the EHCPs is timetabled			
SEND funding and K provision: For students at SEN K, does the intervention offer (funded through notional funding) reflect the SEN types of pupils?	16/11/22: C&L: Fresh Start; Language Legends; Catch up sessions by subject leads; Y11 Catch up Literacy; homework club C&I: Language Legends; Attendance Club; Unstructured times / sensory break out areas; S&L therapy SEMH: Pastoral support; Counselling (Astrea / MHST); Unstructured times / sensory break out areas / time out; Student Support Unit access PD/S: Individual bespoke support according to professional advice; handwriting pens / aids / word processors / sensory toys Action: <ul style="list-style-type: none">Explore the introduction of Corrective Maths and Social Interaction Groups			
Overall RAG for Identification				

TRACKING & MONITORING OF PROGRESS				
Published data: What does the latest Inspection Data Summary Report (IDSR) tell you about your last published outcomes?	16/11/22: Latest IDSR does not contain updated outcomes for 2022 - this is due in November (this month) - SENCO has a copy of latest version. Action: <ul style="list-style-type: none">To obtain a copy of the new IDSR once published (by end of Nov 2022)			
Current academic data: How does this compare for SEND for pupils in all year groups and subjects?	16/11/22: The SENCO has access to Data Intelligence, Bromcom and SISRA. The SENCO also has historical data for 2019 and 2022 (provisional) in file. The current assessment cycle is underway for this year. Action: <ul style="list-style-type: none">SENCO to complete some data analysis using SISRA / Data Intelligence, regarding SEND progress / assessment outcomes across all subjects and year groups once data available.SENCO to continue to contribute to the RAG process			
Attendance and suspensions data: How does whole school compare to SEND; including details of actions taken for SEND pupils (and impact examples)	16/11/22: The SENCO has access to Data Intelligence and Bromcom. The SENCO also has historical attendance and suspensions data for 2019 in file. The SENCO Assistant also attends BASI meetings which take place weekly. SENCO is confident regarding awareness of SEND attendance/suspensions. Action: <ul style="list-style-type: none">To continue to drive SEND attendanceTo continue to develop skills in accessing attendance data from BROMCOM - contact EIJA			
Behaviour data for SEND pupils: What is the trend data over time? Why it is this way, actions taken in response for SEND pupils and examples of the impact	16/11/22: The SENCO has access to raw weekly behaviour data Action: To liaise with the Behaviour Leads regarding access to SEND trend behaviour data over time.			
Interventions used in the last year and their impact: How were these identified (based on research)? Which had the greatest success? Is this evidenced through a provision map?	16/11/22: On the One Page profile there is information about qualitative intervention impact data. For this year, the SENCO has access to some intervention impact information (eg. For Fresh Start) Action: <ul style="list-style-type: none">To pull together half termly overviews of intervention impact			
Overall RAG for Tracking & Monitoring of Progress				

DEVELOPING PROVISION AND WIDER ACCESS				
Wider curriculum: Analysis of participation of SEND pupils in extra-curricular activities – actions taken to improve SEND participation and examples of impact	16/11/22: Attendance club registers are now tracked on Bromcom. Action: Obtain data for SEND pupil attendance, regularly spot-check and action plan in response			
Parental engagement: What they are doing to enhance parental engagement? How was this during lockdown? Has practice been improved in response? What about for parents of new pupils?	16/11/22: <ul style="list-style-type: none"> Parent EHCP Coffee Mornings were completed last year. All Year 7 parents of pupils with an EHCP are invited into school during Autumn 1 term to meet the team and see provision. Curriculum Evenings are attended by the SENCO for parents to access Transition Evenings are attended by the SENCO for parents to access The SENCO completed school tours / visits for prospective parents of SEND pupils Parent Voice re: SEND was collated at a parents evening (in file) PCPs in place and shared with all parent / carers Regular meetings in place for pupils with Complex needs Updated SEND Information report Action: <ul style="list-style-type: none"> Review of PCPs to be considered more regularly, with parent/carers contribution 			
Case Studies: How have completed case studies (curriculum, medical, mental health, EHCP, LAC/PP) impacted on provision?	16/11/22: One case study (curriculum focused) has been completed Action: Add pupil voice to the case study, along with impact information			
Internal / external agencies: Impact of internal and external support on pupil provision and outcomes	16/11/22: The school utilises a range of internal support: Astrea Counsellors; LINGO; Assistant Educational Psychology; Trust SEND Lead External support: HI; OT; PT; VI; SaLT; Youth Support Workers; Educational Psychology; MHST; YPSG support (Youth Problem Solving Group); Sensible SENCO group support The SENCO feels that these are used to support pupil access and provision			
Primary Transition: How are you preparing SEND pupils for their next stage of education? How do you support transition?	16/11/22: From Primary to Secondary: The SENCO liaises with the feeder primary settings and provides parent meetings/visits for 'new to school' parents of pupils with SEND. Additional visits to the school setting are also provided for vulnerable pupils. Parents of new Y7 pupils with an EHCP are invited into school to visit the SEND Department in the Autumn term.			

Secondary Transition: What is the quality of CIAG for SEND pupils? E.g. Gatsby benchmarks? How do you support transition?	From Secondary to next stage: CIAG/careers is in place from Y9 for all pupils. The SENCO meets with staff from next settings and shares files and relevant information. The SEND team also liaise closely with the LA Senior Transitions advisor regarding pupils with high needs / an EHCP. At times, this has included a member of staff from Ivo attending the new settings to support transition.			
Overall RAG for Developing Provision and Wider Access				
Final Checklist RAG				

Academy: St Ivo Academy**Area of Focus:** Access Arrangements**Completed by:** Jenni Machin**Date of visit:** 16th Nov 2022**Purpose:** to review access arrangements in place for current Y11 and Y13 pupils with SEND**Contact with:** David West, Helen Kay**Summary:** Actions underway to identify access arrangements required (screening).**Observations/Discussions:**

- The school has an access arrangements list informed by data (previous data and current data)
- If a staff member feels a pupil required access arrangements, a referral form is completed
- Following this, checks are completed to ascertain whether the need is normal working practice and formal screening completed to determine if access arrangements can be granted in external assessments.
- The school has access to an assessor - Helen Kay - who is employed as an Assistant SENCO and Exams Coordinator / Assessor.
- All Year 11 pupils requiring assessment at this point have been completed with the exception of one AP pupil who has been absent at the identified times. There are a small number of pupils for whom they are trialling the offered access arrangements to see if suitable and to determine if normal way of working.
- For Year 13, all screening and arrangements have been completed with the exception of one new pupil - the assessment has been completed - HK is now waiting for teacher confirmation of normal way of working.
- The SENCO has commenced completing Y10 pupil assessments.
- For pupils further down school (eg. Y7, 8, 9) any access arrangement used are documented on a spreadsheet by year group. If the pupils has SEND, it will also be on their Person Centred Plan. Once the pupil reaches Y10, formal assessment can then begin.
- HK collates evidence of normal working practice in relation to access arrangements and is confident through the completion of evidence sheets, that where access arrangements are used, there is evidence of normal way of working.
- 51/51 SEND Y11 are identified for access arrangements currently. 67 Y11 pupils in total on access arrangements list currently. This may decrease slightly during mock periods if pupils do not evidence normal working practice. Last academic year there were 84 pupils with access arrangements in place.
- 14/14 SEND Y13 are identified for access arrangements currently. 26 Y13 pupils in total on access arrangements list currently.

Review of Pupil Level Offer - **See Appendix****Priorities to be actioned:**

Action	By whom	Timescale
Review access arrangements and current expected grades for pupils with SEND attending AP	SENCO / HK / MF	Aut term
Explore access arrangements screening for 6 SEND pupils (Y11) (where proposed arrangements have not been identified but not clarified as a normal way of working)	SENCO / HK	Aut term
To explore if any additional access arrangements are required for AL, JTS	HK	Aut term
Explore access arrangements for the new Y13 pupil (not on SEN register)	HK	Aut term
Utilise mock data from Aut 2/Spr 1 to check if any additional access arrangement requirements	SENCO / HK	Aut/Spr term
Continue to collate evidence of normal working practice	HK	Aut/Spr term

Year 7 Applications for 2023

PAN: 296

	January 2023	Comparison with January 2022
1 st Choice	242	253
2 nd Choice	42	60
3 rd Choice	42	61
4 th Choice	0	0
Other	0	0
Total Number of applications	326	374

Initial plans for transition 2023: Y6 into Y7, and Y11 into Y12

Year 6 into Year 7

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/carers evening: Meet SLT, HoY, SSA, Form Tutors.

Uniform try-on evenings July 2023.

Year 11 into Year 12

This is a transitional period for the 6th form as we are currently engaged in a large-scale review of our provision and expectations. This will have a knock-on effect when it comes to year 11-12 transition 23-24.

The 22-23 plan for the year is as follows

- October: open evening (target year 11, invite year 10)
- November: mini assemblies in tutor groups, students invited into 6th form area
- December/January: application on MyChoice16 – this is being used for the first time this cycle and will hopefully streamline the application process and encourage more external students to apply
- Feb/March: Interview for each applicant (including external students) to discuss subject suitability, direct elsewhere if necessary
- March: offer letters sent out
- July: Induction: pack received, summer work set
- August: Presence on results day, additional work packs if students want to change courses
- September: Summer work collected in on training day, checked by HoDs and any concerns over incomplete or poor quality work raised
- Signing on day for final subjects
- Induction days for the first two full school days of September
- End of September assessments to check course suitability prior to October census

Operations and Site Update

A number of staff left St Ivo Academy in December 2022, including Andrew Mugonda and Kimberly O'Brien (Maths), Ailish Meadows (Science) and Helen Rushton (ACL). Flexible working requests were also agreed effective January 2023 for Hannah Purton (English – reducing to 4 days) and Julie Jacques (Maths – increasing to full time).

Curriculum restructuring, predominantly the reduction from twelve sets to ten in Maths Years 7-10, Science Years 9 and 10 and English Year 10 has meant that despite the staffing movements described above we have also been able to decrease our reliance on long term agency staffing (especially in Maths). We currently have one vacancy in English, one in Geography, one in Science (maternity cover) and one in Languages. We are expecting two further staff to start maternity leave in January or February. We have recruited a Science teacher for September 2023.

In terms of non-teaching staff, we have filled vacancies for Science Technician (Matthew Asplin), Student Support Assistant (Christian Evans), Teaching Assistant (Susan Jarah), Catering Assistant (Kelly Sparks) and Behaviour Supervisor (Caroline Witherall), with these new staff settling in well. Jonathan Davies, our Senior Science Technician, leaves early January 2023 and Rob Hadley, one of our Assistant Site Officers, is retiring at the end of term. Our Site Assistant has transferred to D&T Technician, with both Site Assistant and Assistant Site Officer posts advertised. We are not currently recruiting to cleaning positions whilst the trust cleaning review/tending exercise is ongoing. One of our Assistant SENCOs, Laura Brasher, is moving to the new role of Deputy Designated Safeguarding Lead.

Executive Board approval has now been given for business cases submitted by the academy to effect the next steps of the ROM/RD review of non-teaching staff.

Staff sickness absence during the latter stages of last term was a challenge, leading to classes being combined in the hall and other large spaces to do independent work whilst supervised by a member of SLT. Heads of Department have now been asked to plan for the use of 'masterclasses' (combined classes taught by an experienced subject specialist) if required.

Our SEND department has secured external funding for a sensory room, with much of the building work for this taking place over the Christmas break. In addition, the Reflection Room has been remodeled to become a Reset Classroom in line with the Astrea behaviour and culture framework. This included new booths and the removal of internal walls. Much of this work was undertaken by the Site Manager over the Christmas break in order to save costs.

New signage is now present in classrooms and corridors to reinforce our behaviour and culture expectations. Signage includes the following examples:

Our Rules

Our rules for the classroom and around the academy are underpinned by the values that drive our organisation and which all members of our community seek to aspire to every day

Around and Beyond the Academy Rules

- 01 Arrive to the academy on time wearing our full academy uniform with pride and adhering to our dress code
- 02 Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins
- 03 Follow all staff instructions - first time, every time
- 04 Demonstrate positive social behaviours, avoid raising your voice and refrain from inappropriate physical contact with others
- 05 Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community
- 06 Always transition around the academy safely with peace and purpose
- 07 Ensure all mobile phones and electronic devices are turned off and that they are not seen, heard or used during the academy day
- 08 Remember, you are an ambassador for the academy, and it is essential that you embody our values at all times.

Classroom Rules

- 01 Be polite and show respect for other people and the academy environment
- 02 Arrive on time, fully equipped and ready to learn
- 03 Enter the classroom in silence, following the entry routine
- 04 Follow all staff instructions - first time, every time
- 05 Work hard, with maximum effort - never disrupting others
- 06 Consistently demonstrate pride in the presentation of your work
- 07 Always do your homework to the best of your ability and hand it in on time
- 08 Stand in silence at the end of the lesson and follow the exit routine

Positive Rewards

Student reward and recognition is essential to our behaviour policy and the success of our academy. Here are all the ways in which students will be praised over time and what you should be aiming towards.



The Astrea Ascent

What motivates me when I make the right choice?



Achievement Points

The awarding of achievement points is closely aligned to student demonstrating the academy's values in a way that goes above and beyond the typical behaviours we expect of students. In most circumstances, staff will issue 1 achievement point.



Number on Roll Update

Current NOR

PAN: 296

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
January 2023	268	277	285	282	295	131	138	1,676
October 22 Census	268	276	288	277	294	127	140	1,670
1 st September 22	269	280	289	283	295	122	142	1,680
October 21 Census	284	292	287	292	292	156	153	1,756

Mobility and Elected Home Education:

Leavers and joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	2	6	11	7	2	0	3	31
Leavers in spring term 2023 to date	2	0	1	0	0	0	0	3
Total number of Leavers 2022-23	4	6	12	7	2	0	3	34
Joiners in autumn term 2022	1	6	7	8	3	1	0	26
Joiners in spring term 2023 to date	0	2	0	1	0	0	0	3
Total number of Joiners 2022-23	1	8	7	9	3	1	0	29

Elected Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22	4	4	3	2	1	0	0	14
EHE Autumn term 2022	1	2	0	1	1	0	0	5
EHE Spring term 2023 to date	0	0	0	0	0	0	0	0
EHE YTD 2022-23	1	2	0	1	1	0	0	5

Any Other Academy Matters

The academy's dance show, Ivolution, returned in November, involving around 130 students and with good ticket sales on both evenings. Whilst the change to split lunchtimes has meant a decline in the number of lunchtime clubs, after school clubs are continuing with good uptake.

A number of parent forums took place last term, including for Person Development which was oversubscribed and two opportunities for parents to speak directly with senior leaders about the changes to the behaviour policy. Year 9 to 13 parents were also invited to a talk with CASUS on 11th January, and our next Personal Development parent forum is planned for later this month.

End of the Principal's Report.