



ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 19 JUNE 2024 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

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

Clerk: Tomas Thurogood-Hyde

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

| Minute Reference | Summary of action required | Responsible | Status |
|------------------------|--|-------------|--------------|
| 1 May 2024 Item 4.4 | Ms Wood to put the academy in touch with Cambs and Peterborough Sexual Violence Partnership Service, potential training opportunities. | HW | 7 June 2024 |
| 1 May 2024 Item 7.1 | Present persistent absentee analysis to the committee | Principal | 31 May 2024 |
| 1 May 2024 Item 9.1 | Skills Audit to be discussed at next LGC meeting, add to agenda | Clerk | 19 June 2024 |

Agenda

| Item | Timings | Subject | Format |
|------|---------|--|--|
| 1 | 5 mins | Introductions and apologies | Oral item – Chair |
| 2 | 5 mins | Minutes of last meeting, matters arising and actions – 1 May 2024 | Papers (pp3-11) - Chair |
| 3 | 5 mins | Declarations of interests | Oral item – Chair |
| 4 | 10 mins | Ofsted feedback | Oral item – Principal |
| 5 | 40 mins | Interim Principal's report <ul style="list-style-type: none"> Interim Principal's highlights from the report; focus on attendance, behaviour and rewards Committee questions on report; report circulated in advance of the meeting Questions may be provided in advance to the Clerk to ensure additional information can be made available for the meeting if required | Papers attached (pp12-57) with oral contributions from leads – Principal |
| 6 | 5 mins | PAC update | Oral item – Chair |

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| 7 | 10 mins | St Ivo LGC Skills Audit 2024 | Papers attached (pp58) – Clerk |
| 8 | 10 mins | Chair’s update | Oral item - Chair |
| 9 | 5 mins | Membership and visits <ul style="list-style-type: none"> • Reports and feedback | TBC Chair |
| 10 | 2 mins | LGC meeting dates 2024-25: Wednesday 9 October 2024 Wednesday 4 December 2024 Wednesday 5 February 2025 Wednesday 26 March 2025 Thursday 15 May 2025 Wednesday 2 July 2024 | Oral item - Chair |
| 11 | 2 mins | Date of next meeting: 9 October 2024 | Oral item - Chair |
| 12 | 2 mins | Another other business | Oral item - Chair |



MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING
WEDNESDAY 1 MAY, 3:30 p.m.
ROOM 2, MAIN BLOCK

Members Present:

Philip Speer (Chair), Claire Burke, Matt Carnaby, Tony Meneagh, Paul Mumford, Tomas Thurgood-Hyde, Heather Wood.

In Attendance: Mike Craig, Jo Myhill-Johnson, Clare Sherwood, Jane Panter, Clare Webster, Melanie Basson (Clerk).

| Minute Reference | Summary of action required | Responsible | Status |
|-----------------------------|--|-------------|-------------------|
| 1 February 2024 Item 6.0 | Liaise on the final arrangements for the PAC, with a view to enabling the next LGC meeting to make appointments. | TM/TTH/PM | Complete - Item 5 |
| 13 March 2024 Item 5.0 | Finalise PAC TOR | TTH | Complete - Item 5 |
| 13 March 2024 Item 6.1 | Ms Sherwood to circulate an overview of the Sixth Form at next LGC meeting. | CS | Complete - Item 6 |
| 13 March 2024 Item 9.2 | Assign each AIP objective to respective Link Lead role, to be communicated by the end of this term. | TM | Complete |
| 13 March 2024 Item 9.3 | Proceed with the recruitment process and invite both staff candidates to next LGC meeting. | Clerk | Complete |
| 13 March 2024 Item 9.4 | Undertake a Skills Audit for the LGC | Clerk/All | Complete - Item 9 |
| 1 May 2024 Item 4.4 | Ms Wood to put the academy in touch with Cambs and Peterborough Sexual Violence Partnership Service, potential training opportunities. | HW | 7 June 2024 |
| 1 May 2024 Item 7.1 | Present persistent absentee analysis to the committee | Principal | 31 May 2024 |
| 1 May 2024 Item 9.1 | Skills Audit to be discussed at next LGC meeting, add to agenda | Clerk | 19 June 2024 |

| ITEM | |
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| 1.0 | Introductions and Apologies |
| 1.1 | There were no apologies for absence received. |
| 1.2 | Introductions were given, welcoming Jane Panter and Clare Webster as St Ivo LGC staff members. |
| 2.0 | Minutes of the last meeting, matters arising and actions – 13 March 2024 |
| 2.1 | The register of actions was updated as above. |
| 2.2 | Matters arising St Ivo AIP objectives have been allocated to respective Link Lead roles, and shared with the committee. |
| 2.3 | <u>In light of the academys plan to increase Period 6 sessions for Year 11, Ms Burke asked whether staff are onboard to deliver these sessions.</u> Mr Meneagh stated confidence that staff are on board and highlighted the academys coordination of P6 as detailed in the Maximising Achievement Plan. |
| 3.0 | Declarations of interest |
| 3.1 | There were no declarations of interest in addition to those already known to the committee. |
| 4.0 | Interim Principal's Report – committee questions on the report were circulated in advance of the meeting |
| 4.1 | The committee noted the Interim Principals report to include: <ul style="list-style-type: none"> • Safeguarding • Data Analysis March Mock Exams • Year 11 (& 13) Maximising Achievement Plan Update • Teaching and Learning • Behaviour and Culture • Including updated suspension reduction plan • Attendance • SEND Update • Astrea Reads Update • Transition Update • HR, Operations and Site Update • NOR Update and Projections for September 2024 • Any other academy matters: to include enrichment and community |
| 4.2 | Taking the report as read, the committee raised the following points and questions: |
| 4.3 | <u>Sixth Form</u> Mr Meneagh informed the committee the St Ivo newsletter of 19 April, informed parents/carers which courses would be offered in the Sixth Form from September 2024, based on current knowledge of staff changes and student preferences. All of the current 109 Sixth Form applicants were able to choose appropriate courses in place of those not running. |

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| | <p><u>Mr Mumford questioned how many scholars were affected by courses not running.</u> Mr Meneagh informed the committee, around twenty scholars, covering between 1-4 subjects were affected. However, in some cases this resulted in other courses becoming viable again.</p> <p><u>Ms Burke enquired how many scholars chose St Ivo Sixth Form as their first choice.</u> Ms Sherwood explained the perception of scholars being required to state a particular provider as their first choice in order to gain a place, makes it less meaningful in determining scholars preferences.</p> <p><u>The Chair questioned whether there was at one point a projected role number of 140.</u> Mr Meneagh confirmed Sixth Form numbers were predicted at 140 but 109 is more than likely a more accurate prediction.</p> |
| 4.4 | <p><u>CCTV monitoring</u></p> <p>Mr Meneagh referred to page 17, with regard to CCTV installation, informing the committee the academy has received a first quote (£31,335.00) for the CCTV (88 cameras in total = 33 outside cameras, 32 inside corridor cameras, 23 stairwell cameras). The quote has been split into three in order to plan a phased costing and implementation programme (depending on when the funds are released). All fencing and the new turnstile are now installed.</p> <p><u>Mr Mumford questioned what policy covers the reasons for the use of CCTV around school.</u> The committee were informed the primary purpose of using CCTV around school is safeguarding. The terms of use of the CCTV system is determined by the Data Protection policy.</p> |
| 4.5 | <p><u>Safeguarding</u></p> <p>Referring to page 18, Mr Meneagh informed the committee sexual harassment training was completed via assemblies and PD sessions for years 7-11 during week beginning 18/03/2024. This was adapted for the Sixth Form and implemented during week beginning 20 April 2024.</p> <p>Referring to page 19, Mr Meneagh informed the committee the increase in school counsellor referrals is linked to mental health increases, and lack of referrals reaching threshold for CAMHS. The introduction of mental health first aider (MHFA) training is designed to provide more expertise at the first tier level to ensure all students waiting for counselling or CAMHS have a level of support in the meantime.</p> <p>Mr Meneagh informed the committee of 10 domestic violence incidents reported in 2022-23, affecting 7 scholars. So far in 2023-2024, 28 domestic violence incidents were reported, affecting 19 scholars. These incidents cover a large range/ spectrum of severity from very low, to very serious.</p> <p><u>Ms Wood suggested targeted staff awareness training and advice might be available through Cambs and Peterborough Sexual Violence Partnership Service. Action: Ms Wood to put the academy in touch.</u></p> <p>Mr Meneagh reported SCR scrutiny will include the Ofsted visit on 23/04/2024. The school (and Trust) are moving from a 'bound book' approach to recording positive handling to a CPOMS system. Training with trust staff for this happened on 29/04/2024. This will mean that all safeguarding records involving students will be held in one place.</p> |
| 4.6 | <p><u>Personal development</u></p> |

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| | <p>Mr Meneagh reported a recent change to Personal development staffing. Clare Sherwood has taken on overall responsibility for this area, with the support of Jo Robertson (Assistant Principal). A review into what additional staffing support can be put in place for this area from the main staff body is underway; also working on reducing the number of staff delivering personal development next year to improve consistency.</p> |
| 4.7 | <p><u>Ofsted – deep dive subjects</u></p> <p>Mr Meneagh informed the committee, the deep-dive subjects seen during the Ofsted inspection were: science, languages, English, mathematics, history and physical education.</p> <p>Heads of department have been informed of the priority in Sixth Form subjects to have at least two teachers delivering. This will support succession planning and development/ improvement with staff being able to work collaboratively rather than on their own.</p> <p><u>Mr Mumford asked whether the need to have two staff for each subject is likely to have an impact on staff.</u> Mr Meneagh said this will make no difference now, but will be more secure for cover going forward.</p> |
| 4.8 | <p><u>Behaviour</u></p> <p>Mr Meneagh informed the committee that Ben Daly (Vice Principal) is investigating reduction in negative consequences in parallel with reduction in house points. Feedback from student voice is that staff may be forgetting to hand these out. This will be a priority moving forward in ensuring consistency.</p> <p>Jo Robertson (Assistant Principal) is working at developing rewards within the school. Principal commendations have been completed this week, and last week, for all students nominated by their tutors (the best two per tutor group). Jo is also going to introduce half-termly 'Golden time' events recognising the students who regularly attend and have very few negatives (but not necessarily the highest positives) with a view to ensuring everyone is celebrated.</p> <p><u>In light of the number of house points being issued, Mr Mumford enquired whether the academy is considering devaluing house points.</u> Ms Sherwood stated whilst rewards are welcomed by scholars in recognition of their efforts, as expressed in student voice sessions, the academy has no plans to devalue House Points.</p> <p><u>The Chair identified 50 Year 11 scholars attended Reset in Spring term 2 and sought an explanation for this increase.</u> Mr Meneagh explained most Year 11 detentions were issued to scholars who had chosen not to attend detentions, pointing out most of these would be one off incidents; when addressed most detentions are not repeated.</p> <p>Mr Meneagh informed the committee scholars are rewarded with baked muffins as a motivator every half term in recognition of tutor group contributions. Scholars who have no negative points and have 100% attendance are rewarded with donuts. Noting the many opportunities for the academy to celebrate students work and achievements.</p> <p><u>Ms Wood questioned whether scholars extracurricular activity achievements are celebrated in school.</u> Ms Sherwood confirmed scholar's external achievements are celebrated in Tutor time.</p> <p>Mr Meneagh explained 'casual' poor language is being addressed with scholars via assemblies.</p> |

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| | <p>The academy were clear with students that the reboot assemblies did not introduce new rules, or change anything. Some students had expressed worry that they were having to learn new rules, and the academy wanted to clarify this for them in a 'You said, we did' manner.</p> <p><u>Mr Mumford questioned what outcome the academy hopes to achieve by addressing 'casual' swearing with scholars.</u></p> <p>Ms Sherwood explained scholars need to understand what is and what is not appropriate in certain situations. For example, during a football game or when younger children are present.</p> <p>Mr Meneagh explained the academy encourage scholars to use their vocabulary which enables scholars not to need to use casual swear words.</p> <p><u>Ms Burke enquired whether the academy has identified a reason that suspensions reduced last term.</u></p> <p>Mr Meneagh reported the academy has applied the same approach to issuing suspensions and was pleased to report improvements to suspension rates. Ms Myhill-Johnson informed the committee the academy has the lowest suspension rates for Astrea secondaries.</p> |
| 4.9 | <p><u>Catering</u></p> <p>Mr Meneagh informed the committee St Ivo has opted to move to an external provider for catering from September 2024. The name of the company will be communicated when contracts are finalised.</p> <p><u>Mr Mumford enquired whether catering prices would increase.</u></p> <p>Mr Meneagh stated conversations around catering pricing arrangements are yet to be finalised.</p> <p><u>Ms Burke questioned whether the School Council will be involved in the process of tendering.</u></p> <p>Mr Meneagh said that Anthony Ward is managing the tendering process, but will follow this up and feedback.</p> <p><u>Ms Wood questioned whether is there an expectation that catering staff will continue to provide support to staff following the re-tendering process.</u></p> <p>Mr Meneagh confirmed the role of catering staff to work with students will remain the same.</p> <p>The Chair suggested quality assurance of the catering provision is monitored.</p> |
| 4.10 | <p><u>Attendance</u></p> <p>Following the departure of the Attendance Officer in April 2024, the committee were informed the academy is currently advertising for a new Attendance Officer and Attendance Manager and hopes to appoint during week beginning 20 May 2024. Currently, Dave Varey (Assistant Principal) and Emma Dones (Assistant Principal) are completing these roles with administrative staff support.</p> <p><u>Ms Wood questioned whether scholar attendance patterns are monitored.</u></p> <p>Mr Meneagh confirmed trends can be identified and are discussed in fortnightly BASI meetings.</p> |
| 4.11 | <p><u>Astrea Reads</u></p> <p>Referring to page 39, Mr Meneagh presented a representation of a number of positive feedback from scholars in relation to Astrea Reads. Negative feedback from some students who want to choose their own books, their experience of the reading sessions isn't always consistent - some staff are more enthusiastic</p> |

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| | <p>than others. The school will continue to complete student surveys in order to track changes in sentiment over time.</p> <p><u>Ms Wood suggested text may be skipped due to the topic/language, and questioned whether there are links to PD in relation to topics covered in the books. And suggested information could be made available for parents/carers to support and discuss with their children.</u></p> <p>Ms Myhill-Johnson said significant support and guidance is provided to staff on how to deal with difficult text/warnings and expectations of what subjects are covered. Louise Jackson discussed with staff how to prepare scholars for difficult subjects, to include racism, rape and explicit language.</p> <p>Mr Carnaby recognised some topics might not be covered in the PD curriculum and acknowledged we need to consider this in book choices, mentioning Heads of Year continue to review book choices. With regard to Astrea Reads recommended text list, Ms Myhill-Johnson highlighted each academy are not obliged to follow this to the letter, academies can replace book choice with another, sympathetic of student demographic.</p> <p><u>Considering Astrea Reads sessions are around twenty minutes, Ms Burke questioned whether staff can read to scholars at pace, whilst allowing discussions to run freely.</u></p> <p>Mr Meneagh confirmed there is flexibility for staff to break from reading and address issues which require discussion where appropriate.</p> <p><u>Mr Mumford questioned in light of reading targets, whether all groups finish the book in the time allowed.</u></p> <p>Mr Meneagh was confident this should not happen as the pace is set by staff; some groups will reach the end of a book faster than others. These groups will read short stories to maximise efficiency in quality reading time, whilst others have longer to finish the book.</p> <p>Mr Meneagh made reference to page 40, explaining NGRT ages e.g. 09:10 refer to years and months (9 years, 10 months). The numbers in the table refer to the current module being studied (mostly module 26). There are 33 modules (numbered 1-33). A student staying on module 26 may be accessing higher modules, but has not yet successfully completed module 26.</p> <p><u>Mr Carnaby identified scholar NGRTs reading ages have declined.</u></p> <p>Mr Meneagh confirmed the reported figures are correct.</p> <p><u>Ms Burke enquired whether the academy could discuss the rationale of Phonics/Fresh Start from Year 7 as part of Year 6 transition.</u></p> <p>Ms Sherwood confirmed discussions take place around individual scholars academic abilities.</p> <p>Mr Meneagh acknowledged the need to further develop the academy's approach to supporting students with English as an Additional Language.</p> |
| 4.12 | <p>Admissions</p> <p>Mr Meneagh reported the academy has recently purchased the "Admissions Plus" programme; this should support administrative staff workload in handling year 6 into 7 admissions, year 11 into 12 admissions and options and year 9 into 10 options. The system also provides a central method for parents and carers to engage in the admission process.</p> <p>The committee noted Year 7 entries confirmed to date for September 2024 on page 46.</p> |

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| 4.13 | <p>Staffing</p> <p>The committee noted staff changes, noting the final list will be reported in the June LGC meeting after the 31 May 2024 resignation deadline has passed.</p> <p><u>Ms Wood questioned whether the academy staff turnover is typical of other similar academies.</u> Mr Meneagh explained the academy has a high number of experienced staff who are retiring, whilst others are relocating, stating no two academies are the same for comparison.</p> <p><u>Mr Mumford questioned whether staff leaving is related to Trust management practices, as alleged in social media.</u> Mr Meneagh confirmed two or three staff are leaving as they are not in support the direction of the academy/Trust.</p> <p><u>Referring to page 59, Ms Burke questioned the rationale of the decision to roll the Year 11 EEN model forward for some subjects following Spring mocks.</u></p> <p>Mr Meneagh explained the Trust works with Head of Department to raise standards in prediction data, using resources and assessments to compare how actual results compare to predictions. <u>Ms Burke asked how this is communicated with staff.</u> Mr Meneagh confirmed the approach is through CPD and coaching.</p> |
| 5.0 | <p>Parent Advisory Council</p> |
| 5.1 | <p>The committee acknowledged Mr Mumford will Chair St Ivo PAC.</p> <p>Following an invitation for nominations to join St Ivo PAC, Mr Meneagh informed the committee six nominations were received, the details of which were shared with the committee for consideration. Mr Meneagh informed the committee no applications were received from members of the Parent Forum as yet.</p> <p>Recognising the academy's aspirations of welcoming around twelve members to the PAC, considered whether the purpose of the PAC could be achieved with fewer members. The committee decided it was enough to get started, with a view further communication might attract more interest once the PAC was up and running. The committee agreed communication should clarify the PAC Terms of Reference, and explain how this fits into the academy structure with regard to decision making.</p> <p>When selecting PAC members, the committee considered factors to include:</p> <ul style="list-style-type: none"> • PAC Terms of Reference • Ability to meet the purpose of the PAC – engaging parents/carers in raising appropriate challenge to improve the academy • Availability and commitment • Nolan principles: Selflessness, integrity, objectivity, accountability, openness, honesty and leadership. • Balanced approach. <p>Mr Meneagh agreed to inform individual candidates of the LGCs decision by the end of the week and provide clarity of reasons to those not selected.</p> |

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| 6.0 | Sixth Form overview |
| 6.1 | <p>Ms Sherwood presented an overview of St Ivo Sixth Form, reporting a reboot of what Sixth Form has to offer. A media presentation has been prepared, which demonstrates the Sixth Form ethos and vision.</p> <p>Ms Sherwood reported Sixth Form attendance is good.</p> <p><u>The Chair enquired in relation to the Sixth Form strategy to increase numbers in the future.</u></p> <p>Ms Sherwood reported a rebrand and relaunch, demonstrating what to expect of the Sixth Form experience and offers a wide variety of subjects. The academy is communicating this to the current Year 11 with plans to present at the Year 10 taster day.</p> <p>The committee recognised the impact this years examination results might have on scholars choosing St Ivo Sixth Form.</p> <p>Ms Myhill-Johnson highlighted, when scholars are considering further education within Cambridgeshire, St Ivo, along with Longsands Academy in St Neots were two of a few school based Sixth Forms. This provides an advantage where scholars integrate into the rest of the school, providing 11-18 continuity in education provision.</p> <p><u>The Chair suggested St Ivo has a short term focus to promote results which might later attract more scholars to the Sixth Form going forward.</u></p> <p>Mr Meneagh confirmed the academy continues to support all scholars in achieving the best outcomes to be successful as they can be. Entry levels have been reviewed in support of this also.</p> <p><u>Mr Thurogood-Hyde sought confirmation of Mr Meneagh's intention to codify the plan for the Sixth Form.</u></p> <p>Mr Meneagh confirmed this.</p> <p><u>Ms Wood questioned whether the academy received budgetary support from Astre to offer a good range of subjects.</u></p> <p>Mr Meneagh explained St Ivo offer a broad and balanced range of subjects in the curriculum for which appropriate funding is allocated.</p> <p><u>Ms Wood asked how the number of subject choices St Ivo offer compares to other local providers.</u></p> <p>Mr Meneagh stated St Ivo Sixth Form offers a comparably good number of subjects.</p> <p><u>Mr Mumford questioned when forecasting scholar numbers, whether the academy expect numbers will fall further, which might prove challenging to reinstate some subjects and recruit staff in the future.</u></p> <p>Mr Meneagh explained the academy predicts the lowest scholar numbers are expected in Sept 2024, but expects this will grow.</p> <p>The committee agreed Ms Wood's next Sixth Form visit would be scheduled for the autumn term, and would cover examination results.</p> |
| 7.0 | Persistent absentees |
| 7.1 | <p>Mr Meneagh informed the committee Mr Varey has conducted analysis around persistent absentees.</p> <p><u>Action: Persistent absentee analysis to be circulated after this meeting.</u></p> |
| 8.0 | Self-Evaluation Framework and Academy/Rapid Improvement Plan |
| 8.1 | The committee acknowledged points addressed in previous agenda items at this meeting. |
| 9.0 | St Ivo LGC Skills audit |
| 9.1 | <p>The Clerk conducted a skills audit representing the skills and experience of all current LGC members. <u>Action: The Clerk was asked to add this to the next LGC meeting agenda for discussion.</u></p> |

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| 10.0 | Chairs update |
| 10.1 | The committee acknowledged points addressed in previous agenda items at this meeting. |
| 11.0 | Membership and visits |
| 11.1 | <p>Link Lead visits</p> <p>Mr Carnaby was thanked for his report from the Careers visit on 21 March 2024 and questions were invited.</p> <p>Mr Carnaby informed the committee of his plan to focus on succession planning on his next careers link lead visit.</p> |
| 12.0 | <p>Date of next meeting and future agenda items</p> <p>This was confirmed as 19 June 2024.</p> <p>Future agenda items:</p> <ul style="list-style-type: none"> • Skills audit results • 2024-25 LGC meeting dates |
| 13.0 | Any other business |
| 13.1 | All parties were thanked for their contribution and retired from the meeting. |

The meeting closed at 5.40pm

Principal's Report

Summer Term Two

2023-2024

St Ivo Academy
Tony Meneagh

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Introduction and contextual information about the school:

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

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

The Ofsted inspection on 23 and 24 April was a positive experience for the school, and this was recognised by the awarding of 'Good' in the recent report shared with all stakeholders. The safeguarding at St Ivo was recognised as 'being effective'. The collaboration, compassion, dedication and collective force of the entire staff body and trust partnership was incredible to witness, and be part of, and at times, humbling to observe. We are very proud of our school community.

Mental health remains the highest trend at St Ivo, even into the summer term. The Astrea school counsellors are a lifeline to the students. To increase capacity would be valuable given the exponential rise in requests for mental health counselling. The waiting list for students to see the Astrea counsellors continues. St Ivo has access to one day a week of a school-based counsellor, provided by the trust. The access to an Astrea counsellor has been reduced from 2.5 days to 1 day, due to two counsellors leaving and one replacement being appointed. It is hoped an additional counsellor will be recruited before September 2024. The DSL and DDSL completed the L3 mental health training in January 2024. It is our goal to have more L3 first aid in mental health trained in the summer term. We have secured training for around 20 members of staff to take place on 20 & 21 June and 3 & 4 July. On 14 February 2024, St Ivo hosted a mental health forum for parents and carers, in a joint approach by the PD lead and DSL. This was a success, and a lot of information was shared between PD, safeguarding, Astrea counsellors and the Younited team with our parents and carers. St Ivo completed and published a mental health booklet to compliment the event. This booklet is used widely in school and shared with students, parents, carers, professionals and staff.

I would also like to point out that we have had an increase in the number of DV notifications and incidents. St Ivo Academy current YTD data is 24 students impacted and 36 incidents raised. Sadly, this number is likely to increase before the academic year ends. For comparison, last year's data (2022-2023) was 7 students and 10 incidents. I would also like to share that the national data, as collated by the National Centre for Domestic Abuse (NCDA), 2.4 million victims of domestic abuse (1.7 million women and 699,000 men). This equates to 1 in 5 people experiencing domestic abuse in their lifetime (1 in 4 women and around in 6 or 7 men). We are delivering domestic abuse training to our staff on Tuesday 25 June to raise awareness.

The DSL and DDSL have attended the Astrea Safeguarding Network meeting in Sheffield. This was the first event to bring all the DSLs across the trust together. It was a valuable experience and an opportunity to listen to regional and national speakers sharing key information. The DSL and DDSL have recently attended a CPD

training sessions, further enhancing our skills in parental conflict, self-harm, overcoming mental health stigma in the Muslim community and criminal exploitation.

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

St Ivo continues to work closely with the local Targeted Support service to provide interventions for students. The Emotional Resilience program is a new initiative aimed at Y7's to build confidence, self-esteem and resilience. There are further plans to work alongside targeted support to create and deliver a pilot program around Ethnicity, Diversity and Inclusion.

Transforming lives and Impact are two further programmes being offered to the school in the spring and summer terms. Our transforming lives program was recently offered to a group of students, but due to lack of engagement from families unfortunately did not go ahead. In order to promote this more positively, we are embarking on an advertising project from September 2024, to share with parents the school's offer regarding services available.

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

The safeguarding team is continuing to work alongside the local primary schools to ensure we are prepared for all the students transitioning to St Ivo in September 2024. The safeguarding team will be in attendance at the local youth club piloted and ran by Westfield school. The scheme was set up last year where vulnerable and anxious students are brought together to bond and build relationships prior to starting in September at St Ivo. St Ivo's attendance did indeed reassure the parents/carers and students, especially as were able to start to build positive relationships and offer appropriate support. This was very well received.

Summary Update:

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

| | Update | Next Steps and Further Actions | Any Trust Actions |
|------------------|--|---|--|
| | <p>Trust safeguarding review completed September 2023. The review was positive and an improvement on the previous year. There were some areas to improve further, some of these are captured below:</p> <p>Further student voice to explore positive working relationships with some staff Further student voice to explore inconsistencies in the management of behaviour during lesson time.</p> <p>Student's articulation of sexual harassment is weak.</p> | <p>Internal student voice conducted November 2023. The results indicate a more positive outcome for working relationships and further work required to build more consistent behaviour management in lessons. Further student voice conducted in April 2024 - reiterated that students know where to go for support, but that they are frustrated with a lack of behaviour consistency with a minority of teachers.</p> <p>Further PD sessions planned for 23/24 to reinforce learning. This element was delivered summer term 1.</p> | <p>TSO to assist with CPOMS training. Meeting TSO 12/01/24 (training delivered 8/3/24)</p> <p>TSO to support internal CPOMS audit Meeting TSO 12/01/24</p> |
| Trends in School | Mental health (anxiety, self-harm, suicidal ideation) remains the most prevalent issue and can impact attendance. | <p>Mental health is taught as part of the PD program. PD lead and DSL working to raise awareness and plan a parent forum. Mental health forum took place on 14/2/24 – successful event.</p> <p>DSL & DDSL attending Astrea level 3 mental</p> | Trust SEND Officer provide training 30/31January 2024 |

| | | | |
|--|--|---|---|
| | | <p>health course January 2024.</p> <p>DSL/DDSL/Assistant Sendco Completed and awarded certificates.</p> <p>L3 First Aid in mental health training is being delivered 20 & 21 June and 3 and 4 July for approx. 20 members of staff.</p> | |
| | <p>Increase in referrals to Astrea school counsellor has significantly increased. This is a valuable resource for students</p> | <p>Use of Astrea Counsellors</p> <p>DSL to create a mental health booklet for students / parents to signpost to services. Resource to be completed by 22/01/24. Booklet completed and in circulation and being shared with students, parents/carers, staff. Booklet is reviewed and updated termly.</p> <p>Staff to continue to support student concerns. Member of staff dedicated to supporting protective characteristics has had a positive impact.</p> | <p>Trust to increase counsellor days to meet exponential demand for support. Trust to recruit further counsellor.</p> |
| | <p>Bullying, racism and homophobic concerns have increased. The increase is due to the way we report issues and awareness has increased due to the PD program.</p> | <p>ItStopsNow campaign started January 2024 – SLT lead assemblies for Y7-Y11. High profile using electronic screens and banners. This was relaunched on 27th February. This is a positive way for students to communicate worries and is being utilised by students.</p> | <p>PD National Lead working with School PD Lead and Vice Principal</p> |

| | | | |
|--|---|--|--|
| | We have recently seen an increase in DV notifications from MASH. | Planned detailed training for all staff in June 2024. Use of staff briefings to share scaled down DV information/mini training on 29/4/24 | |
| Update on significant cases (anonymised) | | Note: one ICPC taking place – potential CP outcome. Cases to be reviewed with Principal during safeguarding meetings | |
| Summary of referrals made | 4 x CSC referrals 3 x EHA referrals 2 x Younited referrals 4 x school counsellor referrals 1 x Embrace referral 1 x CASUS referral | CSC: 2 x Neglect 2 x CCE EHA: 1 x Neurodiverse (with added request for a FW) 2 x YPW | |
| Ofsted Qualifying Complaints | None | | |

Welfare Profile:

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

| Children at risk and children in need: | Current 1628 (summer term 2) | Previous Report (Summer term 1) 1629 | This time last year |
|--|------------------------------|--------------------------------------|---------------------|
| Number and % of PP | 296 (18.18%) | 294 (18.04%) | 304 – 18% |
| Number and % of LAC | 4 (0.245%) | 4 (0.245%) | 7 – 0.4% |
| Number and % of young carers | 36 (2.21%) | 36 (2.21%) | 53 – 3.1% |

| | | | |
|--|------------|------------|------------|
| Number and % of scholars privately fostered | 2 (0.12%) | 2 (0.12%) | --- |
| Number and % of scholars with CP plan | 1 (0.06%) | 0 (0%) | 0 – 0% |
| Number and % of CIN | 2 (0.12%) | 2 (0.12%) | 10 – 0.58% |
| Referrals made for early help | 3 (0.18%) | 3 (0.18%) | 2 – 0.11% |
| Family support assessments conducted | 4 (0.245%) | 4 (0.245%) | 2 – 0.11% |
| Proportion meeting threshold | 4 (0.245%) | 4 (0.245%) | --- |
| CP meetings attended | 0 (0%) | 0 (0%) | 0 – 0% |
| Number and % of scholars with an EHCP | 22 (1.35%) | 23 (1.4%) | 19 – 1.13% |
| Number and % of scholars with serious medical conditions | 0 (0%) | 0 (0%) | 4 – 0.23% |
| Number and % of scholars receiving external support: CAMHS | 8 (0.49%) | 8 (0.49%) | 8 – 0.47% |
| Number and % of scholars receiving external support: behaviour support | 0 (0%) | 0 (0%) | 6 – 0.35% |
| Number and % of scholars receiving external support: S and L | 0 (0%) | 0 (0%) | 4 – 0.23% |
| Referrals to Channel | 0 (0%) | 0 (0%) | 0 – 0% |

SCR Scrutiny:

As part of the recent Ofsted inspection the single central record was checked by the lead inspector. Checks have also been carried out by Rosie Hart, Trust Head of Safeguarding.

The following reviews and actions have been completed since January:

- 25/01/2024 - Review by Tony Meneagh, Interim Principal, with Craig Keady, external consultant (holistic overview of SCR)
- 27/02/2024 - Review by Julie Carles, Regional Operations Manager (holistic overview of SCR)
- 27/02/2024 - Review by Tony Meneagh, Interim Principal (particular focus on checking column R: self-declarations)
- 19/03/2024 - Review by Tony Meneagh, Interim Principal, Laura Brasher DSL, Anthony Ward Director of School Strategic Operations and Donna Hartley, Acting Executive Assistant (particular focus on checking columns L – S)
- 18/04/2024 - Update meeting from Kelly Kirk (HR recruitment) covering her team's review of the HR files and links to the SCR, also examining risk assessments
- 19/04/2024 - Review by Tony Meneagh, Interim Principal
- 23/04/2024 - Ofsted inspection

Statutory Requirements:

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

| Type of training | Date | Number of Attendees | Provider |
|------------------|------|---------------------|----------|
|------------------|------|---------------------|----------|

| | | | |
|---|--------------------------------|-------------------|------------------|
| National College Annual Safeguarding Module 23/24 | 4/9/23 17/11/23 10/01/24 | 164 173 180 | National College |
| National College Advanced Safeguarding Module 23/24 | December 2023 | 4 | National College |
| St Ivo Academy Safeguarding training 23/24 | 13/12/23 | 1 | Laura Brasher |
| St Ivo Academy Admin Safeguard training | 05/12/23 12/12/23 | 4 1 | Laura Brasher |
| St Ivo Academy CPOMS updates and overview training | 16/02/24 | 17 | Laura Brasher |
| St Ivo Academy Young Carers, FGM and Vaping | 08/03/24 | 100 | Laura Brasher |
| St Ivo Academy new starter training | 17/04/24 25/04/24 | 7 1 | Laura Brasher |
| St Ivo Academy level 1 training (Invigilators) | 25/04/24 01/05/24 | 7 1 | Laura Brasher |

Bullying:

| Aspect | Current number of incidents | Previous report | This time last year |
|------------------------|-----------------------------|-----------------|---------------------|
| All Bullying Incidents | 15 | 29 | 5 |
| Racist Incidents | 17 | 12 | 3 |
| Cyber Bullying | 3 | 3 | 0 |
| Homophobic Bullying | 4 | 10 | 2 |
| Transphobic Bullying | 1 | 3 | 0 |
| Total | 40 | 57 | 10 |

| Analysis and Next Steps |
|--|
| <p>The reported total number of incidents above has declined from 57 to 40 this half term. I believe this is due to the targeted and reinforcement of the Personal Development curriculum. This is supported by a robust assemblies and tutor time directed programmes. We are instilling in our school community that protected characteristics and subjected bullying is not acceptable and must be reported. Our #itstopsnow campaign and safeguarding email service has been widely promoted and utilised by students, parents/carers, and the community. There has been a marginal increase in reported racism incidents. This is not surprising when the school delivers its directed PD lessons, one being racism, we do generally see a spike. It is imperative the school keeps up the PD programme to ensure students do not forget the importance of reporting incidents of this nature and understanding it is not acceptable. We must not become complacent due to our figures reducing but respond by engaging with students and prioritising current trends within our responsive curriculum.</p> <p>The Vice Principal and PD Lead, pastoral team and safeguarding team forms part of the support process for both victims and perpetrators associated with protected characteristics. Awareness around bullying and protective characteristics continues to increase. The historic and current PD sessions have highlighted these issues, thus raising awareness, enabling students to recognise unacceptable behaviours and report</p> |

these to staff. Further PD sessions with more focus on these areas will raise awareness again. Even more focus is required to embed the knowledge and reinforce the delivery of these key topics through the PD programme. Our Vice Principal and PD Lead are working with the National Lead for PD, to re-engage students regarding the bullying using the program and materials of 'it stops now' campaign.

In a student voice conducted in half term 4, 86% of students in Years 7-11 said they know who to report bullying to. The next step with #itstopsnow is to continue embedding this into everything we do, whenever any topic is raised to link students to this reporting mechanism. Our student services booklet, highlighting all the different internal and external services available, continues to be emailed out to all students from Years 7-13 at the start of every half term. We will highlight it again at the end of the half term to provide support over the summer holidays. The DSL team are updating this on a weekly basis with new services as they come online.

Sexual Harassment:

| | Number of Incidents | | | | | | | |
|----------------------------|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 22/23 HT 2 | 23/24 HT 2 | 22/23 HT 3 | 23/24 HT 3 | 22/23 HT 4 | 23/24 HT 4 | 22/23 HT 5 | 23/24 HT 5 |
| Verbal Sexual Harassment | 2 | 0 | 0 | 1 | 2 | 1 | 0 | 0 |
| Physical Sexual Harassment | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 |
| Sexual Violence | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| TOTAL | 3 | 2 | 1 | 3 | 2 | 2 | 0 | 0 |

Analysis and Next Steps

There have been only a small number of reported sexual harassment cases over the course of the year. Sexual harassment remains a high priority in term of maintaining the high profile of this safeguarding category. Sexual harassment education continues to be delivered through PD lessons to raise more awareness of this issue. Following the Safeguarding Review in September 2023, it was noted that "students' ability to articulate what may constitute an example of sexual harassment requires attention". The school will need continued development and learning opportunities to embed their knowledge and understanding, so that this element can be addressed further. The PD curriculum gives students the opportunity to do this throughout this academic year.

I feel it is worthy to note, following an internal student voice in November 2023, found that years 8-13 were able to successfully explain what sexual harassment was. During spring term 1 more work with sexual harassment took place and there is further work being reinforced in summer term 2. Further student voice was carried out in April 2024. A sexual harassment assembly took place on 18 March 2024, with reminders of how to report these issues. From these activities, 84% of students say they have either never experienced or witnessed these behaviours, or the school identified and dealt with them effectively.

Year 10 into 11 Maximising Achievement Plan

Year 10 into 11 Maximising Achievement Plan

An update of the Year 11 MAP is given as appendix 1b)

Teaching and Learning

Next Steps:

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

- Further development of quality assurance processes via lesson drop ins and book looks
- Further development of the PowerAutomate systems to aid feedback loops/ Closing the loop
- External training offer eg NPQs
- Coaching and leadership training for new leaders and TLR holders
- Embedding CPD on Means of Participation, core routines, TLAC
- Further work on implementing the Fluency Framework across the curriculum (this has not been fully rolled out this year)
- Ensuring consistency in Reading and improving intervention opportunities for students
- Lesson preparation – ensuring teachers are regularly planning for TLAC/ Means of Participation in lessons
- Progress with the new Year 7 curriculum via training day launch on 28 June 2024
- Further embedding of directed practice in all sessions

Behaviour and Culture

Behaviour Data:

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

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

8 positive events to 1 negative

Suspensions (half-term 1):

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

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

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

7 positive events to 1 negative

Suspensions (half-term 2):

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

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

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

6 positive events to 1 negative

Suspensions (half-term 3):

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------------|--------|--------|--------|---------|---------|---------|
| Suspensions (number of students) | 6 (4) | 8 (5) | 10 (7) | 7 (6) | 8 (6) | 39 (28) |

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

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------|---------|---------|----------|---------|----------|-----------|
| House Points | 7, 590 | 5, 899 | 6, 484 | 5, 317 | 3, 329 | 28, 619 |
| Reminders | 358 | 721 | 694 | 318 | 254 | 2, 345 |
| Detentions | 176 | 388 | 487 | 327 | 576 | 1, 954 |
| Reset (number of students) | 20 (10) | 81 (32) | 111 (40) | 80 (34) | 148 (50) | 440 (166) |

6 positive events to 1 negative

Suspensions (half-term 4):

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------------|--------|--------|--------|---------|---------|--------|
| Suspensions (number of students) | 2 (2) | 6 (5) | 2 (2) | 3 (3) | 7 (6) | 20(18) |

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

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------|--------|---------|----------|---------|----------|-----------|
| House Points | 9, 049 | 8, 606 | 8, 723 | 7, 571 | 4, 186 | 40, 609 |
| Reminders | 478 | 784 | 904 | 321 | 214 | 2, 701 |
| Detentions | 221 | 399 | 592 | 354 | 371 | 1, 937 |
| Reset (number of students) | 15 (6) | 82 (34) | 148 (45) | 76 (33) | 104 (38) | 425 (156) |

8 positive events to 1 negative

Suspensions (half-term 5):

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|----------------------------------|--------|--------|--------|---------|---------|---------|
| Suspensions (number of students) | 1 (1) | 9 (7) | 11 (8) | 4 (4) | 3 (3) | 28 (23) |

Certificates/badges:

The table below shows how many students have achieved the house point milestones (6 September 2023 – 24 May 2024).

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

Golden tickets:

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

What worked well:

- Ratio of positive to negative house points remains healthy at 8:1. This has increased from half-term 4 to 5.
- Overall number of Reset events and students who received Resets, remains steady across the five half-terms and is tracking down from half-term 3 to 5.
- Decrease in the number of suspension events, compared to half-term 5 from 2022-23.
- Introduction of behaviour curriculum has allowed us to offer a responsive curriculum to issues that have spiked. We have included sessions on the school ethos and core values, to aid understanding and consistency around these topics.
- The new canteen, queuing system and increased seating has been a real positive. Echoed by positive student voice. We have recently started the implementation of biometric scanners, to hopefully speed the queuing system further.
- SLT transition points are being continuously reviewed (in some cases every morning during SLT briefing), to ensure coverage for every transition and key areas of the school. These have been laminated (with timetable and key info for each area) and given to all SLT to wear on their lanyards.
- Lessons generally remain very calm and good learning environments, although we still have challenges around passive learning.
- Many positives around behaviour (student/staff voice, observations, monitoring of systems) in recent Ofsted inspection.

Challenges:

- On-going challenge with students and uniform. In particular skirts being rolled, and shirts being untucked. **We have made a conscious decision not address this during the Year 11 exam period so as not to add undue stress to our Year 11s. There will be a focussed response to these concerns from 17 June 2024.**
- Truancy across small groups of girls, across multiple year groups remains a challenge.
- Large areas of the school site are not covered by CCTV cameras, which sometimes leads to investigations taking more time than should be required.
- Cover lesson standards (short-term supply), can be an issue around consistency of behaviour standards.
- Some students are being sent to the Reset classroom for poor lesson behaviour, and then choosing not to go to Reset. This then leads to truancy, and staff having to look for them.
- Students receiving multiple negatives in one-day i.e. 3-4 detentions in one day. Maximum consequence for detentions in a day is a 90-minute detention. Any additional detentions, over two, doesn't currently carry an automatic intervention.

Plan (key priorities in bold):

- **Tackle uniform issues and infringements consistently and rigorously (from 17 June 2024 once Year 11s have left).** This will include a change to how correction cards are used, and an update to the behaviour policy.
- Increase the number of students who are on Behaviour Support Plans for students who are repeat offenders. Ensuring that all students with 2+ suspensions, are on a plan.
- Laura Brasher is talking to the Locality Team, about a programme for girls/truancy.
- Utilise the Police Officer (PC Watkins), who is in school every Thursday, for students who display continued poor behaviour around the school site.
- Extra CCTV locations have been identified. Trust have given the okay for this, and we are seeking quotes.

- **Summer-term 2 re-boot assembly discussed key topics identified from summer-term 1. This includes students arriving to the Triage room (in reset) within 5-minutes of being sent. If students don't arrive then this will be seen as a 'failed reset', which may lead to a suspension.**
- Improve messaging/information to short term supply, around use of behaviour policy and consistency.
- **New daily behaviour tracker to be able to identify students who receive multiple negative behaviour events in one-day, so we can intervene in a timelier manner.**
- **Behaviour tracker also lets us identify 'hotspot' lessons, where multiple behaviour events have been created. We can then issue SLT/on-call support in the next lesson if required.**
- **Review behaviour policy in light of the Trust Behaviour working party meeting on Wednesday 5 June 2024, and we may investigate the use of ClassCharts for behaviour recording and parental engagement.**

Suspensions:

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

| | All Scholars | PP Scholars | SEND Scholars | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|-----------------------|--------------|-------------|---------------|--------|--------|--------|---------|---------|---------|---------|
| Number of Suspensions | 189 | 98 | 61 | 25 | 37 | 50 | 35 | 41 | 1 | 0 |
| % Of Cohort | 5.49% | 12.31% | 11.26% | 2.34% | 5.57% | 5.61% | 6.38% | 7.67% | 0.9% | 0 |
| Total Days | 376.5 | 210 | 112 | 55.5 | 84 | 95 | 60.5 | 80.5 | 1 | 0 |
| Suspension Rate | 12.91% | 30.15% | 26.41% | 8.36% | 12.89% | 17.54% | 11.74% | 14.29% | 0.9 | 0 |
| Permanent Exclusions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Suspensions for end of half-term 5 2022-23 stood at 212. There has been a decrease to 189, for the same stage this year. Half-term 5 was lower this year (28), compared to half-term 5 2022-23 (36).

Suspension analysis and commentary:

- Suspension numbers remain relatively low. Lower year-on-year: 189 this year, 212 last year.
- Suspensions tracked down, from half-term 1 (54), to half-term 2 (46), to half-term 3 (39), to half-term 4 (20). Small increase into half-term 5 (28), however this is still lower than for the same period last academic year.
- Suspensions for SEN E are down from 9 at this stage last year, to 4 this year.
- Suspensions for girls are up significantly this year, for the same stage. 110 to 63. Several students with multiple suspensions are now on AP or Behaviour Support Plans.
- Suspensions for boys are significantly lower this year, for the same stage 149 to 78.

Suspension Reduction:

We have not updated the school's suspension reduction plan further for this reporting round as our number of suspensions remain extremely low.

Permanent Exclusion:

One this year (start of summer term two). One last academic year.

Behaviour and Culture Analysis Next Steps:

Post May half-term Reboot:

Key themes have been identified, from last half-term. On the first day back, we recorded a re-boot assembly (hall out of use due to exams), where members of SLT discussed the topics (shown below). This was to help ensure that we get off to a positive start to this half-term. Form tutors played the assembly in Monday's form time, so they picked up on the same messages.





Continued implementation of the Behaviour Curriculum:

We are now into the third term of the Behaviour Curriculum at St Ivo. Feedback and QA suggests many positives of how the first two terms went. We have created a booklet for each term, and every student has their own copy. This has work that needs to be completed for each session. We have also created PowerPoints, which Heads of Year then voice over and distribute to their tutor teams. This has allowed for ownership to come from each HOY, but to also make each session bespoke for the needs of the individual year group. Front covers of all booklets (Term 1, 2 and 3), below, with topics.

Scholarship Curiosity Tenacity Responsibility Respect

Behaviour & Culture

Autumn 2023-24

ST IVO ACADEMY
Astrea Academy Trust
Nurturing Beyond Measure

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

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

During this term we will cover:

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

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



Name:

Tutor group:

Scholarship Curiosity Tenacity Responsibility Respect

Behaviour & Culture

Spring 2023-24

ST IVO ACADEMY
Astrea Academy Trust
Nurturing Beyond Measure

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

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

During this term we will cover:

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

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



Name:

Tutor group:

Scholarship Curiosity Tenacity Responsibility Respect

Behaviour & Culture

Summer 2023-24

ST IVO ACADEMY
Astrea Academy Trust
Nurturing Beyond Measure

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

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

During this term we will cover:

- ☐ Using Respectful Language & #ItStopsNow (Page 2)
- ☐ Presenting our Work with Pride (Page 3)
- ☐ Dressing Smartly (Page 4)
- ☐ Astrea Ascent – Re-visit (Page 5)
- ☐ Rewards and Recognitions (Page 6)
- ☐ Building Positive Relationships (Page 7)
- ☐ Listening Attentively (Page 8)
- ☐ Why is Character Important? (Page 9)
- ☐ Transition Safely with Pace and Purpose (Page 10)
- ☐ Following Instructions First Time (Page 11)
- ☐ April Re-boot (Page 12)

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

Name:

Tutor group:

Corridor Framework:

SLT staffing of transitions discussed every morning to ensure coverage of key locations. QA of lesson transitions for other staff to also be a focus.

Canteen:

In January, we implemented a new system in the canteen, to allow for better flow, speed up waiting time and extra seating. Feedback from staff and students has been positive on this so far. We are continuing to review and tweak (more additional seating, and possible partition wall) as time goes on. Biometric scanners are also in the process of being used, by increasing numbers of students (once prints have been scanned), to help speed up purchasing at the tills.

Lunchtime:

Staff positions are under constant review and are discussed daily at SLT briefings to ensure hotspots are covered.

Daily Behaviour Tracker:

New daily behaviour tracker to be able to identify students who receive multiple negative behaviour events in one-day, so we can intervene in a timelier manner.

Behaviour tracker also lets us identify 'hotspot' lessons, where multiple behaviour events have been created. We can then issue SLT/on-call support in the next lesson if required.

Uniform:

Launch of new uniform for Year 6 into 7. Three 'try before you buy' events scheduled to support purchasing. New PE kit also part of the launch. All students across Years 7-11, will be expected to wear the new legwear element of the new kit, to smarten the appearance of uniform on PE days. Financial support for Pupil Premium students included.

We have made a conscious decision not address this during the Year 11 exam period so as not to add undue stress to our Year 11s. There will be a focussed response to these concerns from 17 June 2024.

Attendance

Whole School Attendance

| | Key Attendance Target | This time last year | Year to date: End of summer term one |
|---------------------------------|-----------------------|---------------------|--------------------------------------|
| Whole School | 96% | 90.8% | 90.9% (91.1% Statutory) |
| Individual Scholar | 95% | | |
| Pupil Premium | 90% | 86.1% | 85.3% |
| SEND | 90% | 88.1% | 86.1% |
| Maximum % of pupils who are PA: | 15% | 29.4% | 26.3% (24.4% Statutory) |
| % of PP pupils who are PA: | 20% | 42.2% | 45.1% |
| % of SEND pupils who are PA: | 23% | 35.7% | 39.9% |

Attendance for Year 11: Class of 2026

| | Key Attendance Target | This time last year as Year 10 | Year to date: End of summer term one |
|---------------------------------|-----------------------|--------------------------------|--------------------------------------|
| Whole School | 96% | 90.8% | 89.3% |
| Individual Scholar | 95% | | |
| Pupil Premium | 90% | 84.7% | 80.8% |
| SEND | 90% | 87.6% | 85% |
| Maximum % of pupils who are PA: | 15% | 25.8% | 26.9% |
| % of PP pupils who are PA: | 20% | 44.4% | 48.2% |

| | | | |
|------------------------------|-----|-------|-------|
| % of SEND pupils who are PA: | 23% | 41.2% | 47.1% |
|------------------------------|-----|-------|-------|

Attendance for Year 10: Class of 2027

| | Key Attendance Target | This time last year as Year 9 | Year to date: End of summer term one |
|---------------------------------|-----------------------|-------------------------------|--------------------------------------|
| Whole School | 96% | 91.6% | 89.6% |
| Individual Scholar | 95% | | |
| Pupil Premium | 90% | 85.8% | 80.9% |
| SEND | 90% | 88.8% | 81.2% |
| Maximum % of pupils who are PA: | 15% | 25.2% | 29.1% |
| % of PP pupils who are PA: | 20% | 47.9% | 55.4% |
| % of SEND pupils who are PA: | 23% | 41.5% | 43% |

| Objective | Key Actions | Update and summary of impact to date |
|---|--|--|
| Raising the profile of attendance | HOY, SLT, SSAs to receive daily updates on attendance | Daily communication between – Attendance officer re: absence Dashboard set daily for viewing of HOY & SSA Weekly figures circulated to SLT PSG |
| | SSAs to meet with SLT Attendance lead | Meetings take place and discussions lead to early identification of attendance issues. Attendance interventions are put in place earlier. |
| | Share information with the wider school community – better utilise the staff bulletin to raise awareness | Staff bulletin now standardised via automation on a daily basis; attendance data will be added after the initial trial has been completed – Summer Term |
| | Refresher training to be delivered to SSAs to support the use of Bromcom and track daily attendance | Completed 12/01/2024 Updates given during weekly pastoral briefings. |
| Improve punctuality | Tackle punctuality more robustly – late gates and communication with all stake holders | Planned for half term 6 if capacity. |
| Review best practice in areas of compliance | Train new attendance team in all areas of compliance and best practice, utilising their prior experience from outside the school | Started WB 22/01/2024 when new officer started officially Further progression to systems including late procedures. Attendance officer has met with other trust school attendance leads and also local authority lead. |

| | | |
|--|---|--|
| | | New officer to start June 24. |
| | Review all attendance procedures in school, looking for efficiencies and areas of automation where possible to speed up response times and reduce the chance of human error | Started WB 22/01/2024 when new officer started officially; single point of absence reporting started from 22/01/2024 Email bounce back to encourage 8.30am reporting of absence the leading to Truancy call sent out by 9.15am. Plan to meet trust attendance support on 5 th March |

Attendance Next Steps:

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

- No Attendance officer in place or Attendance Manager – recruitment taking place.
- Attendance officer – appointed 20/5/24
- Train Attendance officer will be the priority for summer half term 6.
- Development of knowledge for the team around daily tasks and reporting systems.
- Tackle the attendance of all students to work on resilience, rewards and culture associated with attendance and punctuality.
- Pupil premium attendance targets and monitoring working with PP lead.
- 7 meetings taking place outside of weekly Pastoral briefing/Safeguarding/SLT updates: Year 7-11, 6th Form & SEND meetings take place over a two-week period.
- Weekly celebration of student's attendance is included in PowerPoint presentation.
- **Our main priority has to be appointing attendance staff as soon as possible, training them during the summer 2 term in readiness for September 2024, as we are acutely aware that ensuring good attendance behaviours at the start of the year is of paramount importance.**
- **The attendance manager interview is scheduled for Friday 14 June 2024. Out of the 17 applications received, seven have been called for interview.**

Personal Development

Personal Development:

Assemblies and PD tutor time last half term have included topics such as racism (#itstopsnow), swearing (use of appropriate language) and celebrating success and praise. This half term assemblies/PD tutor time will focus on the general election, celebrating success and praise, pride month, D-Day, water safety, careers, the Olympics, Windrush and refugee day.

All students from year 7-13 have been emailed the student services booklet again to remind them of the support that can be accessed both inside and outside of school. Alongside this, the students have been reminded about how to report unkindness or causes for concern through speaking to a trusted adult in school or using the itstopsnow or safeguarding email address.

We are trialling a new app for tracking extra-curricular activities. This has worked extremely well in another school within the trust. It creates a dashboard making analysis simple and straightforward. We will use this fully from September 2024.

PD curriculum this half term covers the following topics:

- Year 7: Self-Awareness - job families, skills, qualities and working as part of a team.
- Year 8: Financial Decision Making - budgeting, saving and borrowing and making financial choices.
- Year 9: Healthy Lifestyles and Summer Safety - diet and exercise. Vaccinations. Safety including sun safety, water and railway safety.
- Year 10: Keeping finances secure - gambling, debt, cybercrime, fraud and the importance of keeping your details safe online
- Year 12: Careers – work shadowing, UCAS/post 18, writing personal statements. Including two external trips to Nottingham University and a UCAS discovery expo at Bedford University.

| Year Group | Areas of strength | How confident are teachers in delivering the curriculum? | Areas for Improvement and Next Steps |
|------------|---|--|--|
| Year 7 | Lesson resources – centralised booklets, cameo PowerPoints encouraging means of participation. Termly focus on Fundamental British Values. | | Greater consistency of how assessments are tracked and analysed, this will enable us to identify gaps in knowledge by individual, by class, by year group and therefore address these. |
| Year 8 | Lesson resources – centralised booklets, cameo PowerPoints encouraging means of participation. Termly focus on Fundamental British Values. | | Greater consistency of how assessments are tracked and analysed, this will enable us to identify gaps in knowledge by individual, by class, by year group and therefore address these. |
| Year 9 | Lesson resources – centralised booklets, cameo PowerPoints encouraging means of participation. Termly focus on Fundamental British Values. | | Greater consistency of how assessments are tracked and analysed, this will enable us to identify gaps in knowledge by individual, by class, by year group and therefore address these. |
| Year 10 | Lesson resources – centralised booklets, cameo PowerPoints encouraging means of participation. Termly focus on Fundamental British Values. | | Greater consistency of how assessments are tracked and analysed, this will enable us to identify gaps in knowledge by individual, by class, by year group and therefore address these. |
| Year 11 | Lesson resources – centralised booklets, cameo PowerPoints encouraging means of participation. Termly focus on Fundamental British Values. Smaller delivery team with greater experience. | | Greater consistency of how assessments are tracked and analysed, this will enable us to identify gaps in knowledge by individual, by class, by year group and therefore address these. |

Notes

- Some teachers in years 9 and 10 who are delivering more challenging content can lack confidence in delivering these topics. The teachers allocated to PD will not be the same from September.
- The strengths and areas for development are the same for all years because we are embedding a new curriculum.
- Please see the next steps for KS4 curriculum later in this document as they apply equally to KS3 and KS4.

Curriculum

Curriculum Planning and Model for 2024-25

Our final curriculum model is attached as appendix 4.

Include:

- a copy of your **final** curriculum model for 2024-25 for all key stages. (**Attach as Appendix 2**)

Key Stage 4 Core Curriculum

Please provide details of the development of your KS4 core curriculum in your academy over the last academic year and your next steps for 2024-25.

You should consider the implementation/use of:

- Quality of curriculum content and sequencing
- Booklets
- Fluency Framework
- Means of Participation
- Intellectual Preparation

| Subject | Areas of strength | How confident are teachers in delivering the curriculum? | Areas for Development and Next Steps | Support from the Curriculum and Assessment secondary team |
|---------|--|--|--|--|
| English | Recent Ofsted Deep Dive recognised the quality of curriculum content and sequencing (narrated effectively and in the curriculum map). Other strengths - explaining and modelling exam question types with worked examples for KS4; Frequent retrieval practice to secure fluency e.g. Do | Good levels of confidence, underpinned by robust positive progress scores for 2023 KS4 Language and Literature, and sound 2024 mock outcomes and predictions. In addition, a successful completion of an ECT has added strength to the department. | More frequent and wider consistent use of the visualiser will be a useful area for development in order to support live modelling. | Subject community network day with the Central Curriculum Lead, and ongoing liaison with the National Lead. Focus includes development of a common core curriculum, and booklet-linked learning to ensure a strong curriculum and pedagogical offer going forward. |

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| | Now; Responsive teaching through Cold Call, and use of MWBs has recently increased; Teacher feedback for errors, misconceptions, and improvement through whole class feedback and student responses in green, and live marking. | | | |
| Mathematics | Supportive team Question Level Analysis feedback | Moving forward next year, the department has stronger team members on KS4, so will be more confident. | All team to be able to deliver the higher curriculum | National lead looking to implement and deliver non-specialists subject knowledge sessions. |
| Science | <p>Clear schemes being developed for new Y9 and 10 on planbook for easy sharing and ease of updates/risk assessments. We are very proud of this effective tool.</p> <p>Started to implement booklets in 9/10. Work in progress but we have done some very solid work.</p> <p>Y11 (legacy) has clear plans including revision.</p> <p>We have our own well developed data tracking systems, in addition to Bromcom.</p> | <p>Teachers confident with mini whiteboards, visualisers, modelling, means of participation.</p> <p>Do now and core routines are in place – starter roulette (spaced retrieval) for KS4 to be developed.</p> <p>IP time is well used.</p> | <p>Continue to develop booklets, accompanying teacher resources for new specification – time very tight given other events this term.</p> <p>In Sept 2024, trialling Sparx science – this will lead to a modified homework policy. Awaiting funding confirmation.</p> <p>In school plans for next year – confirmation on forms/Period 6 intervention.</p> | <p>To be liaising on timing, suites and marking deadlines of mocks.</p> <p>Sparx science.</p> |
| Geography | <p>Paper 1 - due to teaching chronologically, Paper 1 is tested 3 times in full by the end of year 11.</p> <p>Paper 2 - improved practice of exam skills over the last year and</p> | Very confident. 5 out of the 6 teachers have taught full KS4 multiple times and are supporting 6 th staff member through their first full rotation. | Continue to push Geographical skills and fieldwork practice into next year as data shows this area (paper 3) is where students have lower achievement. Implemented into Do Now tasks via booklets in current academic | Continued support from National lead with revision resources throughout the year. |

| | | | | |
|---------|--|--|---|---|
| | reduced the amount of content across lessons to increase revision and retrieval at the end of year 11. | Resources are centrally created and taught by all department teachers. | <p>year. This will roll into 24-25 academic year as well.</p> <p>Bring in new case studies for paper 2 to reduce student confusion.</p> <p>IP is being used to update existing lessons with refinement to means of participation.</p> | |
| History | <p>Quality of the curriculum at all key stages continues to be an area of strength. It is sequenced chronologically and allows for frequent spaced retrieval of content and second order concepts such as causation and using evidence. There is a mixture of breadth and depth and some overview topics and there is local, national and international history. Diversity has been added to the curriculum in recent years to include the history of minority groups. The year 7 curriculum has mostly been put into booklets.</p> <p>At GCSE and A level all modules are taught using high quality resources and exam questions are practiced regularly often using the visualiser to model paragraphs and</p> | There is a mixture of experienced teachers and ECTs in the department. Most teachers are confident in delivering all aspects of the curriculum. However, with departure of more experienced staff over the last few years there is a gap in expertise at delivering and marking the A level coursework. The ECTS have greatly developed their understanding of the Edexcel GCSE History this year. | <p>Some teachers need training on delivering and marking the A level coursework.</p> <p>Support for the ECTs teaching year 11 (Edexcel GCSE History Paper 3).</p> <p>Creation of booklets in all other year groups.</p> | <p>There is constant liaison with the National Lead for History with regard to booklet production and KS3 curriculum development.</p> <p>There was a strategy day to discuss a common core curriculum in February 2024 and I assume there will be another one planned for next academic year.</p> |

| | | | | |
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| | <p>structure. The Edexcel GCSE course is taught; modules on Medicine in Britain, Early Elizabethan England, The Cold War and the USA are taught which offer students a mixture of depth and overview topics. The Medicine module develops students understanding of change over time and this module, as well as the USA module, helps to develop students' source and interpretation evaluation skills. At A level the OCR History A level is taught with modules on Pitt to Peel, The Cold War and Britain and Ireland. Students also complete a 4000 NEA coursework essay which involves extensive research and reading and source evaluation which helps to further develop skills gained at GCSE</p> <p>'Means of Participation' are used frequently in History. For example, 'Turn and Talk' is used most lessons and 'Hinge Questions' have recently been added into powerpoints to check for understanding part way through lessons. MWB are used every lesson to</p> | | | |
|--|---|--|--|--|

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|-----|---|---|---|---|
| | <p>check understanding or to structure written tasks through the 'Front the Writing' method.</p> <p>Intellectual Preparation sessions are a strength and are often a response to the timetable of the curriculum. Exam questions are discussed and practiced, marking and assessment is discussed and sometimes they are used for moderation. All the activities at IP are logged in the History section of the spreadsheet.</p> | | | |
| MFL | <p>The curriculum is designed to provide students regardless of their previous linguistic background, with a sound understanding of core grammatical structures. These key structures carefully and coherently sequenced so they can be recalled and creatively used in Year 9 when students complete the GCSE foundation year. In KS4 students have the tools and understanding of exam technique to enable them to expand their communication skills using more complex structures. The requirements of the</p> | <p>Most staff have an excellent subject knowledge and understanding of GCSE requirements. The concepts are confidently taught, and staff make good use of retrieval practice tasks throughout lessons. New members of the department are supported, with all PowerPoint lessons provided as well as classroom management support when needed. Teach First trainee has weekly meetings with mentor as well as regular drop ins from HOD.</p> | <p>The curriculum is being adapted for the new GCSE, key changes such as reading out loud and dictation are being introduced as well as an understanding of key phonics. End of module assessments are being altered such as changing rubrics in English throughout all skills. The use of the target language by staff has been an ongoing area for development. In the new GCSE the use of target language in the classroom will raise student confidence when reading out loud as well as recognizing key phonics.</p> <p>Years 7-10 schemes of work are being adapted</p> | <p>There is not yet a National Lead in MFL. MFL Curriculum leaders have half termly meetings and agreed papers to use for mock exams at KS4. Booklet design, materials etc are produced in house.</p> |

| | | | | |
|--|--|--|---|--|
| | <p>KS5 curriculum are thoroughly understood and expertly delivered, students achieving well at A Level. Curriculum overviews, knowledge organisers are all available for students in all key stages. Booklets designed in house have been trailed at KS4 (German) and KS5 (French). At KS3 students use booklets purchased from Pearson which fit in with our sow and textbooks. TLR holders will be designing a booklet for Year 9 students in line with the new GCSE curriculum. HOD has excellent relationships with staff in the department and very good working relationship between HoD and SLT Line Manager.</p> <p>Clear embedding of core routines as well as Means of Participation are evident in all MFL lessons. Approaches to teaching document completed and discussed in department to further good practice.</p> | | <p>in light of the new GCSE requirements as well as the change in MFL allocation and subject availability.</p> <p>KS5 schemes of work will also require adapting as per allocation for students in 2024-25.</p> | |
|--|--|--|---|--|

| | | | | |
|----------------------|---|--|---|---|
| Personal Development | Lesson resources – centralised booklets, cameo PowerPoints encouraging means of participation. Termly focus on Fundamental British Values. | The resources support the teaching in the delivery of PD lessons. Where teachers are delivering more challenging content some can lack confidence. | Greater consistency of how assessments are tracked and analysed, this will enable us to identify gaps in knowledge by individual, by class, by year group and therefore address these. Greater connection between assembly, PD tutor, morning welcome and PD lessons where appropriate. | Subject community network day with the Central Curriculum Lead/National Lead. Ongoing liaison with the National Lead. Focus now includes the review and updating of the common curriculum and booklet. National Lead continues to support with lesson delivery with regular lesson drop ins. Through the National Lead we are trialling a new app for tracking extra-curricular activities. This has worked extremely well in another school within the trust. It creates a dashboard making analysis simple and straightforward. We will use this fully from September 2024. |
| RE GCSE | Group are enthusiastic and ask lots of questions. This helps improve their knowledge and helps them make connections between different beliefs and modules that we study. Exam techniques are embedded in the curriculum with structures students use to answer the different questions. Live marking has really helped students | Very confident. They are experienced teachers and have excellent subject knowledge. One member of the team marks papers for the syllabus that we use. | We have lots of revision resources and use SharePoint for students to access this. This is a new thing we are developing. 2 areas to work on <ol style="list-style-type: none"> 1. Adding to the resources 2. Getting students to use the resource. IP is being used to develop these. | We have regular meetings with the subject lead, who has recently been appointed. Meetings also occur with other secondary school HODs. |

| | | | | |
|---------|--|---|---|------------------|
| | <p>to grasp more easily what is expected of them.</p> <p>Means of participation are built into the curriculum and are in the booklets. For example: Turn and Talk.</p> | | | |
| RE Core | <p>It is new this year, and positively received by students. They take it seriously and have produced some good work. They respond well to the topics and are interested in what we study.</p> <p>Booklets have been a big success. Everything is all together in one booklet and easily accessible for the students.</p> <p>Reading has been built into the curriculum in line with the school fluency Framework as are an emphasis on key words (core vocabulary)</p> <p>Means of participation are built into the curriculum and are in the booklets. For example, Turn and Talk.</p> | <p>RE teachers are confident and are enjoying the course. HOD teaches half the year group. Second subject teachers have taken on teaching of half the year group. SLT teachers are doing a good job and I have had positive feedback from them.</p> | <p>Development of the Curriculum into Y11</p> | <p>As above.</p> |

CPD Planning for September

Please provide:

- details of your draft staff onboarding and reboarding plans.
- Your draft plans/calendar for CPD, deliberate practice and intellectual preparation for 2024-25.
- ***At the time of going to publication, this had not been finalised. It will be forwarded once completed and agreed***

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

Over the summer break the major project for our estates team will be change of a portacabin to be a drama studio space (removal of internal walls, painting, blinds, curtains, lighting etc). This is part of our move away from rental of the One Leisure drama studio, and will save the Academy around £40,000 per year.

Other projects currently in the planning stage for 2024/25 include expanding the canteen space, outside canopy areas and possible expansion of CCTV provision.

NOR and Projections Update for September 2024

Please provide updates below of current NOR.

Current NOR

PAN: 296

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total NOR |
|--------------------------------|--------|--------|--------|---------|---------|---------|---------|-----------|
| June 2024 | 287 | 277 | 271 | 283 | 281 | 110 | 121 | 1630 |
| March 2024 | 289 | 276 | 271 | 286 | 281 | 110 | 122 | 1635 |
| January 2024 | 290 | 274 | 271 | 283 | 280 | 111 | 124 | 1633 |
| October 2023 Census | 291 | 271 | 273 | 278 | 281 | 112 | 125 | 1631 |
| 4 th September 2023 | 288 | 270 | 273 | 282 | 284 | 108 | 124 | 1629 |
| July 2023 | 272 | 277 | 283 | 285 | 107 | 125 | 1 | 1350 |
| January 2023 | 269 | 278 | 287 | 282 | 295 | 131 | 138 | 1680 |
| October 22 Census | 268 | 276 | 288 | 277 | 294 | 127 | 140 | 1670 |
| 1 st September 22 | 268 | 279 | 289 | 280 | 294 | 122 | 142 | 1674 |

| | | | | | | | | |
|-------------------|-----|-----|-----|-----|-----|-----|-----|------|
| October 21 Census | 284 | 292 | 287 | 292 | 292 | 156 | 153 | 1756 |
|-------------------|-----|-----|-----|-----|-----|-----|-----|------|

Leavers and Joiners:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|------------------------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| Leavers YTD-end of HT5 2024 | 13 | 13 | 12 | 16 | 6 | 2 | 4 | 66 |
| Leavers-YTD by end of HT5 2023 | 10 | 15 | 28 | 12 | 3 | 8 | 3 | 79 |
| Joiners YTD-end of HT5 2024 | 12 | 20 | 10 | 17 | 2 | 3 | 0 | 64 |
| Joiners-YTD by end of HT5 2023 | 12 | 9 | 20 | 11 | 2 | 1 | 0 | 55 |

Elective Home Education:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|--------------------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| EHE YTD-end of HT5 2024 | 4 | 5 | 2 | 4 | 4 | 0 | 0 | 19 |
| EHE YTD by end of HT5 2023 | 1 | 2 | 7 | 3 | 1 | 0 | 0 | 14 |
| EHE End of Year 2022-23 | 1 | 2 | 7 | 3 | 1 | 0 | 0 | 14 |

Projected NOR for September 2024

Please include details of offers made for Year 7 on National Offer Day

PAN: 296

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total NOR |
|----------------------------------|--------|--------|--------|---------|---------|---------|---------|-----------|
| 1st March 2024 | 294 | 288 | 274 | 270 | 284 | 140 | 110 | 1660 |
| End of HT 4 Update | 269 | 286 | 275 | 270 | 284 | 140 | 110 | 1634 |
| End of HT 5 Update | 262 | 287 | 277 | 271 | 283 | 141 | 110 | 1631 |

| | Total Offers | Of which are 1 st Preference | Of which were 2 nd Preference | Of which were 3 rd Preference | Of which were non- | Total acceptances to date |
|--|--------------|---|--|--|--------------------|---------------------------|
|--|--------------|---|--|--|--------------------|---------------------------|

| | | | | | Pref. (or <3 rd) | |
|---------------------------------|-----|--------------------|--------------------|--------------------|---------------------------------|-----|
| 1 st March 2024 | 294 | Data not available | Data not available | Data not available | Data not available | 2 |
| End of HT 4 Update | 269 | Data not available | Data not available | Data not available | Data not available | 210 |
| Comparison with End of HT4 2023 | 288 | Data not available | Data not available | Data not available | Data not available | 266 |
| End of HT 5 Update | 262 | Data not available | Data not available | Data not available | Data not available | 223 |
| Comparison with End of HT5 2023 | 291 | Data not available | Data not available | Data not available | Data not available | 269 |

Analysis and Commentary:

- Please see the local authority pupil projections document which states that current offers, although they are below our PAN, are in line with projections. This would suggest that we do not have a reducing intake due to parent/ student preference, but because the local demographic is reducing.

Any Other Academy Matters

A number of trips are coming up in June and July, including UCAS fair and university open day visits for year 12 together with the year 10 geography visit to Iceland.

Trips are now being launched for 2025, including the February half term ski trip which is fully subscribed (76 students across current years 8 to 11), the Year 10 Paris trip for year 9 students who will be studying GCSE French in March 2025 (fully subscribed at 55 students) and a new dance trip to New York City for Years 10-13 in October 2025.

Year 10 are out on work experience in the week beginning Monday 1 July for the whole week. On Monday 8th July on their return to school the students will be involved in follow up activities with a focus on Gatsby benchmark 6.

Year 12 have the opportunity of between one and four days' work shadowing in an area of career interest for them between the 8 – 11 July.

Year 8 have their enterprise day in the morning of Thursday 11 July. About 20 representatives of local businesses are in school leading sessions on the world of work for the students.

As part of the Year 6 into 7 induction programme the students are going to be given a short story pack to read over the summer as an introduction to our focus on quality reading. A recorded version will also be available for them. The stories will align with academy values and will be followed up in September in assemblies, morning welcome and tutor time.

Summer Term Trips/Activities:

- w/b 3 June Yr 12 Docklands trip

- w/b 10 June Yr 12 UEA external speaker
- w/b 17 June UCAS expo Yr 12
- w/b 24 June Yr 11 and Yr 13 leavers balls
- w/b 1 July Yr10 work experience
- w/b 8 July Yr 12 work shadowing/ Yr10 Iceland trip

Appendix 1a - Year 10 into 11 Maximising Achievement Plan

| Key Performance Targets (from 2024) | | | | |
|---|-----------------------------|-----------------------------|--|--|
| Attainment 8 score: ALL: 60.02 PP: 56.82 SEND: 50.00 | Grade 5+ Eng & Maths: 83.4% | Grade 4+ Eng & Maths: 94.7% | % of students achieving EBacc: Strong Pass: 46.6% Standard Pass: 59% | Progress 8 score: ALL: 1.37 PP: 1.34 SEND: 1.44 |

| Priority Area | Specific Intent and Actions | Update and summary of impact to date |
|----------------------------|---|--------------------------------------|
| Year 11 overall attainment | <p>Analysis of year 10 summer mock data to ensure key groups are identified</p> <p>Setting for year 11 is data-driven</p> <p>RAG meetings included in Directed Time</p> <p>Year 11 info evening (Sept): Printed PLCs; revision guides order forms</p> <p>Summer/Autumn Mocks: Improved revision – earlier in academic year and of a higher standard</p> <p>Exam analysis meetings to ensure focus and removal of barriers</p> <p>Supporting students to achieve qualifications in additional languages</p> <p>All Y11 cover lessons to be covered by subject specialist or SLT</p> <p>P6/lunch interventions running by October</p> | Increased “On Tour” focus on Year 10 |

| | | |
|---|---|---|
| | <p>Investigate introducing mentoring (if proposed lunch alteration goes ahead)</p> <p>Reduced amount of time students are out of lessons</p> <p>Summer work set by all departments</p> | <p>Mocks: Triple papers on individual days possible</p> <p>Trips/extra-curricular: to be approved by SLT if involving Y11</p> |
| Year 11 PP attainment | <p>Focus for RAG and attendance meetings as well as revision resources</p> <p>Ensure all year 10s have updated revision guides</p> <p>Ensure year 10 PP students have calculators</p> <p>HODs to identify specific actions they are taking to support PP students</p> | |
| Improved 9-5 and 9-4 English and Maths | <p>Specific intervention for crossover students</p> <p>Calendar the year 11 Maths drop down day</p> <p>RSL to provide crossover data to EM HODs, HOY and SLT links post-mocks</p> | |
| Improved grades in under-achieving subjects | <p>All subjects to show year-on-year improvements</p> | <p>Exam analysis meetings held with all HODs</p> <p>CPD for HODs on creating successful DIPs</p> <p>Coursework dates moved forward to ensure exams have enough lead-up time</p> |
| Greater accuracy of predictions | <p>Ensuring accurate predictions - further investigate following summer results</p> | <p>Working alongside the Central assessment team to ensure consistency of mock exams (eg no unlocked papers; papers all taken from same series)</p> |
| Ensuring excellence in coursework subjects | <p>All students with a coursework element to be at or exceeding their target in coursework</p> | <p>Timetabled NEA days</p> <p>Use of mock data and RAG meetings to highlight students who will need additional support to achieve target grade in coursework</p> |

Next Steps:

Investigate reduction in “catch-up” sessions for mocks to ensure students do not feel these can be repeated

Execution and analysis of year 10 mocks

Planning for year 11 information evening

Setting with HODs

PLCs updated
 Revision booklets updated for Autumn mocks
 AP planning
 Parent meetings with SLT
 Additional languages planning with MFL lead
 Post-exam reflection with SLT and exams officer
 Calendar “collapse” of y11 timetable around exams
 Calendar “proud” assembly to just before exams

Appendix 1b



Year 11 Maximising Achievement Plan Update June 2024

Overview

- Exam season has started well with excellent behaviour and culture for the most part
- As needed, the year 11 team have supported students to access the exams and facilitated individual plans where required
- All SLT have completed invigilator training to ensure Exams officer has maximum support
- SLT supporting with Standardised Rest Breaks to ensure that students are able to access all additional support
- SLT, HOY and SSA all attending every exam line up to ensure rigorous start to each exam
- Two AP students have not attended, despite concerted efforts of AP lead, HOY and SLT.
- Attendance to exams has been far better than mocks, though some students and parents have requested “resits” of exams at later dates; this is a cultural shift/misunderstanding that we have addressed with all students
- P6 interventions have not been as numerous as last year, but have been well-attended, with Maths, History, Geography, MFL, Computing and Music all offering P6 support
- “Just In Time” sessions from 8am have been very well attended with great success particularly for science in highlighting relevant material prior to the exams.
- P3 JiTs have ensured very high attendance compared to the lunchtime sessions previously held
- Spring Mock P8 is -.24, compared to -.49 at the same point last year
- In 2023, outcomes were +.26; this year we are predicting +.11
- PP predictions are a significant concern P8 -0.45: breakfast for JiTs and provision of equipment prior to exams has increased positive feedback from these students
- PP5 relaunch has re-focused staff on the PP students in the lead up to exams
- 45% of students are predicted 5+ EM, with a further 22% of students predicted 5+ in English but not Maths and 2.9% achieving in Maths but not English
- Maths ran p6 interventions to support PP students in particular
- 69.3% of students are predicted to achieve 9-4 in both English and Maths.
- For EBacc measures, 38.2% of students are predicted to achieve a standard pass; 26.8% a strong pass.
- PM tutor has been used for EBacc intervention, primarily focusing on Maths, English and Science

- Compelling evidence from History in particular that the interventions have been impactful
- New intervention groups from Easter; Maths change focus from LAP to 3/4/5 border students, particularly crossover students
- All E/M crossover students are in an intervention group with a subject specialist
- Open bucket subjects have been able to utilise time in mock exam window for small group intervention mornings or afternoons (Dance; Music; H&S Care)
- SEND department have reviewed extra time and access arrangements

Year 11 Team Actions

- Concerns around equipment to be addressed by exams officer and head of maths (calculators) [Apr 24]
- Attendance plan for key individuals to include HOY contact April 24 and individualised approach [Apr 24]
- Whole year group attendance plan for mornings of exams [Apr 24] has allowed year 11 team to be more proactive with student absence: SLT and HOY have ensured that a number of students attended who would not otherwise have completed the exam
- Just In Time sessions to be moved to P3 rather than during split lunch [summer 24]
- Relaunch of PP Daily 5 for all staff [Mar 24]
- Co-ordinate effective use of Just In Times
- Continued focus on Thursday's Revision Focus in tutor time

HOD actions year 11

- SLT leads have met with HODs to analyse data and discuss paths to exams
- RAG meetings have been individualised for all HODs/leads
- All leaders to analyse trends, gaps in knowledge from papers sat, SEND, PP, whole-department strategies and actions

Example HOD actions:

| | Year 11 | Year 11 | Year 11 |
|---------|---|---|---|
| Maths | Tutor time intervention - post-Easter grade 4 and 5 targets. Was LAP. Includes all students who are getting 4/5 English but not Maths | Emails to all students two grades below with "How To Progress"; advice; websites - individualised from each teacher | QLA - what to revise for all students individualised to each exam paper - "green sheets" |
| Science | Wednesday P6 intervention | Malleable under-achieving group for Y11 intervention plus Triple Intervention - rotating Physics or Chemistry | Centralised planning focused on 20% of paper - calculations and practicals - marginal gains; centralised revision planned and resources bespoke to each group |

| | | | |
|------------------|--|--|--|
| History | P6 every Wednesday - HOD and LP; plus 2 hour pizza revision before Easter to guide Easter revision; produced own revision guides; centralised revision resources and schedule - emailed to parents in January - week-by-week focus so all staff/students/parents | New PM form intervention group using full papers - focus on America - knowledge retrieval and exam technique; weekly bulletin to ensure all staff are in the same place with year 11; centralised homework guidance; using IP for "consequence" question - visualiser for revision | Focus on the knowledge of papers and skills in the sources paper - eg comprehension question comparing sources - HOD has analysed areas for development to ensure laser focus for revision |
| Computer Science | JiT for BTEC IT with SLT and teacher | Long answer focus - homework and in class; informal language focus; precision in language being addressed through vocab tables and PLCs. One teacher so consistency of approach and uniformity of resources for all students. | Ongoing P6 on Thursdays |

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

| Priority Area | Specific Intent and Actions | Update and summary of impact to date |
|----------------------------|--|--|
| Year 11 overall attainment | <p>Improved revision – earlier in academic year and of a higher standard</p> <p>Exam analysis meetings to ensure focus and removal of barriers</p> <p>All Y11 cover lessons to be covered by subject specialist or SLT</p> | <p>PLCs for all parents and students to ensure focused revision</p> <p>Individual comms from subjects eg. Bespoke QLA documents for all year 11 students in Maths linked to the mocks to guide Sparx revision</p> <p>Just In Time sessions held for ALL exams</p> <p>RAG meetings for HODs/SLT</p> |
| Year 11 PP attainment | Focus for RAG and attendance meetings as well as revision resources | All HODs aware of additional support available on a case-by-case basis: for |

| | | |
|---|---|--|
| | | <p>example, this has been utilised as free peripatetic music lessons for year 11 PP and SEND music students</p> <p>PP focus for book checks/MAF for HODs and SLT</p> <p>PP5 relaunch</p> |
| Improved 9-5 and 9-4 English and Maths | Specific intervention for crossover students | <p>Intervention is already utilised once per week for targeted students using core PE time</p> <p>PM registration used for intervention for core subjects</p> |
| Improved grades in under-achieving subjects | All subjects to show year-on-year improvements | <p>Exam analysis meetings held with all HODs</p> <p>Subjects streamlined in some places to ensure teachers can focus on specific areas</p> <p>CPD for HODs on creating successful DIPs</p> |
| Greater accuracy of predictions | Ensuring accurate predictions | Working alongside the Central assessment team to ensure consistency of mock exams (eg no unlocked papers; papers all taken from same series) |
| Ensuring excellence in coursework subjects | All students with a coursework element to be at or exceeding their target in coursework | <p>Timetabled NEA days</p> <p>Use of mock data and RAG meetings to highlight students who will need additional support to achieve target grade in coursework</p> |

APPENDIX 2 –



Curriculum Model 2024-25 v18May2024

| Year 7 PAN 296 | Year 8 NOR 288 | Year 9 NOR 274 | Year 10 NOR 268 | Year 11 NOR 284 |
|--|--|--|---|--|
| <p>English 8 hours per fortnight Maths 7 Science 7 Art 2 Dance 1 Design Technology 2 Drama 1 French 4 Geography 4 History 4 Music 2 PE 4 Personal Development 2 RE 2</p> | <p>English 8 hours per fortnight Maths 7 Science 7 Art 2 Dance 1 Design Technology 2 Drama 1 French 4 Geography 4 History 4 Music 2 PE 4 Personal Development 2 RE 2</p> | <p>English 8 hours per fortnight Maths 7 Science 7 Art 2 Dance 1 Design Technology 2 Drama 1 French 4 Geography 4 History 4 Music 2 PE 4 Personal Development 2 RE 2</p> | <p>English 9 hours per fortnight Maths 8 Science 9 PE 2 RE 1 Personal Development 1</p> <p>Students choose 4 option subjects, 5 hours a fortnight each: History (6 groups), Geography (5), French (6), German (1), Triple Science (2), Computer Science (2), Fine Art (3), Textiles (2), D&T (5), Child Development (2), PE (4), Ethics (1), Music (1), Dance (1), Drama (1), Film Studies (2). Total 44 option groups. All students to take a humanity. The majority to take a language.</p> | <p>English 9 hours per fortnight Maths 8 Science 9 PE 2 (plus English and Maths intervention) RE 1 Personal Development 1</p> <p>Students choose 4 option subjects, 5 hours a fortnight each: History (7 groups), Geography (4), French (6), German (1), Triple Science (2), Computer Science (3), Fine Art (3), Textiles (3), D&T (4), Food (5), Child Development (3), PE (3), Ethics (1), Music (1), Dance (1), Drama (1), Film Studies (2), Asdan (1). Total 51 option groups. All students to take a humanity. The majority to take a language.</p> |
| <p>Setting within year half for all subjects (consistent across all subjects except PE)</p> <p>9 groups as standard.</p> <p>D&T in smaller groups for H&S.</p> | <p>Setting within year half for all subjects (consistent across all subjects except PE)</p> <p>10 groups as standard.</p> <p>D&T in smaller groups for H&S.</p> | <p>Setting within year half for all subjects (consistent across all subjects except PE)</p> <p>9 groups as standard.</p> <p>D&T in smaller groups for H&S.</p> | <p>Ability setting (half year blocks) for core subjects</p> <ol style="list-style-type: none"> English, PD and RE Maths Science PE <p>Ability settings within blocks for EBacc and PE.</p> <p>9 groups as standard in the core.</p> | <p>Ability setting (half year blocks) for core subjects</p> <ol style="list-style-type: none"> English, PD and RE Maths Science PE <p>Ability settings within blocks for EBacc and PE.</p> <p>10 groups as standard in the core.</p> |

Year 12

89 internal offers made

10 hours per fortnight for: Biology (1 group), Business Studies (1), Chemistry (1), Dance (1), Drama (1*), Economics (1), English Literature (1), Film Studies (1), Fine Art (1), Geography (1), History (1), Maths (1), PE (1), Photography (1), Physics (1), Politics (1), Psychology (1), Sociology (1), Textiles (1). Total 20 groups. * 9 hours for this subject. ^ 8 hours for this subject.

3 hours per fortnight for Extended Project Qualification (4 groups).

Year 13

NOR 110

10 hours per fortnight for: Biology (1 group), Business Studies (1), Chemistry (1), Computer Science (1^), D&T (1), Drama (1*), Economics (1), English Literature (2), Ethics (1), Fine Art (1), Food and Nutrition (1), French (1*), Further Maths (1), Geography (2), Health & Social Care (1), History (2), Law (1), Maths (2), Media Studies (1), Music (1), PE (1*), Photography (1), Physics (1), Politics (1), Psychology (2), Vocational Sport (1 double group – 20 hours). Total 31 groups. * 9 hours for this subject. ^ 8 hours for this subject.

St Ivo Academy

Five Year Pupil Forecast January 2023 Base

The revised five-year forecasts given here incorporate the January 2023 rolls and information received up to July 2023.

The forecasts are based on current trends and admissions policies. They do not take into account future changes in these policies. We would be happy to discuss the effects of possible changes in trends or admissions policies on projected numbers and to provide forecasts based on alternative assumptions.

[Email: PlacePlanningReferrals0-19@cambridgeshire.gov.uk](mailto:PlacePlanningReferrals0-19@cambridgeshire.gov.uk)

St Ivo Academy

| | | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13 | | | |
|-------------|--------------------|------------|------------|------------|------------|------------|------------|-------------|-----------------|-------------|--------------|
| School Year | Primary 10 Yr Olds | 11 Yr Olds | 12 Yr Olds | 13 Yr Olds | 14 Yr Olds | 15 Yr Olds | 16 Yr Olds | 17+ Yr Olds | 11 - 15 Yr Olds | 16+ Yr Olds | Total School |
| 2022/2023 | 304 | 267 | 277 | 284 | 282 | 293 | 131 | 138 | 1,403 | 269 | 1,672 |
| 2023/2024 | 273 | 293 | 265 | 271 | 280 | 284 | 152 | 113 | 1,393 | 265 | 1,658 |
| 2024/2025 | 239 | 263 | 291 | 259 | 267 | 282 | 148 | 131 | 1,362 | 279 | 1,641 |
| 2025/2026 | 252 | 232 | 261 | 285 | 255 | 269 | 147 | 128 | 1,302 | 275 | 1,577 |
| 2026/2027 | 241 | 246 | 231 | 256 | 282 | 258 | 142 | 128 | 1,273 | 270 | 1,543 |
| 2027/2028 | 234 | 236 | 243 | 224 | 251 | 283 | 135 | 122 | 1,237 | 257 | 1,494 |

Understanding your forecast:

- ♦ The table below shows how you can read your forecast. A year group moves through the school as indicated by the green squares. The ages refer to age on 1st September each year, so “11 Yr Olds” equates to each year’s admissions to Year 7.

- ♦ The five-year pupil forecasts are trend-based forecasts. They show the development of school rolls over the next five years if the trends and patterns of the past three years were to continue.

- ♦ The "Primary 10 Yr Olds" column shows the number of 10 year olds on roll at your feeder primary schools.

- ♦ Intake at 11 is forecasted based on the relationship between the numbers of 10 year old pupils in the primary schools normally feeding to your school and the actual secondary intakes over the last three years. Intakes and cohorts are not capped to Published Admissions Numbers (or admissions above PAN when negotiated with Place Planning).

- ♦ Year groups are assumed to move through the school with the average net gains and losses experienced within the school over the last three years

- ♦ Major changes in future house-building usually have little direct effect on numbers of pupils in secondary schools, but may affect intake through changes in numbers of catchment primary school pupils

- ♦ Where a forecast exceeds a schools PAN this does not necessarily mean that there are proposals to expand your school as planning is done on an area basis across a number of schools. If there is an immediate need or a plan to expand your school, it is likely that you will already have discussed this with a member of the 0-19 Place Planning and Sufficiency Team.

| | | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13 | | | |
|-------------|--------------------|------------|------------|------------|------------|------------|------------|-------------|-----------------|-------------|--------------|
| School Year | Primary 10 Yr Olds | 11 Yr Olds | 12 Yr Olds | 13 Yr Olds | 14 Yr Olds | 15 Yr Olds | 16 Yr Olds | 17+ Yr Olds | 11 - 15 Yr Olds | 16+ Yr Olds | Total School |
| 2021/2022 | | | | | | | | | | | |
| 2022/2023 | | | | | | | | | | | |
| 2023/2024 | | | | | | | | | | | |
| 2024/2025 | | | | | | | | | | | |
| 2025/2026 | | | | | | | | | | | |
| 2026/2027 | | | | | | | | | | | |

Policy and Insight, Cambridgeshire County Council; October 2023

