

**ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE**

**WEDNESDAY 22 MARCH 2023 at 3.30 p.m.**

**ROOM 2, MAIN BLOCK**

**ST IVO ACADEMY**

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

**Clerk:** Emillie Newell

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

**In Attendance:** James Rawlins, Trust Vice Principal, Clare Sherwood, Vice Principal, Mike Craig, Vice Principal,

Jo Myhill-Johnson, Regional Director, Rowena Hackwood, CEO

**Agenda**

Item	Subject	Format
1	<b>Introductions and apologies</b>	<b>Chair</b>
2	<b>Declarations of interests</b>	<b>All</b>
3	<b>Minutes of last meeting and matters arising – 18 January 2023</b>	<b>Papers</b>
4	<b>Update from Linda Bartlett</b> Careers programme – new legislation	<b>LB</b>
5	<b>Behaviour policy</b> <ul style="list-style-type: none"> <li>Update on implementation of policy.</li> <li>Responses to parent issues.</li> <li>Responses to media attention.</li> </ul>	<b>Sw/DI</b>
6	<b>Chair's update, including:</b> <ul style="list-style-type: none"> <li>Recruitment of staff committee members.</li> </ul>	<b>Chair</b>
7	<b>St Ivo Academy Parents' Forum</b> <ul style="list-style-type: none"> <li>Feedback from meeting on 6 March 2023.</li> <li>Subsequent developments.</li> <li>Future relations with the Forum.</li> </ul>	<b>Chair/RH/JMJ/Sw/Cg</b>
8	<b>KS4 curriculum</b> <ul style="list-style-type: none"> <li>Proposals for September 2023.</li> <li>Timetable for proposals for September 2024.</li> <li>Impact of possible curriculum changes on staff.</li> </ul>	<b>Chair/RH/JMJ/Sw/Cg</b>
9	<b>Role of LGC</b> <ul style="list-style-type: none"> <li>Reflection on role of LGC.</li> </ul>	<b>Chair/RH</b>
10	<b>Principal's Report</b> – committee members questions of Principal's report.	<b>Papers Sw/Cg</b>
11	<b>Link member visit reports</b>	<b>FN</b>
12	<b>Any other urgent business</b>	<b>All</b>
	<b>Date of next meeting:</b>  <b>17 May 2023 at 3.30 p.m. Room 2, Main Block, St Ivo Academy</b>	

**MINUTES OF THE  
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING  
WEDNESDAY 18 JANUARY 2023 at 3.30 p.m.  
ROOM 2, MAIN BLOCK**

**Members Present:**

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

**In Attendance: Mike Craig, Emillie Newell (Clerk) Clare Sherwood, James Rawlins**

ITEM	DISCUSSION	ACTION
<b>1.0</b>	<b>Introductions and Apologies</b>	
<b>1.1</b>	Members of the committee and members of staff were welcomed to the meeting. Mr Rawlins introduced himself to the committee.  There were no apologies for absence.	
<b>2.0</b>	<b>Declarations of interest</b>	
<b>2.1</b>	There were no declarations of interest in relation to any of the agenda items to this meeting.	
<b>3.0</b>	<b>Minutes of the last meeting and matters arising</b>	
<b>3.1</b>	<p><b>Sixth Form numbers</b></p> <p>Discussion took place regarding plans to increase Sixth Form numbers for 2024 -2025 and retaining year 11s for their post-16 studies and work currently underway to establish visions, values and a core purpose going forward for the Sixth Form.</p> <p>Further updates will be provided during this academic year.</p> <p><b><u>Mrs Burke raised awareness of the inconsistencies across departments during options evening, with some departments not taking the opportunity to showcase and promote their subject.</u></b></p> <p>The minutes of the meeting on 9 November 2022 were adopted as a true and accurate record of the meeting.</p>	



<b>4.0</b>	<b>Chair's Update</b>	
<b>4.1</b>	<p>Mr Speer took this opportunity to express his appreciation and thanks for everything Mr Griffin did for St Ivo Academy, having been appointed at a difficult time in its history. Committee members supported this notion.</p> <p>Discussion took place regarding a successor for role of Principal and the interim measures currently in place, thanking Miss Sherwood and Dr Craig for continuing with making improvements and driving the academy forward.</p> <p><b>ACTION: Mr Speer will liaise with Mrs Myhill-Johnson regarding the recruitment of a new Principal.</b></p> <p>Mrs Wood discussed communications with parents and advised that parents want to know that there were plans to recruit a new Principal.</p> <p><b>ACTION: Update parents regarding plans in place.</b></p>	<p><b>Mr Speer</b></p> <p><b>Dr Craig and Miss Sherwood</b></p>
<b>4.2</b>	<p><b>Staff committee members recruitment</b></p> <p>Mrs Warriner has informed the committee that she feels that it is no longer appropriate for her to continue as a member of the LGC as she is part of the Senior Leadership Team.</p> <p>The committee agreed for an advertisement to recruit two new staff committee members.</p> <p><b>ACTION: Mrs Newell to circulate advert to all staff.</b></p>	<b>Mrs Newell</b>
<b>5.0</b>	<b>Principal's Report</b>	
<b>5.1</b>	<p>The Principal's report was circulated ahead of the meeting, covering the following areas:</p> <p>Safeguarding Data Analysis: December mock exams and forecasts Curriculum Teaching and learning Behaviour and culture Attendance SEND Update Transition Planning Operations and Site Update Number on roll update Any other academy matters: to include enrichment and community.</p> <p>Dr Craig discussed the Rapid Improvement Plan in place and reviewed over the past week, it highlights areas within St Ivo Academy where quick progress is required. These areas are monitored, and evidence is provided where improvements have been made.</p>	



- Data – curriculum

**Referring to the data in the curriculum section, Mrs Burke questioned how students will obtain their predicted grades based on their mock results. Mrs Wood also questioned why the grades were low, particularly in certain subject areas and asked whether this indicated a concern with teaching arrangements in these areas.**

*Mrs Warriner joined the meeting at 16:27.*

Dr Craig advised that the gap has been identified and the November mock results are typically below the next set of mock results. This is due to students making improvements in January /February when courses are complete and there is an intensive period of revision.

**Mrs Burke enquired as to whether it is usual for the grades to be this low.**

Miss Sherwood explained that some students do impact the results, and this is addressed each Monday afternoon when Dr Flower meeting with all subjects discussing students and interventions required. Miss Sherwood advised that not all subjects are based on one paper and there are other components to the course.

Mrs Warriner, drawing on her experience as Head of History advised that students often achieve two grades higher in the actual examinations than the November mocks as at that point the course is still being taught; the course is completed in February and students then up their level of preparation for the exam by attending period 6.

Dr Craig added that the mock results are comparable to previous years and have similarities in performance.

**Mr Mumford questioned whether the results have been impacted by Covid impact?**

Dr Craig advised that there are a number of factors, however, support is provided to year 11s in the form of period 6 and additional sessions provided by departments including holiday academy sessions. Mock exams in February are important when predicting summer outcomes and therefore departments focus on revision and revisiting prior knowledge.

**Mr Evans acknowledge the work that is undertaken to support year 11s and stated that he was confident that the school does all they can leading up to the examinations season.**

**Mrs Wood stated that she agreed students should take responsibility for their own learning, however, this is only possible if the subject is taught clearly. She raised concerns that, in some subjects, children have reported that they are struggling to learn but do not feel that they are allowed to put their hand up and ask questions.**

Miss Sherwood explained that the silence is default has been a focus of training with staff. The whole lesson is not to be in silence and there is time for questions and answers as well as class discussions. The purpose of silent time is to allow students to focus on their individual work. Dr Craig added that it was made clear during the



January professional day that as part of the core routines, silence is golden is to be used but not necessarily throughout the entire lesson (e.g., there may be a talk and turn' activity planned by the teacher) and the purpose of it is not power but purpose, using it to get the best learning possible and to prevent low level chatting and disruption to learning.

**Mrs Wood stated that she was supportive of this principle but asked for assurance that it was delivered consistently in all classes and that pupils were not prevented for asking for help when needed.**

- Teaching and Learning

**Mrs Burke referred to the On Tour schedule and asked whether this was to observe students or staff.**

Dr Craig advised that members of SLT visit as many lessons as possible to see what is taking place and recognising success, plus regular monitoring of teaching and learning to get consistent quality. The purpose is to observe routines, the use of visualisers, application of knowledge, activities and whether students are on task. Miss Sherwood added that during on tour, students identified during the RAG meetings with Dr Flower are observed to ensure the interventions are in place. The purpose is also to build a culture of open doors and it should be natural for lesson visits to take place. It is a support process for staff and students.

**Mr Mumford commented that in terms of the implementation of the behaviour policy he felt that this had been overshoot, with this in mind, the school should not overshoot on the praise/rewards and the silence is golden phrase.**

Dr Craig informed the committee that leaders should know their departments and there is a drive for warm/strict, promoting learning, positivity and warmth and recognising success.

**Mrs Wood suggested that it would be beneficial to obtain feedback from the parent voice as well as student voice and give consideration to the way in which the feedback is captured.**

Miss Sherwood explained that the feedback relates to the new behaviour policy and not individual teachers. Mrs Warriner added that in terms of students providing feedback on teachers and lessons is they do not always understand what underpins learning.

Dr Craig informed the committee that through Intellectual Preparation meetings focus is given to pedagogy, the purpose of the lesson, how it is delivered and the availability of essential resources for the lesson. These sessions have replaced traditional department meetings and aim to raise the consistency of quality teaching and learning. Mr Rawlins added that the use of core routine is evidence informed and the aim is to promote consistency and over narrate the purpose.

Miss Sherwood welcomed committee members to visit St Ivo Academy to witness the initiatives first hand.

**Mrs Burke praised the triage system.**

	<p>Miss Sherwood advised that prior to the roll out of this, a Power Point with a voice over and listening sessions for parents. The Reset Classroom is an improvement on the Reflection Room, with students spending more time in there with access to laptops to follow the curriculum.</p> <p><b><u>Mr Mumford referred to the confiscation of student phones for one day and asked if this was allowed.</u></b></p> <p>Miss Sherwood advised that this is allowed, and assemblies have taken place to raise awareness of the changes regarding mobile phones for year 7 to 11.</p> <p>The committee discussed split lunches and the impact this has on staff well-being.</p> <p><b><u>Mrs Burke raised concern about how members of staff are finding time to eat lunch and mark books during their shortened lunch break.</u></b></p> <p>Mrs Warriner advised that she has been asking all departments about the impact the change has had on them and they were appreciative of the question. Members of staff did express concern that they have little time, and they are not visiting the staff room, when asked about extending the school day some were receptive to the idea.</p> <p>The committee discussed the split nature, the impact on not being able to interact with other colleagues, staff well being and the well being of students and as well as the impact on lunchtime clubs.</p> <p>Miss Sherwood advised that towards the end of the academic term students will take part in electives, where they will be off timetable for an hour, and they can elect what they do. Miss Crellin is currently working on what model could be in place for the second part of the summer term and the best way to implement this without taking students out of core subjects. Mr Rawlins stated that this worked well at Bedford Free School. This provides enrichment for students in years 7-11.</p>	
<b>6.0</b>	<b>Link responsibilities</b>	
<b>6.1</b>	<p>Mr Speer informed the committee of the mandatory link committee member roles: -</p> <p>Safeguarding, SEND and Pupil Premium.</p> <p>The committee were also consider allocating a link member to:</p> <p>Health and wellbeing, perhaps linked with Personal Development and Parents and the community.</p> <p><b>Link roles allocated as follows:</b></p> <p>Mr Speer – safeguarding together with Rapid Improvement Plan.  Mr Newton – SEND  Mrs Burke – Pupil Premium  Mr Mumford – Parent and Community Communication  Mrs Wood – Health and well-being.</p>	

	Mr Evans – to be confirmed at the next meeting of the committee when reviewing the Rapid Improvement Plan.	
<b>7.0</b>	<b>Mandatory training for committee members</b>	
<b>7.1</b>	Not discussed.	
<b>8.0</b>	<b>Committee member reports</b>	
<b>8.1</b>	<p><b>SEND – Link Meeting (Report circulated to the committee ahead of the meeting)</b></p> <p><b>Mr Newton informed the committee that Mr West has passed his SEND exams.</b></p> <p>Mr Newton discussed areas of his report and expressed his concern regarding the pressures within the department due to staffing and financial constraints. Miss Sherwood advised that there has been a decrease in EHCP students due to moves to other provisions, with the loss of numbers throughout the year, this then impacts on funding as their needs are not being met at St Ivo Academy.</p> <p>The committee discussed the increasing needs of potential new year 7 students and the massive cost implications this has for St Ivo Academy to make adaptations to accommodate students.</p> <p>Mr Newton referred to the new sensory room and recommended that this is reviewed frequently during the day and ensure that all staff are clear on the requirements and obligations to check this area.</p>	
	<b>Meeting closed 17:49</b>	
	Date of next meeting – 22 March 2023 at 3.30 p.m.	





# Astrea Academy Trust

INSPIRING BEYOND MEASURE

**Principal's Report**

**Spring Term Two**

**2022-2023**

**St Ivo Academy**

**Tim Blake**

**Executive Principal**

## Contents

Agenda Item	Contents	Page
1	Safeguarding	3-5
3	Curriculum	5-6
4	Teaching and Learning	6-7
5	Behaviour and Culture	8-10
6	Attendance	11-13
7	SEF & ADP Update	14-18
8	Year 11 Maximising Achievement Update	19-21
9	Transition Activities	22
10	Operations and Site Update	23
11	Number on Roll Update & Projections for September 2023	24-25
12	Any other academy matters: to include enrichment and community	25

## Safeguarding

### Introduction and contextual Information about the school:

Laura Brasher has made a start to her new role having transitioned from Assistant SENCO.

CPOMS are being monitored in the same way at present with the plan to spread this out due to capacity in the team. Whole school safeguarding at a strategic level is making slow progress due to the day-to-day cases and staffing levels.

### Summary Update: .

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Training has been chased up and at near completion for all staff, new starters this term	New starters to be completed on National College	
Trends in School	Mental Health cases continue to increase. EHE, although still relatively low we have seen an up rise in this.	Senior Mental Health Lead training working towards a Mental Health policy. Working with local charities PD curriculum is responsive to this, with also parental engagement in particular around exam stress and pressure. Mental Health lessons being delivered in conjunction with KICK community project for Year 9s.	
Summary of referrals made	4 social care 3 police 4 MASH enquires		
Ofsted Qualifying Complaints	None		



### Welfare Profile:

Children at risk and children in need:	Current	Previous Report (start of HT1)
Number and % of PP	304 – 21.7%	304
Number and % of LAC	7 – 0.4%	7
Number and % of young carers	53 – 3.1%	52
Number and % of students privately fostered	-	-
Number and % of students with CP plan	0	0
Number and % of CIN	7 – 0.4%	5
Referrals made for early help	10	7
Family support assessments conducted	-	-
Proportion meeting threshold	7	5
CP meetings attended	0 (5 CIN)	2
Number and % of students with an EHCP	20 – 1.2%	20
Number and % of students with serious medical conditions	4 – 0.2%	4
Number and % of students receiving external support: CAMHS	7 – 0.4%	6
Number and % of students receiving external support: behaviour support	3 – 0.2%	3
Number and % of students receiving external support: S and L	0	0
Referrals to Channel	0	0

### SCR Scrutiny:

The Single Central Record is a live document and is updated regularly throughout the week in accordance with trust guidance. The most recent audit took place on 10 March 2023 by the Designated Safeguarding Lead and the Regional Director is due to audit the SCR to ensure compliance before the end of the Spring term.

### Bullying:

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

#### Analysis and Next Steps

There has been an increase in the number of bullying cases, although numbers remain relatively low. These are tracked through the use of 'bullying report forms' via the respective Head of Year. This process allows for regular check-ins with the victim, to discuss on-going issues and progress. The report form and check-ins remain on-going, until the issue is resolved. Prior to the form being signed-off, parents/carers are also informed and updated, to ensure they're happy with the resolution.

### Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	Nothing to report in the past three weeks.			
Verbal:				
Physical:				

## Curriculum

### Curriculum Planning and Model for 2023-24

Following the publication of the curriculum model framework, we have reviewed our curriculum model taking account of local factors such as staffing availability. At Key Stage 3, the full National Curriculum is being retained to ensure a broad and balanced curriculum, but with increased time for English, Maths, Science, History and Geography. At Key Stage 4, the original intention was to offer 3 preference subjects with increased time for each, however, following parental feedback we will continue to offer 4 preference for each student starting Year 10 in September 2023. A broad range of subjects will continue to be available to students, including all performing arts. We are looking forward to meeting with Year 9 families to discuss the KS4 curriculum on Thursday 9th March.

In the Sixth Form, we have received 185 internal applications, with just over 100 of these listing St Ivo as first preference provider. As happens every year, we have reviewed the number of student choices per course, and will be running 33 classes in Year 12 next year. There are some subjects that will not run where alternative(s) are available within the department – these are Film Studies, German, Textiles and IT.

The curriculum led financial planning (CLFP) process has started with a first draft submitted to the central team. We are now working with central team colleagues to match staffing to the revised curriculum model, ensuring financial prudence.

## Teaching and Learning

### Teacher Grading

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

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	90	87.4
Requires Improvement.	12	11.7
Inadequate.	1	0.9

Staff Receiving Support	Number of Teaching Staff	% of Teaching Staff
<b>ITT and NQT Staff:</b>		
ITT Support Plan e.g. TF Support Plans	0	0
<b>Teaching Staff:</b>		
'Light Touch' Support	7	6.8
Informal Support Plan	1	0.9
Formal Capability	0	0

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

### Identifying Future Leaders

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



#### **Next Steps:**

- We continue to push on the core routines to ensure they are established more consistently within the school. This has involved two staff sessions with staff being issued a booklet on “everyday lesson expectations: a step by step guide” that contains restated expectations and guidance on how to achieve them. They are also referred to in teacher appraisal documents.
- Our staff CPD programme built on the use of TLAC and Walkthru techniques has continued to develop. For example, ‘Turn and Talk’ was introduced to staff and is already being seen being used by some staff.
- Deliberate practice becoming an accepted and expected part of CPD with staff being much more comfortable with the process and more willing to engage in the process.
- This training alongside the booklet also allows us to support staff on ‘light touch support’ (referred to as ‘two week intensive coaching’) to sharpen the use of the core routines. It is expected that the number of staff involved in this process will increase over the remainder of this term up to Easter.
- The temporary Trust Vice Principal has a remit for improvement on T&L learning, with a specific focus on the core routines. This is designed to help more on tour lessons being visited and greater ability to support staff on the light touch programme.
- We continue to use Microsoft Forms to record on tour data centrally. The data collection is focussed solely on the core routines at this time, recording the effectiveness of the entry, exit or main parts of the lesson.
- Walkthru’s and the associated coaching continue to be used to support the use of visualisers and other Astrea T&L best practice. For example, ‘live modelling’ using a visualiser to support the process.
- ECTs continue to be monitored and supported closely. There are ten ECTs in the academy (Year 1 and 2).
- The move from EDT to Teachfirst as the training provider continues to provide challenges with some ECTs/mentors still not being able to access student materials. At the time of writing, it is hoped this has nearly been resolved.
- Time has been made available on the forthcoming April training day to ensure an effective programme is established around some of the essential work of moderation and standardisation.
- Focus on core routines in every curriculum briefing.
- Introduction of latest Walk Thru coaching with reminders to staff to undertake coaching sessions.
- MLC 16-03-23 will focus on quality of KS3 curriculum and suitability and robustness of June summative assessments.
- Following presentation and extra reading there will be time for HoDs to follow up a review of KS3 assessments during April’s training day.

## Behaviour and Culture

### Implementation of the Core Routines and B&C Framework:

#### Strengths and impact of implementation

- Reboarding to students on Monday 20<sup>th</sup> February, during tutor period. This was led by tutors, using a PowerPoint as the resource.
- SLT gate duty covering both entrances to the academy has ensured a positive and smooth start to the school day. This allows us to triage uniform standards and to welcome students into school in a warm and friendly manner.
- Morning Address (MA) – The character traits (HoY micro script) have been linked to the theme of the week (assembly and PD tutor time activity).
- Behaviour data/trends is sent out to SLT/HoY every Friday and is a standing item at the SLT and BASI meetings. This has enabled us to adapt themes and morning address to areas of need – this has been discussed in conjunction with the PD lead.
- Behaviour escalation system now embedded. Tracking of students who receive multiply reset classrooms, this is shared with pastoral teams and SLT.
- Rewards – each week departments are sending postcards home and taking photos for the school's social media pages. Pastoral teams informing year group of their total house points.
- Golden tickets continue to be given out every day with live draws at the end of each half-term.
- Reset classroom has been successful since its inception in January. All students follow their timetable and complete work from their lesson. A laptop is provided for each student to use. This room is supervised by SLT to ensure consistency and maintain high expectations and standards of work. The triage room is working well, students complete a form with a member of the pastoral team / reset classroom manager stating why they were sent and discuss what needs to change for them not to be sent again.
- New student leaders (Captain, Vice-Captains and House Council Members) have been appointed for all five houses. The first school council meeting has taken place. They have decided to run an event for MIND, to be involved in the PD parent forums and to help out in some assemblies.
- 50 students from across Years 7-11 were nominated to represent their form group. Members of SLT were then designated to a year group, to conduct student voice. Discussion to be had on Monday 13<sup>th</sup> March at SLT, regarding findings and feedback.

#### Areas for improvement

- We are reviewing certain areas of the framework, following student and parent feedback. This includes the mobile phone policy.
- Further staff training required to follow the behaviour tariff.
- Further messaging and training around the 'warm' side of the behaviour framework. This follows on from student and parent voice.

#### Next steps

- Behaviour curriculum to become embedded within tutor time.
- Training to be delivered before Easter (13<sup>h</sup> March) regarding the behaviour tariff and 'warm'.
- Review feedback from students and share findings with students, staff and parents.
- Mobile phone policy decision to be filtered to staff, students and parents.

- Planning for Summer-term 1 staff training day.
- Planning for student re-boarding after Easter.

#### Behaviour Data:

#### Suspensions:

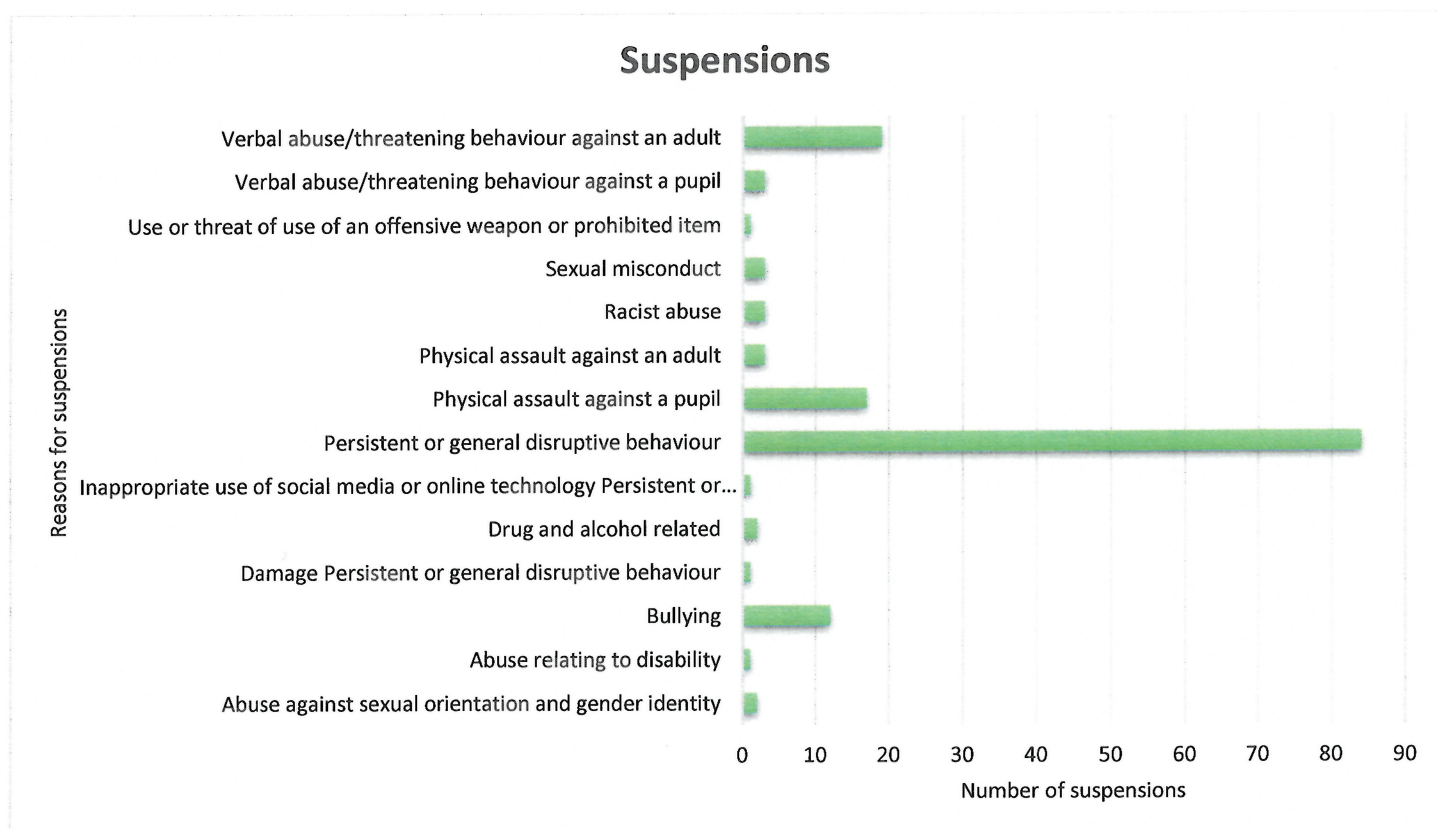
##### Suspensions Data – Year to date 5 September 2022 – 10 March 2023

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	3	29	43	23	54	0	0	152
% Of year group	1.1	10.5	15.2	7.0	17.7	0.0	0.0	9.1
Total Days	5	45	58	26	101	0	0	235
Maximum Duration	3	4	5	2	5	0	0	19
SEN	1	4	6	3	9	0	0	23
% of SEN Cohort	0.4	1.6	2.3	1.2	3.5	0.0	0.0	8.9
PP	2	7	5	4	6	0	0	24
% of PP Cohort	0.7	2.4	1.7	1.4	2.1	0.0	0.0	8.2

Three year 11 students receiving Alternative Provision

#### Number of suspensions per month:

Sep-22	Oct-22	Nov-22	Dec -22	Jan-23	Feb-23	Mar-23
23	25	21	17	34	26	6



#### Suspension analysis and commentary:

The suspension data reflects suspensions issued from September 2022 to 10<sup>th</sup> March 2023. 67 students have been suspended during this academic year. 44 students across all year groups received multiple suspensions during this time. Reasons for suspensions can be seen in the chart above.

Data suggests that there is no one area of concern regarding repeated exclusions. We have seen an increase in suspensions for Half-term 3, due to the new behaviour policy, and tightening up of expectations in lessons and the Reset Classroom. We have seen a month-to-month decrease in suspensions, from January to March:

January – 34

February – 26

March (to date) - 6

To help mitigate this, we introduced a 'triage' process when students are sent to the Reset Classroom, which allows for reflection on why students have been sent out of lesson and follow-up actions, to lessen the chances of a repeat. We have also done lots of work on students following their timetables and curriculum, whilst in the Reset Classroom, so they do not get behind with their learning.

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

Comparing last academic year to this, we have seen an increase of suspensions 111 (2021-22) to 152 (2022-23). Some of this increase will be down to an incident at the beginning of this academic year, where multiple suspensions were issued, due to a large, one-off incident.



## Attendance

	Key Attendance Target	This time last year	Year to date
Whole School	95%	91.60%	91.70%
Individual Student	97%		
Pupil Premium	90%	86.70%	86.70%
SEND	90%	89.40%	88.90%
Maximum % of pupils who are PA:	15%	23.20%	23.40%
% of PP pupils who are PA:	20%	42.20%	40.60%
% of SEND pupils who are PA:	20%	32.00%	34.20%

Overall year to date attendance for AP students is currently 55.4%

To date we have seen 6 students leave St Ivo Academy for the purposes of EHE.

Meetings have taken place with the student and family of 2 families wishing to EHE.

One year 9 student went ahead with EHE. One year 10 has agreed to try a revised timetable in the first instance.

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



	Regular networking meetings to take place with Attendance Managers from southern secondary school to share best practice	On-going - 2 meetings have taken place this academic year.
SLT and HOY to receive regular updates on attendance across all year cohorts and vulnerable groups	Attendance Manager to distribute daily data updates to SLT and HOY.	Achieved
	Attendance manager to produced weekly data and attendance update for presentation at SLT meeting	Achieved
Improve parent awareness of school attendance and policy	Attendance Manager to produce half termly Attendance Newsletter	In-progress
	Attendance Manager to review website content for attendance	In-progress
To improve internal and external student truancy	Attendance Manager to place truancy alerts on high-risk students	On-Going. Alerts sent to SSAs, Reception, Attendance Manager and Parents when absent from scheduled lessons. Meetings taking place with students and parents

### Attendance Next Steps:

St Ivo Academy at 91.7% continues to have favourable attendance percentages amongst the Astrea Trust secondary schools and against National Average of 90.8%

There has been an increase in the number of Covid cases we are seeing amongst the student cohort. Whilst the recent outbreak of StrepA and Scarlet Fever appears to have abated.

Government guidance encouraging parents to keep students at home when symptomatic and experiencing raised temperatures continues to have an adverse effect on attendance.

We continue to strive to improve student attendance across the school and to raise awareness with students and parents alike.

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

## SEF and ADP Update

### SEF Update:

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

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness	Requires Improvement	Requires Improvement	Rapid Improvement Plan replaced the standard ADP in Nov 2022 to increase the pace of improvement, including the Ofsted rated RI area of PD. Rapid actions are also being taken to avoid complacency and instead strengthen previously rated 'Good' areas of QE, behaviour, leadership.
Quality of Education	Good	Good	Core routines being embedded in teaching and learning; Introduction of calendared Department Intellectual Preparation sessions. Curriculum models have been reviewed, and weekly CLFP reviews.
Behaviour and Attitudes	Good	Good	Strong focus on behaviour and culture core routines; Updated behaviour policy took effect from January 2023.
Personal Development	Requires Improvement	Requires Improvement	Rapid ongoing improvement actions (See Rapid Improvement Plan)
Leadership and Management	Good	Good	Ongoing alignment actions, and close liaison with subject leads, Regional Director and Director of Education. Extra staffing capacity is planned for the leadership team. Process to fill the current Principal vacancy is ongoing.
Sixth Form	Good	Good	Progress in IAG/careers; introduction of Y13 RAG progress meetings.



## ADP Update:

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	SIXTH FORM
<b>QE1:</b> Fully embed core routines to support effective classroom practice and wider school culture	<b>BA1:</b> Implementation of new behaviour policy to raise expectations in terms of behaviour/conduct and rewards / praise. Embed a Warm/Strict approach.	<b>PD1:</b> To ensure high quality delivery of taught PD across KS3, ensuring a coherent curriculum which complies with and goes beyond statutory requirements.	<b>LM1:</b> Redefine SLT roles and responsibilities to ensure strategic leadership of key areas	<b>SF1:</b> To further develop access to alternative pathways into university, apprenticeships and employment.
<b>QE2:</b> Ensure a culture of ongoing curriculum development, modified and informed by evidence based best practice and underpinned by excellent professional learning. The curriculum becomes knowledge rich and intelligently sequenced utilising cognitive science, so that students know more and remember more over time. Including collaborative planning of booklets – fully utilising resident subject experts and expertise	<b>BA2:</b> Introduction of the behaviour curriculum to codify what desirable behaviour looks like and create a culture of exceptionally good behaviour and positive relationships.	<b>PD2:</b> Ensure the curriculum is well resourced by providing structured lesson plans, knowledge sheets, staff training, and weekly bulletins.	<b>LM2:</b> SLT to model excellence and know what excellence looks like. All members of SLT are seen as being highly credible and effective leaders and role models, leading from the front and being highly visible at all times. SLT engage in professional candour and rigorously enforce academy standards and relentless consistencies	<b>SF2:</b> Increase the number of 1st choice internal applications and increase external applications
<b>QE3:</b> Develop a St Ivo T&L handbook which draws together Trust T&L framework and best practice, including use of MWB and visualisers, and facilitating effective modelling through 'I, We, You' Rosenshine Principles.  Ensure that Quality First Teaching is embedded in every classroom with specific reference to removing barriers for SEND / PP and disadvantaged pupils maximising their potential. Teachers	<b>BA3:</b> Embed fully the corridor framework. All teaching staff in corridors during transition time.	<b>PD3:</b> Build more opportunities for student and parent voice so they can articulate and respond to their child's progression in personal development, ensuring that the curriculum responds to the needs of our students.	<b>LM3:</b> SLT to establish an open-door policy for quality assurance drop ins: frequent 'no stakes' and 'low stakes' drop ins/Learning Walks with brief feedback, to help embed routines and expectations. Establishment of a culture of trust, based on continuous no stakes' feedback loops to drive continuous improvement (alongside, using support plans and formal capability procedures for staff that cannot or do not want to	<b>SF3:</b> To ensure that Personal Development within the Sixth Form is consistent with provision further down the school and also addresses key age-appropriate issues.



know their pupils and individual needs and how best to support them in the classroom			improve, in order to help build a future culture of trust)	
<b>QE4:</b> Review whole school T&L CPD to ensure the offer reflects best practice and Trust priorities (TLAC and WalkThrus). Develop bespoke CPD programmes and entitlement for key groups (e.g. ITT/ECTs /Middle Leaders/New or Developing staff)	<b>BA4:</b> Introduction of Praise Cards to promote positive choice making and recognise pupil success	<b>PD4:</b> Enhance student leadership opportunities. Eg. Establish an effective house council of student representatives, who play an instrumental role in key areas of the school.	<b>LM4:</b> Senior leaders must ensure robust monitoring of standards at all levels, ensuring the academy and the Trust's vision and values sit at the heart of all improvement work.	<b>SF4:</b> Raise attainment and progress of academic achievement. To increase the number of A/A* grades across subjects and students. Increase the average grade from C to B.
<b>QE5:</b> Enact QA processes to ensure high expectations for Quality of Education. (e.g., intensive coaching, and challenge).	<b>BA5:</b> Continued focus on promotion of rewards and community engagement	<b>PD5:</b> Undertake strategic planning and implement KS4 plan for September including structure and delivery model to mirror KS3 drop down days	<b>LM5:</b> Middle Leaders have clear expectations for staff around classroom performance, feedback & assessment, staff responsibilities and conduct, to ensure greater consistency in department / faculty areas	<b>SF5:</b> To increase the number of students gaining places at Russell Group universities.
<b>QE6:</b> Embed the Y11 raising standards framework and ensure Y11 RAP and effectiveness of RAG meeting facilitates a laser sharp programme of interventions in order to significantly improve GCSE outcomes in 2023	<b>BA6:</b> Promotion of TLAC and WalkThrus CPD to support behaviour and positive culture	<b>PD6:</b> Enhance extra-curricular and enrichment opportunities for all pupils. Remove potential barriers to participation. Explore electives model for implementation in September 23.	<b>LM6:</b> Develop Middle Leaders to be the Engine-Room of school improvement through revised expectations and robust QA	<b>SF6:</b> Review options for Sixth Form Leadership to secure the delivery of a clear strategic vision

<b>QE7:</b> Implement the fluency framework to support effective retrieval practice <ul style="list-style-type: none"> <li>• Do Now</li> <li>• 100 Knowledge Tests</li> <li>• Knowledge is power quizzes</li> </ul>	<b>BA7:</b> Development of the House System to support rewards and student leadership opportunities		<b>LM7:</b> Continue to strengthen community engagement through parent voice and use of communications channels, including social media and listening sessions	
<b>QE8:</b> Review KS3 Assessments to develop an effective assessment policy.	<b>BA8:</b> Further develop a more inclusive and supportive environment for all students to celebrate their difference and individuality.		<b>LM8:</b> To ensure the curriculum model is in line with CLFP. Ensure a suitable and sustainable curriculum model is developed for Sept 23	
<b>QE9:</b> IP Sessions to be embedded within department practice. Model agenda and actions for HoDs. SLT Monitoring and QA to be effective. Develop use of a Curriculum / T&L Teams channel	<b>BA9:</b> QA quality of tutoring sessions to ensure greater consistency of experience for pupils. Develop Tutor time micro scripts		<b>LM9:</b> Develop a comprehensive model and framework for QA activities linked to the school calendar	
<b>QE10:</b> Review tutor reading sessions and develop best practice to ensure rigor and consistency	<b>BA10:</b> Launch of appreciations and recognition through tutor time / behaviour curriculum cycle		<b>LM10:</b> Undertake site improvement and enhance facilities. Reduce display clutter in corridors and classrooms and replace with new school signage and poster promoting values / expectations. Review the potential for toilet refurbishment and enhancement to student experience – e.g. picnic tables	



QE11: Review of HW and online learning (including access / barriers to technology)			LM11: Undertake Teach First Recruitment for Sept 23	
			LM12: Undertake a full staff survey to understand staff perceptions and areas for further improvement	
			LM13: Plan and undertake a LGC visit day to showcase current changes and enhance strategic oversight / governance.	



## Year 11 Maximising Achievement Plan

Priority area	Strategic Intent and Specific actions	Lead	Evidence of impact	Progress to date
<b>Culture of excellence for students</b>				
Close monitoring and daily knowledge of Y11 within SLT	1. SLT presence in Y11 lessons. Creation of "On Tour" schedule with Y11 lessons prioritised. Gr to review in both SLT and line management meetings			On Tour schedule continues to be followed. Lessons visited every period of every day.
Use of SSAs to support core routines and habits of attention for all students	2. SSA (Student Support Assistants) visible in lessons (Ghost Ships) on a daily basis.  This applies to all years but special focus on Y11. Sw to create schedules with DI, Va, and HoY so SSA team are aware what they are expected to be doing at all times.	Sw		
Middle Leader accountability for outcomes	3. HOD ownership of culture in their departments. SLT to brief HODs on when they are visiting. Line Management to include plans for fortnightly joint learning walks between SLT and HoD. Findings to be recorded on SLT notes and discussed in SLT meetings	Cg	HoDs aware of areas for strength/weakness in conversation with SLT link	Joint learning walks carried out during line management meetings and minuted in meeting notes.
Routine expectations are not impeding learning	4. Uniform and equipment New system in place for start of term to ensure that all uniform and equipment issues are dealt with prior to start of P1. Uniform is identified in Morning Address and dealt with via Dressed for Success room. Uniform is checked by tutors	Sw	No student is prevented from learning due to lack of equipment or incorrect uniform	Uniform and equipment is generally much better. Need to ensure equipment checks frequently happening in lessons/ tutor time.
Students are all accessing appropriate next steps with the majority remaining at St Ivo for Sixth Form	5. Provision of appropriate IAG for Y11 Astrea has engaged Form the Future to provide bespoke careers advice to students. As a priority in 22/23 all Y11 students will have a 30-minute careers interview this side of Christmas to inform decisions about the correct pathways for them	Sw and Bt	By Christmas 2022 all Y11 students have had a careers appointment and have a clear post Y11 plan in place.	All Y11 students had a one-hour careers interview by the end of Autumn term. Feedback from students and parents has been very positive. Options now submitted, meetings being had with key students by Sixth Form Team
Whole school dynamic action	6. Weekly RAG and progress meetings Sw, Cg, Fw to meet weekly with Heads of English and maths. This is for all student and subject tracking and planned actions. Key points will be: <ul style="list-style-type: none"> <li>Close examination of basics Venn diagram</li> <li>Relative performance of English and maths</li> </ul>	Sw, Fw	Real time progress is able to be evidenced in all areas with a close focus on the En/Ma Venn diagram.	RAG meetings happening weekly. Next cycle started using March Mocks to update RAG data..

	<ul style="list-style-type: none"> <li>Targeted actions for both in class and for intervention</li> <li>Involvement of other subjects on a rotational basis to look at EBACC and Open bucket progress</li> </ul>			
<b>Culture of excellence for staff</b>				
Ensuring the quality of teaching for students in exam years	1. Y11 are not covered by supply staff. HOD work with cover team to reallocate staffing when a Y11 teacher is absent. This will typically be reassigning someone from KS3 duties. In smaller departments this may mean the deployment of a member of SLT or internal cover staff	WAR and cover manager	Where possible we are putting subject specialists in front of key classes. Less lost learning time	In place. Some issues in science (Biology teacher covers Physics) and has some knock-on effect in lower years.
	2. Staff absence and impact is closely monitored. SMI to circulate daily cover arrangements to all SLT and HODs. WAR to update SLT on staff absence figures	WAR	Staff attendance figures rise	No external supply staff brought in during Autumn term. Staff absence monitored weekly by Vice Principal and OM. Fortnightly with HR Staff Absence has been an issue.
	3. The right teacher is teaching the right set. This must be under constant review, and we must be ready to amend class allocation at any point in the year if it is not working. Information for this will come from SLT learning walks/lesson visits. For 22/23 this process was reviewed at the end of 21/22 in all subjects.	Gr and SLT line managers		Reviewed in line management meetings
Ensuring that the wider curriculum and PD needs of students are met	4. Use of morning tutor time There will be a rigorous schedule for tutor times in 22/23. This will ensure that all students access: <ul style="list-style-type: none"> <li>One formal assembly each week delivering an agreed focus from the PD lead</li> <li>One follow-up PD sessions which builds on the themes in the assembly</li> <li>Three reading sessions as part of our whole school approach</li> </ul>	CI and Ww	Student recall of key PD themes is tested throughout the year. Trust to re-review PD in early 2023	PD system now well embedded.
Quality of curriculum intent and implementation	5. Curriculum planning for Y11 We will ensure that there is clear, time specified plans for all Y11 subjects. These will be based on a RAG review of content and exam skills. This will be reviewed through SLT line management meetings	Cg	All internal QA shows clear sequencing of curriculum and that this is under review in real time	Being reviewed through Line Management following advice from Richard Tutt and Jo Myhill Johnson.
<b>Exam Preparation</b>				
Student familiarity and experience of exam expectations	1. Two sets of formal mocks We will ensure that all students have the opportunity to sit all parts of their subject exams as formal mocks during Y11 (see whole school assessment calendar).	Fw, CG and HoY	Improved outcomes from Y10 to Mock 1 and Mock 1 to Mock 2.	Y11 Mocks sat in November. Outcomes down on y10. Next mocks sat, analysis due in next week.

Clear over communication with parents and carers	<p>2. Parent communication</p> <p>A Parents' meeting is scheduled for September to discuss expectations for the year ahead and how parents can help their child to prepare for exams. This will be followed up by a subject evening following the mocks and a final pre-exam meeting at Easter. In addition, there will be planned over communication to parents throughout the year in a supportive tone.</p>	Sw, Fw, HoY	Specific Y11 parent surveys throughout the year to ensure they are getting what they need	Parent session in mid-September was well attended with positive feedback. Parents Evening after November mocks. <b>Next evening to be arranged.</b>
Quality of staff working with Y11	<p>3. Use of invigilators</p> <p>All exams, including mocks, are already led by external invigilators. To support their work there will be additional briefing and training from SLT about the tone of exams (relentlessly positive and reassuring). SLT, HoY and HoDs will have clear and timetabled roles to support the calm start of exams.</p>	Gr, Sw, Cg, Fw and ABR	QA of exams (including student voice) shows they are meeting our expectations	In place.
Celebrating successes throughout the year	<p>4. Mock Results Day</p> <p>We will share mock exams in the same way that we will final grades in the summer. This makes the process high stakes and will allow us to formally celebrate early successes and to support those who are not yet working at the level we had expected.</p>	Fw and HoY	Identifiable sense of achievement as a staging post towards success in 2023	Done in November. Planned for March 17th.
Ensuring that no student is left behind; especially those who are DP/PP	<p>5. Use of interventions to support outcomes</p> <p>Already in place:</p> <ul style="list-style-type: none"> <li>• P6 provision in all subject areas</li> <li>• Timetabled English support against Core PE lessons</li> <li>• Some additional hours in maths to support Y11 lessons (note this has been impacted by the recent staffing situation)</li> </ul> <p>To follow during the year (based on tracking of performance):</p> <ul style="list-style-type: none"> <li>• Use of half term and Easter holiday provision with a particular focus on English and maths (improvement of the basics figure is a major KPI for us this year)</li> <li>• Short term intervention in a range of subjects</li> <li>• Mentoring and pastoral support for students identified through the RAG meeting process</li> </ul>	Fw, Cg, Sw	Impact is seen in department RAG discussions and reviewed where necessary	Analysis in RAG meetings
Routine expectations are not impeding learning	<p>6. Provision of equipment for exams</p> <p>Supplies of equipment are available to any student who needs them for exams. This must be done in a non-judgmental way. We know they should all have equipment but entering an exam is not the time to mention this.</p>	Fw and HoY	See impact point on exams at 4 above	In place.

**Next steps:** Ben Daly to meet regularly with disaffected students to help motivate them to perform in exams.



## Transition Activities

### Year 6 into Year 7

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

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

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

Uniform try-on evenings July 2023.

Letter going out next week to Year 6 parents.

### Year 11 into Year 12

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

The 22-23 plan for the year is as follows:

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

## Operations and Site Update

We are well into recruitment season with adverts currently live for Principal and Vice Principal. We are also interviewing to fill Geography, English and French vacancies for September 2023. We have requested TeachFirst recruitment to all EBacc subjects.

We have been given approval to recruit additional Cover Supervisors (also known as Teaching Fellows) and an Attendance Officer to add capacity to the pastoral team.

Staff attendance continues to be an area of focus, with a number of staff now in different stages of sickness absence management. Very recently we have seen a rise in staff absence due to Covid-19 infections. Where teaching staff absence exceeds the availability of cover and long-term supply staff, we are then combining classes in a large space (hall, canteen) for masterclasses with subject specialists.

The crumbling walls between Craft block and the Keep and around lower N Block were repaired over February half term. We are currently gathering quotes to remodel the student toilets in Craft and N Blocks so these are more open plan but with fully enclosed cubicles. We have also requested funding for additional CCTV for key areas. Behaviour and culture posters are now in place in corridors and classrooms.

Following the ROM/RD review held last term, our First Aid Officer and three Finance Administrators have been made redundant. First Aid is switching to a rota system using other qualified first aiders. Finance order and invoice processing will now take place centrally, whilst administrative tasks previously carried out by the finance office (trips, cashless catering etc) will be redeployed within the school or central team.

## Number on Roll Update & Projections for September 2023

### Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
<b>March 2023</b>	270	277	282	283	295	130	138	1675
January 2023	272	279	289	284	296	131	138	1689
October 22 Census	268	276	288	277	294	127	140	1670
1 <sup>st</sup> September 22	274	286	302	291	297	131	142	1723
October 21 Census	284	292	287	292	292	156	153	1756

### Projected NOR for September 2023

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
<b>March 2023</b>	296	270	277	282	283	140	130	1678

### Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	2	7	13	7	1	0	4	34
Leavers in spring term 2023 to date	2	2	7	1	1	1	0	14
<b>Total number of Leavers 2022-23</b>	<b>4</b>	<b>9</b>	<b>20</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>48</b>
Joiners in autumn term 2022	1	1	5	5	2	1	0	15
Joiners in spring term 2023 to date	4	4	5	1	0	0	0	14
<b>Total number of Joiners 2022-23</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>29</b>



**Elective Home Education:**

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

**Any Other Academy Matters**

- Educational visits: London Dance Trip February 2023; Year 10 Paris early March 2023; National Apprenticeship show for sixth Formers March 2023.
- Friday 17<sup>th</sup> March 2023: Red Nose Day, including non-uniform and charity donations.
- Lunchtimes: currently under review following parent and student feedback.
- Toilets: refurbishment plans are being worked on, including input from student voice.