ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 28 JUNE 2023 at 4.00 p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

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

Clerk: Emillie Newell

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

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

Ben Daly, Vice Principal, Mike Craig, Vice Principal, Jo Myhill-Johnson, Regional Director

Agenda

Item	Subject	Format
1	**Introductions and apologies**	**Chair**
2	**Declarations of interests**	**All**
3	**Minutes of last meeting and matters arising – 17 May 2023**	**Papers**
4	**Principal's report – committee questions on report (report circulated in advance of the meeting)** **1. Safeguarding** **2. Curriculum** **3. Teaching and Learning** **4. Behaviour and Culture** **5. Attendance** **6. Year 10 Maximising Achievement Plan** **7. SEF and AIP Review & Planning for 2023-24** **8. CPD Planning for September 2023** **9. HR, Operations and Site Update** **10. Number on roll and projections update** **11. Transition Update** **12. Any other academy matters: to include enrichment and community**	**Papers**
5	**Chair's update**	**PS**
6	**Link member's reports**	**All**
7	**Communication**	**PS**
8	**Dates for next year**	**PS**
9	**Any other urgent business**	**PS**
	Date of next meeting: **27 September 2023 Room 2, Main Block, St Ivo Academy**	

ACTION TRACKER – 2022 -2023

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

22 March 2023	10.1	Suspension data comparisons to review the implementation and embedding of the behaviour framework.	Miss Sherwood	Completed 17 May 2023
17 May 2023	4.1	Mr Speer as Chair to ensure compliance checks by the Principal are taking place as required.	Mr Speer	Completed 15 June 2023
17 May 2023	4.1	Mrs Wood to liaise with Miss Sherwood in relation to mental health support. Mr Varey and Mrs Brasher will also be involved.	Mrs Wood	Update required
17 May 2023	4.11	Miss Sherwood/Mr Daly to circulate transition packs to the committee.	Miss Sherwood/Mr Daly	

MINUTES OF THE ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING

WEDNESDAY 17 MAY 2023 at 3.30 p.m.

ROOM 2, MAIN BLOCK

Members Present:

Claire Burke, Paul Mumford, Frank Newton, Heather Wood, Tim Blake

In Attendance: Jo Myhill-Johnson, Regional Director, Mike Craig, Clare Sherwood, Emillie Newell (Clerk) James Rawlins, Dave Varey, Ben Daly

ITEM	DISCUSSION
1.0	**Introductions and Apologies**
1.1	Apologies received from Mr Speer. The committee consented to this absence. Mr Newton acted as Chair for this meeting.
2.0	**Declarations of interest**
2.1	Mr Mumford declared an interest.
3.0	**Minutes of the last meeting and matters arising**
3.1	The committee approved the minutes of the meeting held on 22 March 2023. The committee also approved the special meeting minutes held on 22 February 2023.
3.2	Action points: - Mr Newton requested updates for the outstanding actions. • **18 January 2023 – 4.1** The recruitment of a Principal at St Ivo Academy is ongoing. Mrs Myhill-Johnson is in regular contact with Mr Speer. • **18 January 2023 – 4.1** Due to the recruitment being ongoing. There is no update at present for parents regarding this recruitment. Mr Mumford commented that there have been no communications to parents in relation to this. • **18 January 2023 – 5.1** DSL benchmark for the size of the school. Contact has been made with the Trust's safeguarding lead and Local Authority colleagues. A benchmark does not exist, it is dependent on the size of the school and number of cases. St Ivo Academy structure is sufficient.

	• **22 March 2023 – 5.1** Survey responses regarding lunchtimes: - 93% of students said too short, 87% of staff and 94% of parents. In response, we have moved to 40 minute lunchtime. Students were also given more than one choice for improvements they would like to see in school. In response, improvements were made to some of the toilets during the Spring break and further work will continue during the summer break. • **22 March 2023 - 10.1** Suspension data comparisons . To be discussed during the Principal's report.
4.0	**Principal's Report – committee questions on the report which was circulated in advance of the meeting**
4.1	**Safeguarding** Mr Varey provided the committee with an update regarding the safeguarding areas covered in the report. *ACTION: Mr Speer as Chair to ensure compliance checks by the Principal are taking place as required.* **Mr Newton asked whether it is possible to identify if and when all staff have completed their mandatory training.** Mr Varey advised that regular briefings and quizzes are available to staff. Responses from staff represent that they have a clear understanding of safeguarding. **Mrs Burke acknowledged that the processes in place are very proactive. Mrs Burke referred to the recent Local Authority Advisor visit and findings that St Ivo Academy is fulfilling its safeguarding responsibilities effectively. As this is not in keeping with the views of the Parent Forum, Mrs Burke advised that that these differences need to be resolved before the next Ofsted inspection.** Mr Blake advised that there is an active programme to engage with the community, with parental engagement activities and parent tours taking place. **Mrs Burke questioned how safeguarding concerns can be addressed before parents completed the Ofsted questionnaire?** Mr Blake advised that parents should visit the school. As a school we have responded and made changes, we have communicated this and over narrated in order to provide parents with the reassurance they are seeking. **Mr Newton highlighted that parents have a duty to pass information regarding safeguarding on to the school.** Miss Sherwood advised that students are aware of who they can go to in school to report issues/incidents.

	In terms of mental health, Mrs Wood advised that she would make an appointment to see Miss Sherwood, as Mrs Wood would like to support this initiative. *Action: Mrs Wood to with Miss Sherwood in relation to mental health support. Mr Varey and Mrs Brasher will also be involved.* Mr Varey left the meeting at 16:02.
4.2	**Curriculum – Key Stage 3** Dr Craig informed the committee that the there has been a review of Key Stage 3 (KS3). The aim of this is to improve the experiences of young people ensuring that they are in receipt of a high quality education once they move from primary school. There aims to be a consistent quality in KS3 with careful mapping of the curriculum, ensuring the key themes of being knowledge rich and students acquiring key skills; clear assessments take place across the year. During the second half of the summer term there will be a routine quality assurance focus consisting of reviewing departments. The purpose of this is to strengthen what is on offer for September 2023. Mrs Myhill-Johnson informed the committee that the curriculum focus within the Principal's report will change throughout the year and will be pertinent to that point in the academic year. **Mr Mumford referred to the recent article in the Cambridge News highlighting the changes to timetabling relating to subjects. In terms of communications, parents have not been emailed regarding the changes to Key Stage 3. Mr Mumford highlighted that the meeting on 22 February 2023 agreed that there would be a good communication plan in place for informing parents of changes. Mr Newton added that this is a specialised area, has educational significance involving major changes and therefore should have been passed on to parents.** Mrs Myhill-Johnson advised that there is a very clear communication plan in place, weekly meetings take place regarding engagement, communications are planned and reviewed on a regular basis and will be circulated at the correct time. The committee was informed that some adjustments to the curriculum offer can happen fairly late due to staff movement and the notice period for teaching staff to resign at the end of the summer term is 31 May. Dr Craig advised that there is an intention to communicate any further changes clearly. **Mr Mumford stated that more push back is possible if there are further cuts to the curriculum offer.** **Mrs Burke referred to raising standard in English and maths and full alignment to the Astrea curriculum Mrs Burke referred to the excellent quality of the English lessons she had seen during her visit to school and whether these would continue when staff need to follow a booklet.**

	Dr Craig advised that the English department had started using ARK curriculum from January 2023, for years 7,8 and 9. The department were very positive in terms of the migration. Parents should be confident that their children will receive a high quality experience through KS3, with the use of core routines, a well-planned curriculum and good conduct of students in lessons, staff also seek to build positive relationships with students. Mrs Myhill-Johnson informed the committee that ARK mastery is used throughout the trust. It delivers consistency in terms of quality, the same knowledge, expectations and also reduces workloads, as all resources are available for staff. **Mrs Wood advised that having visited St Ivo Academy she was impressed with the range of lessons on offer. Mrs Wood also referred to the PD Forum and stated that more parents should attend these to see how PD is taught as well as the content. Mrs Wood was impressed to see that students were provided with a blank piece of paper to allow students to aske PD related questions anonymously.**
4.3	**Teaching and learning** **Mr Mumford referred to the number of teaching staff leaving and asked whether this was usual.** Mrs Myhill-Johnson confirmed that this is usual across schools and with only six vacancies at present, when compared with other schools, this is at the lower end.
4.4	**Behaviour and culture** Miss Sherwood informed the committee that data for positive points is reviewed, students receiving a high number of house points per week are congratulated by the form tutor/HoY, for tutor contacts home. Students with detentions and neutral points are highlighted to the HOY, pastoral and learning teams, plans are then put in place for interventions. An example of this is, early intervention is put into place for year 7s receiving two detentions in one week, students and families are asked if there is any support that is needed and how school can help if students are struggling at a lower level with the aim of agreeing on a positive way forward. 16:24 Mr Rawlins joined meeting Mr Daly explained that the early support has reduced the number of students being sent to the Reset Classroom as well as reducing the number of detentions. **Mrs Wood commented that this was very positive and asked what will happen in the longer term for those children in the middle, Mrs Wood requested that once this is embedded the children in the middle are not lost sight of.** Miss Sherwood advised that the number of students and who is selected with alternate each week to ensure students in the middle are not missed.

	Mr Newton asked if those where a problems are flagged up will be tracked. Miss Sherwood advised that these students will be seen by Mr Varey and Miss Crellin (PD), every fortnight. **Mrs Burke praised the ongoing good work and referred to the number of suspensions as per the data contained in the report.** Miss Sherwood advised that tracking takes place on a weekly basis and there is significant consideration before a suspension is issued. A suspension is a last resort, members of SLT are involved in each return to school meeting, review meetings are scheduled, and actions are followed up. Mrs Myhill Johnson advised that she monitors suspensions across all Cambridgeshire schools, St Ivo has the lowest number of suspensions across the Astrea secondary schools. Miss Sherwood advised that if the suspensions for the year 11 group were not taken into account the overall number would be very low. **Mr Mumford enquired as to whether there is an agreed timetable for circulating a parent survey.** Mrs Myhill-Johnson advised that there is not an agreed timetable, but plans are in place to distribute a parent survey. **Mr Mumford requested that a timetable is accelerated in view of the amount of scrutiny from parents. Mr Newton stated that there has been progress and work continues, it is for the Senior Leaders to decide when is appropriate to do this.** Mr Blake confirmed that the parent survey will be communicated. Miss Sherwood added that the student voice survey has been with students for the past couple of weeks, regarding behaviour in lessons and recreational times.
4.5	**Attendance** **Mr Newton acknowledged the good attendance rate for SEND students.** Mrs Myhill-Johnson advised that St Ivo Academy is in line with national data at the present, discussions regarding St Ivo being above national will need to be an area of focus moving forwards.
4.6	**Year 11 Maximising achievement plan** Dr Craig advised that following two sets of full mocks, senior leaders have used the data to identify areas requiring focus, and utilising link meetings with middle leaders meeting to ensure staff are accountable when looking at the raising achievement data. Results in subjects have varied, with some students being above meeting or adrift from their target grades. There has been significant work to ensure all middle leaders are focussed on making gains for those students who appear to be underperforming. Contact has been made with parents/carers providing guidance on how to support their children and a summary of high quality online resources available to students was circulated. A programme for 'just in time' sessions was devised; students have attended these for science and

	English in the morning prior to the exams and these will be provided too by the range of subjects. Food and drink is provided for all year 11s in attendance, there has been a positive and upbeat atmosphere from both staff and students. Just in time sessions have also been made available to year 13. The sessions underline the curriculum and pastoral support made available to our students right the way up to the final exam. **Mr Newton asked whether there would be a review of the catch up programme, taking into account that timely intervention is better that time specific intervention when considering the entry and exit data and identifying the impact of the intervention, with there being a particular focus on English and maths.** **Mr Mumford, as a parent of a year 11 student, echoed the benefits of the just in time sessions.** Miss Sherwood informed the committee that just in time sessions have taken place every year during the exam season.
4.7	**SEND** Dr Craig advised that Mr West, SENCo has been proactive in getting the whole staff body thinking about SEND issues, raising awareness of dyslexia and adapting the teaching and learning in classrooms to support a range of needs. Staff have adjusted and adapted their practices e.g., style of instructions, key vocabulary, and using different coloured paper. This has an impact on the experience of young people. **Mr Newton advised that as the link committee member for SEND, visiting at least once a term, he has seen that Mr West is very hardworking providing training sessions to all staff and supporting classroom teachers so they can have a positive impact every day and every lesson.**
4.8	**Pupil Premium** Dr Craig advised that the statutory document outlines the focus on quality first teaching, intervention in English, maths, and attendance. There is now wider inclusion of Pupil Premium (PP) students in terms of trips, uniform, breakfast, and food before exams. Dr Craig acknowledged that there is a gap that must be closed; in 2022 the outcomes for PP students were just slightly negative but moved very close to 0, (a significant improvement compared to 2019 pre-pandemic) and this must continue. There has been a focus on raising achievement in year 11 for PP students. **Mr Newton asked whether the full allocation is spent?** Dr Craig confirmed that it is, with uniform alone being well above the allocation; finance is used to aid high quality intervention to target PP students. Dr Craig added that also other requests are responded to in order to enrich the curriculum experiences, through funding music lessons and using the money for widespread inclusion ensuring that all students take part in the space and castle trips for example.
4.9	**Operations and other academy matters** The committee did not have any questions in relation to this item. Dr Craig wanted to take the opportunity to commend the Site Team for their relentless hard work to ensure that the site is maintained. They are a proactive team, communicating how we can improve

	whilst being realistic in terms of finances; improvements are achieved in an efficient and effective way. Miss Sherwood advised that the caged area just off the technology department has been refurbished, this is now a much nicer environment. Dr Craig explained that this area was previously hidden and was a concern. Additional CCTV has also been installed around the site by the team. Mrs Myhill-Johnson echoed the praise for the Site Team and added that they have also been providing support at Longsands Academy.
4.10	**Number of roll** **Mrs Burke referred to the number of year 9s leaving and asked whether this was a reflection of the changes to GCSEs.** Miss Sherwood agreed that this may be the case with students leaving to attend UTC or independent schools. Mr Blake added that when comparing historical data, there were fifteen, year 9 leavers last year and therefore this year's data fits the same pattern. **Mrs Burke asked whether the leavers would impact on the grades data for GCSEs.** Mr Daly advised that students have represented a cross section. Mrs Myhill-Johnson added that for every school there is an option for year 9s to go elsewhere, there has been an increased number this year. **Mrs Burke commented that the reason parents taking their year 9s out is evident.**
4.11	**Transition update** Miss Sherwood and Mr Daly have visited four feeder Primary schools, and all five will have been visited at the end of the week. Two students in year 7 who were year 6s at the school last year, have accompanied staff on the transition visit. The students have been outstanding talking about their experiences to year 6s. Students have not been prepared for the visits and have answered all questions asked by the year 7s. The impact has been very positive, and this is the first year students in year 7 have been involved. **Mr Newton asked whether year 6s are told what the expectations are at St Ivo Academy.** Mr Daly advised that all of the information is given to them and there has been a lot of happy year 6s. Mrs Wood informed the committee that packs went out before the spring break and requested that these were shared with the committee. *ACTION: Miss Sherwood/Mr Daly to circulate the packs to the committee.* **Mrs Wood also suggested, that in view of the heightened anxieties, whilst it is noted that a lot has been done for students, it may also be beneficial to offer this to parents as well, to allow that opportunity to engage with them.**

4.12	**Other academy matters – community engagement**
	Miss Sherwood referred to the charity event, raising funds for the Turkey earthquake appeal on 12 May 2023. This was a huge success, with students and staff giving up their time. The atmosphere across the school was due to everyone getting on board.
	Mrs Burke referred to the Principal's report supplementary information circulated and in particular the targets and grade 4 students not being where they need to be with so much work taking place.
	Dr Craig advised that this has spurred intervention support for these students going into the exams. It was recognised that the progress made following the mocks was not as strong as it could be and therefore there was an increase in support going into the exams. The data is not where we would like it and measures to address this have been outlined.
	Mrs Burke stated that there is a concern regarding predictions and the accuracy of these, or whether the issue is quality first teaching.
	Dr Craig advised that staff have high expectations of students and therefore want to be positive, with this, there is a risk over predicting. There is a process in order to reflect upon the data and hold middle leaders to account.
	Mrs Burke questioned whether it was believed the targets before were accurate but now they were overzealous, if this is the case how this will be tightened up for the future.
	Referring to community engagement, Mr Mumford enquired as to whether the letter from the local MP has been responded to.
	Mr Newton advised that as the letter was addressed to Mr Speer, he has responded. Mr Newton added that meetings have been held and further meetings take place, it is essential that move on to take the school forward. This will be reviewed in the future.
	Mr Mumford suggested that is would be a good idea to have communication as a standing item on the LGC agenda in view of the level of scrutiny for both the school and the trust. This would be a positive move for the school. Mrs Wood supported this as it essential that the school keeps communicating.
	Miss Sherwood referred to the student voice work, surveys, parent visits and detailed conversations with students that are not just surveys. The committee can request more information regarding this in the future.
5.0	**Chair's update**
5.1	In the absence of Mr Speer, this was not discussed at this meeting.

6.0	**Link Member reports**
6.1	Mrs Burke advised that she met with Dr Craig today as PP link member and will provide her ahead of the next meeting of the committee.
	Mrs Wood had taken part in a parental tour, a report will be produced and discussed at the next meeting.
7.0	**Withdrawal of medical officer post**
7.1	**Mrs Wood had requested this item was added to the agenda following the meeting with the Parent Forum and the concerns raised by the parent body as to why this role was withdrawn and whether the system in place now is robust enough.**
	Mr Newton advised that this was a management decisions. First Aiders are available in school to deal with any medical situation.
	Mrs Myhill-Johnson advised that student medical needs are prioritised and there is ongoing support and care for students including holding meeting with parents involved. The provision in school has been reviewed and this is sufficient, with significant work taking place to implement procedures.
	Mr Blake added that the school is working with parents of children with specific medical needs, their support and engagement is appreciated, with parents willing to provide staff with training.
	Mrs Burke the email sent to parents about the plans in place was informative.
	Referring to the fact that the removal was due to a management decision, Mr Mumford stated that the school should be more open in their communications.
8.0	**Any other business**
8.1	None.
	Mr Newton thanked everyone for their positive contributions.
	Meeting ended at 17:19
	Date of next meeting
	28 June 2023 at 3.30 p.m.

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term Two

2022-2023

St Ivo Academy

Executive Principal: Tim Blake

Contents

Safeguarding

Introduction and contextual Information about the school:

IMPACT program and transforming lives are both in progress.

7 Day Reporting is in full operation and is monitored by DSL (Designated Safeguarding Lead) and DDSL.

The counsellor is at capacity. We are operating waiting lists going over into September for Mental Health issues. The mental health aspect is wide ranging and covers aspects of anxiety, self-harm, and school refusal. To work through this, we are working on a Mental Health policy, PD (Personal Development) curriculum to include resilience. DDSL involved in a self-harm working party across the trust as this is a widespread topic. MHST (Mental Health Support Teams) NHS – report that Mental Health is a national picture with significant increases since the pandemic and affecting Attendance. Throughout this academic year in all forms, we have had 266 referrals to a variety of services – MHST, School Counsellor, Younited, CMAHS, CASUS, Embrace and external CBT.

Trust meeting to discuss National College training for September 23 – to take place Thursday 16th June.

DSL is currently reviewing the updated KCSIE (Keeping Children Safe in Education) draft version for implementation in September 2023.

DSL met with the Safeguarding governor on Thursday 15th June.

Summary Update:

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

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Training arranged for SSAs & HOY to complete greater depth on dealing with CPOMS cases. Mental Health Policy draft shared with SLT (Senior Leadership Team). **Safeguarding governor met with DSL 15/6. Mental Health governor visit completed.**	Policy to be competed and shared wider. Review level of access to CPOMS following training – to create time for more strategic safeguarding – DSL/DDSL.	Trust training supplied on 20th June at St Ivo.
Trends in School	Continued Mental Health issues surrounding a multitude of anxieties, often resulting in self-harm, school refusal and poor behaviour.	Re-establish links with MHST – new team formed, meeting to be arranged with Mental Health Lead and New MHST lead. Develop the whole school approach – using PD, Resilience to be built upon	Potential Mental Health training for pastoral staff.
Ofsted Qualifying Complaints	None		

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (Spring HT2)
Number and % of PP	304 – 18%	304 – 18%
Number and % of LAC	7 – 0.4%	7 – 0.4%
Number and % of young carers	53 – 3.1%	53 – 3.1%
Number and % of students privately fostered	-	-
Number and % of students with CP plan	0 – 0%	0 – 0%
Number and % of CIN	10 – 0.58%	11 – 0.6%
Referrals made for early help	2 – 0.11%	4 – 0.23%
Proportion meeting threshold	2 – 0.11%	4 – 0.23%
CP meetings attended	0 – 0%	0 – 0%
Number and % of students with an EHCP	19 –1.13%	19 – 1.13%
Number and % of students with serious medical conditions	4 - 0.23%	4 – 0.23%
Number and % of students receiving external support: CAMHS	8 – 0.47%	8 – 0.47%
Number and % of students receiving external support: behaviour support	6 – 0.35%	6 – 0.35%
Number and % of students receiving external support: S and L	4 – 0.23%	4 – 0.23%
Referrals to Channel	0 – 0%	0 – 0%

SCR (Single Central Record) Scrutiny:

Executive principal completed review of the SCR on 31st May

DSL scheduled – Wk. beginning 26/6

Previous Checks:

7.11.22 - DSL

20.12.22 - TBL

10.3.23 - DSL

23.3.23 - ROM

28.3.23 - JMJ

21.4.23 - TBL

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Extended Safeguarding Training	20/6	13 – Combination of Heads of Year & SSA's	Trust Safeguard team

Bullying:

Aspect	Current number of incidents	Previous report
All Bullying Incidents	5	3 (1 bullying log for repeated issue)
Racist Incidents	3	0
Cyber Bullying	0	0
Homophobic Bullying	2	1
Transphobic Bullying	0	1

Analysis and Next Steps
We have a process where all incidents are logged onto CPOMS, and follow-up actions required. This is triaged by Amanda Crellin (Personal Development lead), with actions updated on CPOMS. This would typically include conversations with perpetrators and a follow-up phone call to parents. If there is a pattern of behaviour for a particular student, consequences are escalated. This would usually involve parents/carers coming in for a meeting, and time in the Reset Classroom and/or suspension. There has been an increase in the number of incidents, although numbers remain relatively low. Where we get a 'spike' in the number of incidents regarding any of the protected characteristics, we adapt our assembly, morning address and personal development sequence, to address the issue. This is discussed in the bi-weekly meeting between Amanda Crellin, Clare Sherwood, Ben Daly, and Dave Varey.
When incidents become a repeated pattern of behaviour towards a particular student, we open a 'bullying report form' with the victim. 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 are happy with the resolution.
Bullying Incidents all 5 related to protected characteristics.

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:	1	0		
Verbal:	0	0		
Physical:	0	0		

Analysis and Next Steps

School Day and Curriculum

Our school day structure is currently out to consultation with staff and families, with parents' information evenings being planned for w/b 19th June.

From September 2023, all schools in England will be required to operate at least a 32.5-hour week. At St Ivo, our school week is currently shorter than this by 10 minutes per day. We have been giving some detailed thought to how best to meet this new requirement. Below you will see the proposed model:

CURRENT	Proposed New Model
8.40 Morning address 8.45 Period 1 9.45 Period 2 10.45 Break 11.05 Period 3 12.05 Period 4 13.05 Years 7, 8, 10, lunch 13.05 Years 9, 11, 12 and 13 tutor period 13.20 Years 9, 11, 12 and 13 lunch 13.45 Years 7, 8, 10 tutor period 14.00 Period 5 15.00 Period 6 and detentions	8.30 Morning address and tutor time / Assembly 8.45 Period 1 9.45 Period 2 10.45 Break 11.05 Period 3 12.05 Period 4 13.05 Years 7, 8, 10, lunch 13.05 Years 9, 11 tutor reading session (12, 13 tutor time) 13.25 Years 9, 11, 12 and 13 lunch 13.45 Years 7, 8, 10 tutor reading session 14.05 Period 5 15.05 Period 6 (some Y11/Y12 students) and detentions
	• Earlier start time by 10min. • Lesson timings aligned to current school day • Slightly later finish time by 5min • After school detentions / HW detention finish time to remain the same as they are currently

This will see us starting slightly earlier at 8.30am (this is something which had historically been the case at St Ivo) and finishing five minutes later at 3.05pm. Overall, you will see that this model would see us extending each school day by 15 minutes. There is a strong rationale for this, as it means that we are able to protect some of the

key features of the school day – including a full 20min break and the 40min extended lunch and keep lesson timings of the school day the same as they currently are (5 one-hour lessons). We felt this was important for a greater sense of continuity but also to ensure access to community facilities for subjects like PE. We also wanted to protect and retain elements which were introduced in direct response to feedback from students, parents, and staff as an important contribution to wellbeing at St Ivo. As a leadership group we have debated various models at length, but we believe this model is the version that protects and enhances the key features of the school day that will have the most impact educationally and pastorally.

Significantly, the additional time enables the reintroduction of morning registration and tutor time, creating additional pastoral time for our students with their form tutors. We know this is something that students, staff and families have provided feedback on, and we are very keen to facilitate the return of pastoral time at the start of each day. This is one of the key advantages of this model.

We are also retaining the tutor period later in the day. This enhances our existing provision with a daily reading tutorial, where tutors read aloud at pace from a novel, whilst students follow the reading in their own copy of the book. These texts are specifically chosen to be challenging, informative, and inspirational as well as being age-appropriate for each year group. Nationally 25% of 15-year-olds have a reading age of below 12 and would not be able to easily access these books independently. By reading these books aloud, tutors ensure that all children have access to powerful texts, as they remove the barriers of fluency, pronunciation, intonation, and grammar. Research into the benefits of reading aloud to students for at least 20 minutes a day suggests that it can lead to the rapid improvement of reading skills. This is something which we know makes a huge difference to how children progress at school, enabling them to access the curriculum in its broadest sense and to develop a lifelong love of reading.

We are proposing that after school detentions will retain their current finish times (15:45 / 16:30), therefore the proposed changes to the school day will not impact further on these.

We believe that these changes will be beneficial to the school community and will have a positive effect on your child's education. A consultation is running with families until Friday 30th June.

Curriculum Model for 2023-24

Our final curriculum model can be seen overleaf.

We review the curriculum every year to consider what will best support our students, including looking at what other nationally recognised excellent schools offer.

We believe that the KS3 curriculum offer will give St Ivo students the best possible start to their secondary education, setting them up for future success. The changes will take effect from September 2023.

- Continuing to offer the National Curriculum
- Reshaping the timetable to give more time to English, Maths and Science to establish a strong foundation of knowledge to improve outcomes over the 5-year journey
- French for all students up until the end of Year 9 (transition arrangements for current Y8 into Y9 for German)
- Retaining Drama and Music as standalone subjects
- Food Technology continues, on rotation as part of Design Technology
- Drama will also continue as a standalone subject – it is not part of the National Curriculum, but we have decided to continue with it as we recognise its importance.

- Dance will be taught as a rotation subject within the wider PE curriculum: it is part of the PE National Curriculum in Key Stage 3. (This had previously been the case in Y8/Y9)

We have parent information evenings to outline our approaches including the curriculum for the w/c 19th June.

Year 7	Year 8	Year 9	Year 10	Year 11
English 8 hours per fortnight Maths 8 Science 7 Art 2 Computing 1 Design Technology 2 (inc Food) Drama 1 Geography 4 History 4 Languages (French) 4 Music 1 PE 4 (inc Dance) Personal Development 2 RPE 2	English 8 hours per fortnight Maths 8 Science 7 Art 2 Computing 1 Design Technology 2 (inc Food) Drama 1 Geography 4 History 4 Languages (French) 4 Music 1 PE 4 (inc Dance) Personal Development 2 RPE 2	English 8 hours per fortnight Maths 8 Science 7 Art 2 Computing 1 Design Technology 2 (inc Food) Drama 1 Geography 4 History 4 Languages (French, sets 1&2 also German) 5 Music 1 PE 3 (inc Dance) Personal Development 2 RPE 2	English 9 hours per fortnight Maths 8 Science 9 PE 2 (plus English and Maths intervention) RPE 1 Personal Development 1 Students choose 4 option subjects, 5 hours a fortnight each: History (7 groups), Geography (4), French (6), German (1), Triple Science (2), Computer Science (3), Fine Art (3), Textiles (3), D&T (4), Food (5), Child Development (3), PE (3), Ethics (1), Music (1), Dance (1), Drama (1), Film Studies (2), Asdan (1). All students to take a humanity. The majority to take a language.	English 9 hours per fortnight Maths 8 Science 10 PE 2 (plus English and Maths intervention) Personal Development 1 Students choose 4 option subjects, 5 hours a fortnight each: History (8 groups), Geography (5), French (6), German (1), Triple Science (2), Computer Science (2), ICT (1), Fine Art (3), Textiles (2), Graphics (1), Pottery (1), D&T (2), Food (4), Child Development (2), PE (3), Ethics (1), Music (1), Dance (1), Drama (2), Business Studies (3), Media Studies (1), Film Studies (1), BTEC Sport (1 double), Asdan (1). All students to take a humanity. The majority to take a language.

Year 12
10 hours per fortnight for: Biology (1 group), Business Studies (1), Chemistry (1), Computer Science (1), D&T (1), Drama (1), Economics (1), English Literature (2), Ethics (1), Fine Art (1), Food and Nutrition (1), French (1), Further Maths (1), Geography (2), Health & Social Care (1), History (2), Law (1), Maths (2), Media Studies (1), Music (1), PE (1), Photography (1), Physics (1), Politics (1), Psychology (2), Vocational Sport (1 double group – 20 hours). 8 hours per fortnight for: Dance (1).
3 hours per fortnight for Extended Project Qualification (4 groups).
5 hours per fortnight for GCSE English and Maths retakes (1 group of each).
2 hours per fortnight tutor period (including Personal Development).

Year 13
10 hours per fortnight for: Biology (2 groups), Business Studies (1), Chemistry (1), Computer Science (1), D&T (1), Drama (1), Economics (1), English Literature (2), Ethics (1), Film Studies (1), Fine Art (2), Food and Nutrition (1), French (1), Further Maths (1), Geography (3), Health & Social Care (1), History (2), IT (1), Law (1), Maths (3), Media Studies (1), Music (1), PE (1), Photography (2), Physics (1), Politics (1), Psychology (2), Textiles (1), Vocational Sport (1 double group – 20 hours). 8 hours per fortnight for: Dance (1).
2 hours per fortnight tutor period (including Personal Development).

- Our Walkthru programme continues to operate for staff. The current Walkthru is on scaffolding. This has been launched with staff and the Walkthru's are currently taking place with the coaching sessions in the last two weeks of term.
- Intellectual preparation time continues to develop and embed in academy practice. SLT links regularly visit sessions to monitor what the time is used for. We need to maintain focus on this to ensure the time is being used for curriculum reflection rather than being taken for other department tasks.
- Planning is taking place for the September training days to ensure effective and impactful use of the time. Key focus will be behavior and culture, TLAC core routines and National College core components including safeguarding.
- Rosenshine, Tom Bennet, TLAC and Walkthru's will continue to act as the academic basis for our CPD programme into next year.
- The meeting schedule for next year that will act as the conduit for CPD is under development. The basis of the schedule will be a three-week rolling programme :

  Week 1: St Ivo communal CPD sessions – whole staff. Focus will be T&L, Safeguarding, SEN, National College

     Modules, behaviour and culture etc.

  Week 2: St Ivo team CPD sessions – bespoke groups. Groups could be ECT, middle leaders, curriculum

     Pastoral, Walkthru coaching, year teams etc.

  Week 3: St Ivo Intellectual preparation – departmental IP time. Programme to be planned by the HOD. Topics

      Covered may include review of SOL, reflection on how to teach difficult topics and possible student

      Misconceptions, specific exam preparation, booklet work, standardisation or moderation of marking

- The program will be issued to staff and will provide a clear, well structured, planned program of CPD that will ensure we get very best impact from the time put into the sessions.
- Next year's Walkthru programme will cover one Walkthru per term to allow time for more deliberate practice and greater impact within the classroom. The area of focus is going to be questioning as this has come up from on tour as an area for improvement. The modules to be covered are: Probing questions, process questions and tiered questions and problems.
- Our TLAC program will ensure that core routines continue to be embedded in classroom practice with any changes that arise from the working party that is currently meeting. We will also focus on the small number of trust identified techniques that we have not yet covered such as Culture of Error and Show Call.
- It is hoped to use the T&L resources from the National College as a resource for the ECT programme.
- We continue to develop our work with Teachfirst with our first batch of Training Programme (and nomination) staff starting in September (three in total). These unqualified staff will require a bespoke CPD programme to support the work they do with Teachfirst.
- We will have nine ECTs in September (three year 1, six year 2) who will continue to get specific support. This will include being coached for the Walkthru by a senior leader, extra lesson observations with feedback and a chance to visit and observe outstanding teachers from other subjects.

- Further training for coaches will be delivered to ensure that this crucial role is effective in our CPD drive for improvement. This session is under development currently so it can be delivered in September as part of the CPD provision.
- Appraisal observations are being used to strengthen the evidence base of our teaching profile within the Academy. This will allow directed support to be given where necessary and, along with the on-tour data, gives a clear evidence base for improvements.
- Deliberate practice is starting to become an accepted and expected part of CPD with staff being much more comfortable with the process and more willing to engage in the process.
- In the first year of having visualisers in the Academy, they are now well used in a large number of areas and are making a real difference to modelling and scaffolding within lessons. We will continue to develop our training on their use so that this positive improvement continues. Our ECT programme next year will work closely with the staff so that they understand the benefits and potential of this teaching tool.
- Below is a synopsis of the CPD programme delivered this year to give an idea of how we have used research to develop classroom practice within our Academy:

September

- Behaviour, culture, and safeguarding – expectations and routines
- TLAC – onboarding – core routines; equipment, silence is golden, signal, pause, insist, SLANT, entry/exit routines, Do now
- Walkthru process launch – What, why, how?
- Form time reading training
- Walkthru – coaching the coaches – process and best practice
- Walkthru 1 – show me boards
- SEND – effective ways of supporting SEND students
- National College – Health & Safety, data protection
- PD: creating a safe learning environment

October

- Effective behaviour management
- UCAS reference writing
- Walkthru 2 – live modelling
- PD: online misogyny

November

- Further behaviour management training
- Cover supervisors: TLAC core routines
- TLAC reboarding – core routines
- National College – Safeguarding, Online safety
- Walkthru 3 – Worked example, backward fading
- PD: alcohol, drugs, vaping

December

- Effective use of a knowledge organiser

- PD: contraception

January

- IP sessions started in January (sessions take place most weeks)
- TLAC – turn and talk
- TLAC – reboarding core routines
- Behaviour and culture – the Astrea Ascent
- SEND – Dyslexia and literacy support
- Work related learning

February

- Walkthru 4 – live modelling
- Effective use of a visualiser
- Behaviour and safeguarding

March

- TLAC – work the clock
- PD: online gambling

April

- SEND; speech, language, and communication
- TLAC – the purpose of (core) routines
- Standardisation and moderation – GCSE and A level
- Walkthru 5 -Scaffolding
- National College; fire safety and anaphylaxis
- Behaviour, culture, safeguarding

May

- Ongoing deliberate practice of the Walkthru
- We deliberately reduce pressure on staff in May to provide time for Year 11 and 13 exam preparation support
- Please note other, bespoke, PD training has been given to discrete groups throughout the year as appropriate.

Behaviour and Culture

Implementation of the Core Routines and B&C Framework:

Strengths and impact of implementation

Entry routines are embedded. Do Nows are routinely embedded into lessons across school. These are based around retrieval tasks and use the principles of spaced retrieval practice to ensure knowledge is consolidated.

Morning Address is embedded and has become routine. There is a calm start to the day. Morning Address topics are circulated by DL to help ensure messaging is consistent. Focus on praise, positively and recognitions.

The use of visualisers in lessons is increasingly apparent. As such there is more effective modelling in classrooms. Real areas of strength here are Maths and Science who use these routinely.

Silence is golden is well embedded as an expectation during independent practice tasks. The school has a calm and scholarly atmosphere, and this has been recognized by visitors (both parents and touring candidates).

Mini whiteboards are used effectively to check for understanding. A routine around using these (e.g., 1,2,3... show me) needs some work to help consistency of practice and best enhance their use.

Areas for improvement

Exit Routines need some work and there is still some inconsistency here. The impact of which is felt most during lesson transitions.

Habits of attention are not embedded, Signal, Pause, Insist, is used more effectively. There is a working group that has been created to discuss this (see 'Next Steps')

Transitions are improving but still require some improvement. There is some work to be done within subject teams to ensure that all corridors remain calm on transition.

Next steps

Core Routine Working Group – Staff are meeting with RW to discuss Core Routines; their implementation and any improvements needed to help the school move forwards and allow core routines to be embedded more successfully. Staff are discussing the use of SLANT, transitions, exit routines and devising ways in which we could adapt and/or better communicate the purpose and rationale to improve 'buy in' around weakness areas.

Inset – There will be a renewed focus on the core routines, including reflections on the outcomes of the working group and a launching of the adapted Core Lesson Routines Handbook.

Staff CPD from Sep 23. There will be a more bespoke CPD offer which will incorporate whole staff CPD, team CPD and Intellectual Practice. This will ensure that the needs of staff are met more effectively.

B&C Framework

Strengths and impact of implementation

- 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) – our values and character traits have been linked to the theme of the week (assembly and PD tutor time activity)
- Behaviour stages data 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 data is sent out to HoY/SLT every Tuesday. HoY share this with their tutor teams for follow up interventions e.g., praise emails home, 1:1 conservation with students to offer support.
- Behaviour escalation system is now embedded. Tracking of students who receive multiply reset classrooms, this is shared with pastoral teams and SLT.
- Rewards – each week departments are sending postcards home and taking photos for the school's social media pages.
- Pastoral teams informing year group of their total house points.
- Golden tickets continue to be given out every day with live draws at the end of each half-term.
- Reset classroom has been successful since its implementation in January. All students follow their timetable and complete work from their lesson. A laptop is provided for each student to use. This room is supervised by SLT to ensure consistency and maintain high expectations and standards of work. The triage room is working well, students complete a form with a member of the pastoral team / reset classroom manager stating why they were sent and discuss what needs to change for them not to be sent again.
- We have reviewed these areas following student voice: mobile phone policy, lunch times, detentions, and verbal warnings. Changes have been made to these areas: mobile phone policy – parents/carers to collect at the end of the day, homework detention takes place in a separate room (IT room), verbal warning changed to be called a reminder, lunch time extended to 40 minutes, new rota that includes SLT and pastoral staff to monitor the toilets.
- Heads of Year planned and delivered end of Year 13 and 11 celebration assemblies. These were very successful.
- A thorough interview process took place for Head and Deputy Students. Four students in Year 12 were appointed and will be integral to the school student leadership and sixth form.
- House student leaders were filmed explaining their work and the raising money for the Turkish/Syrian earthquake appeal.
- Careful planning of the Yr 11 GCSE exams has results in a positive environment for all students.

Areas for improvement in the effective implementation

- Further staff training to be taken place on the professional days in September with a focus on the behaviour and culture policy.

Next steps

- Behaviour curriculum to become embedded within tutor time – September 2023.
- More student voice to be carried out.

Summer Term Reboot:

- Reboarding to students on Monday 5th June during tutor period. This was led by Clare Sherwood and Ben Daly via TEAMs, using a PowerPoint as the resource.
- The reboarding focused upon house points, golden tickets, school day, uniform, behaviour at break and lunch times and detentions.

Behaviour Data:

What is working well:

- Data is being analysed every week by SLT, this is sent to the pastoral team (HoY/SSA) who action intervention for students. HoY know their year group and allocated the relevant people to action e.g., student has been issued two detentions in one week, the form tutor would speak to the student and ask if there is anything they can to do support and help remove the barriers to this.
- We identified that more House Points and Golden Tickets needed to be awarded, we have seen an increase in June from previous months.
- Four-stage approach with students who have received multiple Reset Classroom events. These students are highlighted weekly to the pastoral team and at BASI meetings, following this intervention is put in place to support the student.
- In year 7 & 8 students, reminders are supporting students, so it does not escalate to detentions.

Next steps:

- Year 10 data for negative events has been higher than usual for the last two months (May and June). SLT is working with Head of Year on a plan to tackle students who are consistently involved in negative behaviour events.
- Continue to analyse the data every week and share with pastoral/SLT leaders and measure the impact of the data.
- Two SLT members will attend in June and July a trust behaviour and culture policy working group.

January 2023	Year 7	Year 8	Year 9	Year 10	Year 11
House points/ golden tickets	3259	3104	3321	2489	1918
Reminders	166	625	619	649	368
Detentions	48	212	304	317	423
Reset per event (total students)	5(5)	29(16)	74(34)	63(27)	79(30)

February 2023	Year 7	Year 8	Year 9	Year 10	Year 11
House points/ golden tickets	2629	2034	2546	1425	655
Reminders	125	426	441	411	188
Detentions	47	186	248	305	213
Reset per event (total students)	9(5)	69(31)	82(32)	102(46)	98(44)

March 2023	Year 7	Year 8	Year 9	Year 10	Year 11
House points/ golden tickets	3047	3129	3224	2113	1190
Reminders	258	625	502	456	258
Detentions	99	206	270	421	339
Reset per event (total students)	9(6)	73(27)	76(36)	101(38)	119(39)

April 2023	Year 7	Year 8	Year 9	Year 10	Year 11
House points/ golden tickets	1502	1282	1136	649	612
Reminders	86	171	167	156	59
Detentions	25	53	84	91	79
Reset per event (total students)	6(4)	25(15)	15(12)	35(22)	28(18)

May 2023	Year 7	Year 8	Year 9	Year 10	Year 11
House points/ golden tickets	2988	2734	2877	1127	503
Reminders	243	478	321	381	55
Detentions	100	185	257	333	66
Reset per event (total students)	32(15)	51(21)	58(32)	76 (34)	22(13)

1st – 16th June 2023	Year 7	Year 8	Year 9	Year 10	Year 11
House points/ golden tickets	1389	1366	1270	1192	N/A
Reminders	120	229	167	203	N/A
Detentions	63	93	90	208	N/A
Reset per event (total students)	7 (7)	36(20)	26 (20)	42(22)	N/A

Suspensions:

3 May 2023 to 16 June 2023

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	35	23	8	6	16	9	6	3	0	0
% Of Cohort	2.1	7.7	3.0	2.2	5.8	3.2	2.1	1.0	0	0

Total Days	49	31.5	21	6	25.5	12.5	11	6	0	0

1 September 2022 to 16 June 2023:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Number of suspensions	12	53	51	29	76	221
% of year group	4.4	19.2	18.1	10.2	25.9	13
Total days	15	79	71.5	39	134	338.5
Number of students	4	17	21	16	29	87
PP	3	11	9	6	8	37
% of PP cohort	1	4	3	2	3	11
SEN	1	5	7	6	11	30
% of SEN cohort	0.38	1.89	2.64	2.26	4.15	11

Suspension rate =13%

Month to month suspension events 2022-23:

Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	April 23	May 23	June 23
23	25	21	17	34	26	31	15	21	20

*These figures include all active students on roll in that month.
**June 2023 includes one PEX (pending review)
5 AP (Alternative Provision) students with 28 suspensions in total

Suspension analysis and commentary:

The suspension data reflects suspensions issued from September 2022 to 16th June 2023. 87 students have been suspended during this academic year.

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.

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.

Suspension Reduction:

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
Reset Classroom	1. **Communicate expectations of student's behaviour and work ethic** 2. **Triage room created to calm students and reflect reasons for being sent with a member of staff – reflection sheet completed.** 3. **Continue to use the reset classroom following a suspension.** 4. **Use of laptops to ensure students follow timetable – help to reduce knowledge gap for when student re-enters lessons.**	• **Students are calm when they enter the reset classroom, resulting in less failure due to disruption.** • **Students spend day in reset classroom following suspension, reducing repeat suspensions.** • **Three warnings used in the reset classroom to prevent suspension.**	Jan' 2023	Sw/DL	
Return to School Process	1. **Return to school meetings to continue – SLT and pastoral member of staff to be present in the meeting.** 2. **Student spends day in the Reset Classroom after return to school meeting.**	• **Suspension investigation sheet completed before suspension. HoY completes return to school sheet, sheet uploaded to CPOMS and merged with suspension letter.** • **SLT present in return to school meetings, showing importance, and reducing repeat suspensions.** • **Review meeting set at the RTS**	July 2023	Sw/DL	
Reduce repeat suspensions	1. **Weekly suspension report given to HoY – HoY liaise with SLT link**	• **BASI meeting – focus on suspension data for each year group. SLT link meeting to discuss suspensions and strategies to reduce**	June 2023	DL	

	2. **Emillie to update with suspensions on a daily basis** 3. **Track interventions for students with multiple suspensions i.e., EHA, PEAP. Ensuring that we are not missing opportunities for wider support.**	**repeat suspensions. Ensures all suspensions are followed up with actions.** • **Actions following suspensions fed back to SLT in weekly behaviour update, to ensure all can verbalise how we are driving down suspensions.** • **Students have work for every lesson that they are suspended, limiting loss of progress during absence, and ensuring it is not seen as an alternative to school.**			
Behaviour Escalation Process (Reset Classroom incidents monitored)	1. **Continue to send weekly information to all pastoral team.** 2. **Letters for each stage (Stage 1-4) of the tracking process are available and issued when triggered**	• **Live tracker to visualise progress with students displaying most challenging behaviour – pastoral team to complete behaviour forms, letters, and update tracker. Discuss at BASI every week.** • **Document is up to date, meaning timely intervention and clear communication with home as support, leading to reduced suspension through advanced warnings.** • **Clear communication with home through SSA/HoY, increasing parental support. Support from home further aiding the reduction of suspensions.**	**Sep' 2022**	**DL**	

| Behaviour Curriculum | 1. Plan and design half-termly Behaviour Curriculum, to be delivered one tutor time per week.

2. HoY to introduce behaviour curriculum to tutor teams (SLT to voice over first few sessions, to help with consistency).

3. Incorporate into tutor programme, and printed for all staff

4. Booklets to be printed for each tutor group

5. Map onto curriculum document | • Expectations and purpose communicated with tutor team to ensure consistency in approach
• Ensure that behaviour patterns and data is looked at, so we tackle relevant issues in a timely manner

• Available on both TEAMs and physically ensuring microscripts are followed and all students are aware of expectations reducing conflict, disruption, and suspensions. Enhanced accountability and ownership of behaviour.

• Work is all in one place, and progress can be evidenced.

• Curriculum path visible and in future will enable further ties with morning welcomes, assemblies, and PD to reinforce messages taught in the curriculum. | September 2023 | DL | |
| Praise and Rewards | 1. Ensure that weekly department praise schedule is followed and shared on social media platforms.

2. Incoperate praise (warmth) into Morning Address microscripts

3. Continue with Golden Tickets, issuing an average of 1 per lesson, plus outside of lesson times for behaviour that goes above and beyond.

4. Student leadership opportunities and student | • Monitor number of positive House Points being issued, against negatives

• Ensure that all parties (parents, students, and staff) realise that 'warmth' is at the front and centre of our school culture. | July 2023 | Sw/DL | |

	<mark>voice, so that the student body feel empowered and listened to.</mark>			

Attendance

	Key Attendance Target	This time last year	Year to date
Whole School	95%	91.5%	90.7%
Pupil Premium	90%	87%	85.2%
SEND	90%	89%	87.6%
Maximum % of pupils who are PA:	15%	25.1%	25.9%
% of PP pupils who are PA:	20%	40.6%	44.4%
% of SEND pupils who are PA:	20%	33.2%	37.5%

Year Group Breakdown

	Year 7	Year 8	Year 9	Year 10	Year 11
Student Cohort	282	287	308	296	297
YTD attendance %	94.50%	91.90%	91.50%	90.80%	87.30%
PA %	13.80%	22.30%	25.90%	25.30%	43.90%
Male	94.50%	93%	91%	92.10%	87.90%
Female	94.40%	90.50%	91.90%	89.30%	86.40%
SEND	93.50%	88.10%	88.40%	87%	83.80%
E	93.10%	89%	88.40%	87.20%	84.40%
K	97.50%	84.40%	87.40%	84%	74.10%
Non-SEND	94.60%	92.80%	92.10%	91.60%	88%
Pupil Premium	91.90%	84.10%	85.10%	84.70%	80.50%
Non-Pupil Premium	95.30%	93.80%	93.20%	92.20%	88.80%
Pupil Premium and SEND	93.50%	85.40%	79.30%	80.30%	79.80%
Non-Pupil Premium and Non-SEND	95.50%	94.80%	93.30%	92.70%	89.50%

Looked After	N/A	N/A	95.60%	100%	68.20%
EAL	93.60%	91.50%	93.60%	92.90%	88.40%
Non EAL	94.50%	91.90%	91.10%	90.40%	87.10%

Attendance Action Plan

Objective	Key Actions	Update and Summary of Impact to date
To improve the percentage of students late to morning registration/school		
	Attendance Manager to attend daily late gate	Late gate commenced 26.9.2022. Students are now being directed to reception to sign in.
		Due to staffing issues within the pastoral team, the 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. Completed
	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. To commence in September 2023
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 the whole staff team.	Plan to discuss Attendance in September prof day – to include registers.
	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.	Completed.
	Attendance Manager to produce a year-on-year analysis of attendance across all year cohorts and vulnerable groups	Completed
	Regular networking meetings to take place with Attendance Managers from southern secondary school to share best practice	On-going - 2 meetings have taken place this academic year. 3rd Meeting scheduled for 9 May 2023 at Ernulf Academy
SLT and HOY to receive regular updates on attendance across all year cohorts and vulnerable groups	Attendance Manager to distribute daily data updates to SLT and HOY.	Achieved

	Attendance manager to produced weekly data and attendance update for presentation at SLT meeting	Achieved
Improve parent awareness of school attendance and policy	Attendance Manager to produce half termly Attendance Newsletter	In-progress
	Attendance Manager to review website content for attendance	In-progress
To improve internal and external student truancy	Attendance Manager to place truancy alerts on high-risk students	On-Going. Alerts sent to SSAs, Reception, Attendance Manager and Parents when absent from scheduled lessons. Meetings taking place with students and parents
To further improve overall attendance and associated safeguarding provision for St Ivo Academy	Appointment of Attendance Officer to support Attendance Manager in day-to-day data and safeguarding checks	Re-advertised following failure to appoint.

Attendance Next Steps:

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

The last half term will focus on improving our year 10 students in readiness for their move into their GCSE year and our year 9 students for their transition to KS4.

Time allocation will be made on the September training day to scaffold a whole school approach toward improving and maintaining attendance.

Golden tickets and house points will be awarded to those students achieving 100% attendance, or demonstrating improvement, on a weekly basis until the end of the current academic year. This will be continued in September.

A rewards and incentives strategy will be devised for the next academic year.

SEND and Pupil premium strategy and intervention proposal will be created in collaboration with the SENDCo (Special Educational Needs and Disabilities Co Ordinator) and PP lead for implementation in September 2023.

A revised action plan for attendance to be created in preparation for September 2023.

Achievement

Year 10 Mock Exams-Summer Term:

Year 10 Headline Data and measures

	Measure	Y10 June 2023 Mocks					Y10 June 2023 Predictions				
		Headlines (All)	Headlines (PP)	Headlines (SEN)	Headlines (Males)	Headlines (Females)	Headlines (All)	Headlines (PP)	Headlines (SEN)	Headlines (Males)	Headlines (Females)
Cohort	Total no. of students in the cohort	286	57	50	148	138	286	57	50	148	138
	KS2 Prior Attainment	104.5	103.5	98.5	105	104	104.5	103.5	98.5	105	104
Progress	**Attainment 8**	4.13	3.28	2.82	4.02	4.26	5.14	4.47	3.90	4.98	5.31
	Progress 8	-0.87	-1.36	-1.12	-0.97	-0.78	0.14	-0.14	-0.04	0.01	0.27
Attainment	Students achieving 9-7 in Eng & Math	4.2%	0%	0%	2.7%	5.8%	16.8%	3.5%	0%	16.9%	16.7%
	Students achieving 9-7 in Eng (Best of)	11.5%	3.5%	2%	6.1%	17.4%	24.1%	12.3%	2%	19.6%	29.0%
	Students achieving 9-7 in Math	14.3%	12.3%	6%	16.2%	12.3%	26.6%	15.8%	6%	29.1%	23.9%
	Students achieving 9-5 in Eng & Math	28.7%	10.5%	6%	29.1%	28.3%	55.6%	38.6%	22%	57.4%	53.6%
	Students achieving 9-5 in Eng (Best of)	41.3%	17.5%	10%	37.8%	44.9%	67.8%	61.4%	30%	60.8%	75.4%
	Students achieving 9-5 in Math	40.9%	31.6%	18%	42.6%	39.1%	63.3%	45.6%	32%	66.9%	59.4%
	Students achieving 9-4 in Eng & Math	47.9%	26.3%	12%	50.7%	44.9%	79.7%	71.9%	56%	79.7%	79.7%

Students achieving 9-4 in Eng (Best of)	58.7%	35.1%	18%	54.7%	63%	89.5%	86%	74%	85.8%	93.5%
Students achieving 9-4 in Math	58.7%	45.6%	26%	64.2%	52.9%	81.8%	75.4%	58%	82.4%	81.2%

Subject Breakdown Mocks

GCSE 9-1 *(Att8 Points)*

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In A8 Basket %
Art (Drawing & Painting)	0.0	8.3	27.8	66.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	36	6=	6.03	1.70	0.62		70.8	100.0
Art Pottery	0.0	0.0	0.0	20.0	46.7	73.3	93.3	93.3	100.0	100.0	100.0	100.0	15	4+	4.27	0.34	-0.87		20.0	93.3
Art Textiles	0.0	0.0	16.7	55.6	44.4	44.4	44.4	100.0	100.0	100.0	100.0	100.0	18	4-	5.56	1.48	0.14		66.7	84.4
Business Studies	0.0	6.2	14.8	19.0	24.8	33.6	71.8	82.7	91.4	100.0	100.0	100.0	81	4-	3.77	0.12	-1.10		24.7	90.1
Computing	14.3	18.7	33.3	50.0	64.3	78.6	85.7	92.9	97.4	100.0	100.0	100.0	42	5+	5.33	0.82	0.21		30.0	97.6
D & T Graphics	0.0	0.0	26.6	85.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	7	6=	6.14	1.73	0.43		60.0	100.0
D & T Technology	0.0	4.0	4.0	8.0	16.0	28.0	60.0	84.0	92.0	100.0	100.0	100.0	25	3=	2.96	-0.61	-1.32		12.0	92.0
Drama	8.6	17.1	17.1	37.1	57.1	77.1	94.3	97.1	100.0	100.0	100.0	200.0	35	5=	5.06	1.03	0.39		62.5	97.1
English	0.0	1.9	10.7	21.8	39.8	61.3	84.3	96.6	99.2	100.0	100.0	100.0	261	4=	4.16	-0.15	-1.00		22.2	95.0
English Literature	0.0	0.0	4.4	14.2	28.8	43.2	61.7	83.8	96.6	100.0	100.0	100.0	266	3+	3.35	-0.92	-1.72		14.7	76.3
Ethics / Philosophy	25.0	32.1	50.0	71.4	82.1	89.3	89.3	96.4	100.0	100.0	100.0	100.0	28	6+	6.36	1.92	1.23		77.8	100.0
Film Studies	0.0	11.1	44.4	55.6	55.6	77.8	100.0	100.0	100.0	100.0	100.0	100.0	9	5+	5.44	1.16	0.37		57.1	100.0
Food & Nutrition/Food Technology	1.5	3.2	21.5	32.3	47.7	67.7	89.2	100.0	100.0	100.0	100.0	100.0	65	5-	4.69	0.82	-0.16		43.9	100.0
Further Mathematics	5.3	5.3	5.3	10.3	26.3	42.1	42.1	42.1	42.1	100.0	100.0	100.0	19	2+	2.21	-1.73	-4.28		5.6	0.0
Geography	10.9	17.8	26.7	45.3	58.4	73.3	91.1	93.0	99.0	100.0	100.0	100.0	101	5=	5.19	1.76	0.20		50.5	99.0
History	1.5	4.0	11.9	23.7	42.8	57.4	74.2	87.1	96.0	100.0	100.0	100.0	202	4=	4.02	-0.15	-0.90		35.1	92.1
Maths	0.7	4.0	12.9	23.3	40.3	60.1	74.8	85.7	91.9	100.0	100.0	100.0	272	4=	3.99	-0.28	-0.95		21.4	88.6
Media Studies	0.0	13.3	26.7	46.7	66.7	86.7	93.3	100.0	100.0	100.0	100.0	100.0	15	5+	5.20	1.36	0.45		61.5	73.3
MFL French	6.7	2.8	4.2	11.2	26.7	58.6	86.7	98.3	100.0	100.0	100.0	100.0	142	4=	3.92	-0.75	-1.02		31.0	81.1
MFL German	0.0	4.2	8.3	16.7	66.7	87.5	93.8	100.0	100.0	100.0	100.0	100.0	24	3-	4.79	-0.68	-0.83		30.4	91.7
Music	0.0	0.0	18.8	43.8	43.8	62.3	87.5	100.0	100.0	100.0	100.0	100.0	16	3-	4.36	1.01	-1.04		23.1	100.0
PE	6.8	9.1	9.1	15.9	27.3	43.2	72.3	93.2	100.0	100.0	100.0	100.0	44	4-	3.75	-0.23	-1.59		9.5	92.2
Science Biology	3.5	18.7	44.4	64.8	88.9	98.1	100.0	100.0	100.0	100.0	100.0	100.0	54	6=	6.19	1.60	-0.30		24.7	100.0
Science Chemistry	3.7	17.0	43.3	64.2	88.7	98.1	100.0	100.0	100.0	100.0	100.0	100.0	53	6+	6.19	1.59	-0.36		19.6	100.0
Science Physics	3.6	18.7	44.4	62.0	88.9	98.1	100.0	100.0	100.0	100.0	100.0	100.0	54	6=	6.17	1.58	-0.44		26.7	100.0
Summary	2.5	6.4	16.0	29.1	46.4	63.9	80.4	91.4	96.7	100.0	100.0	100.0	1886	4+	4.33	-0.06	-0.85		28.6	89.8

GCSE 9-1 Double *(Att8 Points)*

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In A8 Basket %
Science Combined	0.0	3.8	11.5	20.6	32.1	58.4	84.8	95.2	98.6	100.0	100.0	100.0	442	44	4.06	0.12	-0.35		32.5	98.6
Summary	0.0	3.8	11.5	20.6	32.1	58.4	84.8	96.2	98.6	100.0	100.0	100.0	442	44	4.06	0.12	-0.35		32.5	98.6

Vocational Level 1 / 2 *(Att8 Points)*

Name	L2D* %	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %	L2D* - L1D %	L2D* - L1M %	L2D* - L1P %	L2D* - U %	L2D* - X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In A8 Basket %
Child Development	0.0	24.2	51.5	93.9	100.0	100.0	100.0	100.0	100.0	100.0	33	L2M	5.06	1.48	0.18		53.1	100.0
Dance	0.0	47.1	76.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	17	L2M	5.58	1.88	0.18		47.1	100.0
ICT (KS4 Option)	7.1	35.7	42.9	64.3	71.4	92.9	100.0	100.0	100.0	100.0	14	L2P	4.99	1.26	0.69		64.3	100.0
Vocational Sport	0.0	22.2	44.4	44.4	44.4	66.7	100.0	100.0	100.0	100.0	9	L1D	3.64	1.23	-0.74		33.3	100.0
Summary	1.4	31.5	50.7	81.6	87.7	94.5	100.0	100.0	100.0	100.0	72	L2M	4.92	1.38	0.18		51.4	100.0

Year 10 Maximising Achievement Plan (Draft):

Context and Intent
Year 10 Mocks are below the most recent set of year 11 mocks, which in turn are below 2022 results. Predictions are higher than those of the most recent year 11s as students have more time to improve. Predicted grades on average are a grade higher than the mock, this is a little high but not unusual at this stage. The predicted grades, if they were accurate, are expected to lead to a higher average attainment 8 score than in 2022, but a lower progress 8. It should be remembered that at this point these figures are only estimates. These figures are likely to be slightly below trust targets for this cohort.

Culture of Excellence for Pupils	
Year 10s removed from class dealt with by a member of SLT	On duty SLT member in reset classroom
Relaunch of behaviour and expectations 'Year 11 Ready'- Check uniform and equipment at the start of the day	SLT/Ha
Year 10 lessons prioritised for lesson visits. SLT to prioritise year 10 lessons during 'On Tour'	SLT
Culture of Excellence for Staff	
Review setting arrangements following data – make sure right teachers on right sets – SLT to use link meetings to discuss setting and teachers for start of next year. If possible, make set changes before the end of term	HoDs/SLT
SoW checked against time left to make sure everything covered by February half-term SLT to use link meetings to discuss SoW for the end of this year and into next.	HoDs/SLT
Subject Interventions	
In preparation for November mocks teaching staff/HoDs to set targeted homework for summer holiday.	HoDs/Teaching Staff
Students identified through RAG process to receive targeted interventions.	HoDs/Teaching Staff/ Pastoral Team
Letter to be sent home to parents before summer holiday.	Fw

Year 10 Timeline for June/July

- Hold RAG meeting based on Mock Results to ensure key staff are aware of underperforming students and have summer intervention in place
- Linked to this every subject to set a summer homework task (~1 hour), preferably individualised/ targeted on mock performance.
- HoDs and SLT links to double check setting and teachers into Year 11 to ensure the right teacher is on the right set from the start.
- On Tour/On Call priority to visit year 10 lessons to ensure exemplary behaviour during last few weeks of term.
- Use information evening to briefly outline expectations for year 11 in advance of full info meeting in September/October.
- Letter home to parents about work being set in preparation for year 11.

Year 12 Mock Exams-Summer Term:

Year 12 Headlines and key measures

Measure	Y13 Spring 2023 Mocks					Y13 Spring 2023 Predictions				
	Headlines (All)	Headlines (FSM 6)	Headlines (SEN)	Headlines (Males)	Headlines (Females)	Headlines (All)	Headlines (FSM 6)	Headlines (SEN)	Headlines (Males)	Headlines (Females)
L3 Cohort	123	12	14	64	59	124	13	14	64	60
L3 Overall Ave Points Per Entry	29.10	28.53	33.1	28.04	30.3	33.75	30.81	37.72	33.36	34.18
L3 Overall Ave Grade	C=	C=	C+	C=	C-	C+	C=	B-	C+	C+
L3 Overall VA										
A Level Cohort	121	12	14	64	57	122	13	14	64	58
A Level Ave Points per Entry	29.35	28.21	33.42	27.85	31.26	34.53	31.29	38.68	33.76	35.48
A Level Ave Grade	C=	C-	C+	C=	C-	C+	C=	B=	C+	B-
A Level VA										
Applied General Cohort	33	6	2	10	23	34	6	3	10	24
Applied General Ave Points Per Entry	25.53	30.00	25.0	28.00	24.64	26.28	28.33	25.0	24	27.07
Applied General Ave Grade	Merit=	Dist-	Merit=	Merit+	Merit=	Merit=	Merit+	Merit=	Merit=	Merit+
Applied General VA										

Subject breakdown Mocks

Level 3 Qualifications On Track summary

Name	Total Grades	Average Pts Per Entry	Average Grade	Residual	Avg EAP Diff (Whole)	Avg EAP Diff (Sub)	On/Above Track %	Above Track %	On Track %	Below Track %	Inc in Track %
Art (Fine Art)	18	32.22	C+	3.83	-0.7	-2.2	28.9%	11.1%	27.8%	61.1%	100.0%
Art (Photography)	18	27.22	C-	3.26	-0.7	-2.1	44.4%	0.0%	44.4%	55.6%	100.0%
Art (Textiles)	5	32.00	C+	3.67	-0.4	-1.2	80.0%	0.0%	80.0%	20.0%	100.0%
Biology	19	30.00	C=	-0.56	-1.3	-3.8	26.3%	5.3%	21.1%	73.7%	100.0%
Business Studies	12	29.17	C=	4.17	-1.5	-4.4	8.3%	0.0%	8.3%	91.7%	100.0%
Chemistry	13	26.92	C-	-3.93	-1.7	-5.0	15.4%	0.0%	15.4%	84.6%	100.0%
Computer Science	11	47.27	A-	13.09	0.7	2.2	90.9%	63.6%	27.3%	9.1%	100.0%
Dance	3	25.00	Merit=	-4.44	-0.3	-0.3	66.7%	0.0%	66.7%	33.3%	100.0%
Drama	2	25.00	C-	1.67	-0.5	-1.5	50.0%	0.0%	50.0%	50.0%	100.0%
Economics	12	25.83	C-	-2.31	-1.3	-4.8	25.0%	8.3%	16.7%	75.0%	100.0%
English Literature	13	27.69	C-	0.64	-0.8	-2.2	53.8%	15.4%	38.5%	46.2%	100.0%
EPQ - Extended Project	14	42.14	B=	2.60	-0.6	-0.6	57.1%	0.0%	57.1%	42.9%	100.0%
Ethics/Philosophy & Theology	6	15.00	D-	-4.17	-1.8	-5.3	0.0%	0.0%	0.0%	100.0%	100.0%
Film Studies	11	15.45	D-	-2.58	-1.5	-4.5	18.2%	0.0%	18.2%	81.8%	100.0%
Food & Nutrition	8	26.25	Merit=	3.65	-0.3	-0.3	62.5%	12.5%	50.0%	37.5%	100.0%
French	4	30.00	C=	0.21	-1.3	-3.5	25.0%	0.0%	25.0%	75.0%	100.0%
Geography	18	33.33	C+	1.59	-0.8	-2.4	38.9%	5.6%	33.3%	61.1%	100.0%
Health & Social Care Single	15	21.00	Merit-	-3.89	-1.5	-1.5	13.3%	0.0%	13.3%	86.7%	100.0%
History	21	32.86	C=	-0.46	-0.8	-2.4	33.3%	0.0%	33.3%	66.7%	100.0%
IT Applied Level 3	7	25.00	Merit=	2.38	-0.6	-0.6	42.9%	0.0%	42.9%	57.1%	100.0%
Law	17	37.65	B-	5.25	0.0	0.0	70.6%	35.3%	35.3%	29.4%	100.0%
Mathematics	32	24.69	D=	-4.61	-2.1	-6.2	15.6%	0.0%	15.6%	84.4%	100.0%
Maths (Further)	9	35.56	B-	-4.07	-1.9	-5.6	0.0%	0.0%	0.0%	100.0%	100.0%
Media Studies	10	33.00	C=	0.03	-0.8	-2.4	50.0%	0.0%	50.0%	50.0%	100.0%
Music	6	16.67	D-	-9.03	-2.3	-7.3	16.7%	0.0%	16.7%	83.3%	100.0%
Physical Education	9	30.00	C=	3.89	-0.3	-0.9	55.6%	22.2%	33.3%	44.4%	100.0%
Physics	16	33.13	D=	-7.57	-2.5	-7.4	12.5%	0.0%	12.5%	87.5%	100.0%
Politics	14	29.29	C=	0.10	-0.6	-1.9	57.1%	14.3%	42.9%	42.9%	100.0%
Psychology	27	31.11	C=	0.15	-0.7	-2.0	37.0%	22.2%	14.8%	63.0%	100.0%
Resistant Materials	1	20.00	D=	-7.50	-1.5	-4.5	0.0%	0.0%	0.0%	100.0%	100.0%
Vocational Sport Single	6	35.00	Dist=	5.00	0.3	0.5	100.0%	50.0%	50.0%	0.0%	100.0%
Summary	378	29.01	-	0.00	-1.0	-2.5	36.8%	9.0%	27.8%	63.2%	100.0%

The year 12 mock data is slightly below the final data for 2022. Predictions are on average half a grade higher than the mocks, and in line with results from 2022. At a C+ this is still below the expected Trust targets for this cohort, which are likely to be a B. The residual column in the table above gives an indication of how subject areas are doing compared to the whole school. Darker green is stronger, darker red weaker.

Actions:

- Summer work to be set for students (approximately 5 hours per subject) to target weaknesses from the mock exams and aid preparation for the next round of mocks. This could include at least one past paper.
- SLT to use link meetings to confirm planned summer work for students.

SEF and AIP Review and Planning for 2023-24

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 SEF 'Good' rated areas of QE, behaviour, leadership, Sixth Form – details of actions and areas for further improvement stated below:
Quality of Education	Good	Good	Actions: Core routines being embedded in teaching and learning; Calendared Department Intellectual Preparation sessions. Curriculum models reviewed, and with weekly CLFP reviews. Areas for further improvement: 1. Setting of ambitious targets for student outcomes in all areas. 2. Improve the proportion of students gaining 5+ in both English and maths, underpinned by an ongoing strong curriculum offer in English and maths throughout the KS3 and KS4 progression journey. 3. Create more time in the calendar for structured staff CPD to be delivered followed by rigorous monitoring to ensure impact 4. Ensure a culture of ongoing curriculum development, modified and informed by evidence based best practice and underpinned by excellent professional learning. Develop the use of Walkthrus (aligned with TLAC) as the core process for classroom development. Ensure mini 'show me' whiteboards and visualisers are routinely used within lessons and to ensure CPD for staff so that their use in checking understanding and scaffolding/modelling for students is clearly understood and effectively deployed. 5. Update a St Ivo T&L handbook which draws together Trust T&L framework and best practice 6. Enact QA processes to ensure high expectations for Quality of Education and consistency of experience for students (including core routines) 7. Further implement Y11 and Y10 raising standards frameworks and ensure Y11 RAP and effectiveness of RAG meeting facilitates a laser sharp programme of interventions 8. Further refine and develop the curriculum utilising shared resources and expertise from across the Trust and led by National Leads. 9. Engage in the development of booklet exemplars during 2023-2024.

Behaviour and Attitudes	Good	Good	Strong focus on development of behaviour and culture; Updated behaviour policy took effect from January 2023. Impact: • Calmer break and lunchtimes. • Monitoring systems for behaviour patterns and escalations are allowing for earlier interventions for those students who display repeated behaviours. • Improved uniform standards are evident across the academy • Calmer transitions between lessons. • Increased attendance at detentions. • Higher consistency across staff of TLAC techniques. • Majority of students are beginning to understand the St Ivo 'values' and 'ethos' that we are looking to develop. Areas for further Improvement: 1. To ensure clear systems for the analysis of behaviour incidents are understood and used effectively by leaders at all levels 2. Introduce a behaviour curriculum to codify what desirable behaviour looks like and create a culture of exceptionally good behaviour and positive relationships 3. Use CPD to support staff with behaviour and create a positive culture rooted in a 'Warm/strict' approach 4. Enhance praise, rewards, and recognitions as part of everyday practice to promote a positive culture for learning and achievement 5. Further develop the Development of the House System to support rewards and student leadership opportunities 6. To bring attendance at school back to pre-pandemic levels with an average attendance of over 95%.
Personal Development	Requires Improvement	Requires Improvement	Actions: • A PD Whole School lead, and PD Taught Curriculum were appointed (June 2022). • Since June 2022, the PD taught curriculum has been undergoing a complete overhaul in line with the PSHE Association Learning Framework, including Physical and Emotional Wellbeing, Healthy Relationships and Living in the Wider World. Schemes of Learning are cyclical, with key topics revisited at age-appropriate levels each year, ensuring progression. • Precise connections have been made between the taught curriculum, and the assembly and tutor programme. • Staff training that has taken place on a range of topics (Creating a safe learning environment; Online misogyny; Alcohol, Drugs, Vaping; Contraception; Online Gambling; General PD training for PD teachers 2023-24) • Parent information workshops are occurred.

			Areas for further improvement
			1. Develop staff as our most valuable resource, to be confident and expert in supporting the PD of young people. Every teacher is responsible for our students' Personal Development. 2. Ensure the curriculum is well resourced by providing structured lesson plans, knowledge sheets, staff training, and weekly bulletins 3. To provide an even wider range of opportunities to nurture, develop and stretch pupils' talents and interests, ensuring they are appreciated by students and well attended. 4. Build more opportunities for student and parent voice 5. A one-hour timetabled PD lesson at KS5 to provide structured, relevant and age appropriate PSHE lessons. 6. For all progress in PD to be clearly tracked and celebrated with students 7. With support from the Trust develop a fully resourced booklet curriculum in PD timetabled lessons at KS3 and 4. Enhance student leadership opportunities utilising the house system.
Leadership and Management	Good	Good	Actions Ongoing alignment actions, and close liaison with National Leads in subjects (NLE e.g., English, Maths, Science, History, Geography), Regional Director and Director of Education. Process to fill the current Principal vacancy is ongoing. Parent and staff surveys conducted, and staff working groups established to discuss workload, well-being, and T&L developments. Areas for further development: 1. 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 2. To ensure that leaders at all levels are using available information to improve standards of behaviour across the academy 3. To renew our Quality Assurance processes in line with curriculum and behaviour expectations across all Astrea schools 4. Develop Middle Leaders to be the Engine-Room of school improvement through revised expectations and robust QA 5. SLT to establish a supportive open-door system 6. For all members of SLT to be accountable to the trust standards. Continue to strengthen community engagement through parent voice and use of communications channels, including social media and listening sessions.
Sixth Form	Good	Good	Actions:

Outcomes in 2022 were broadly consistent with 2019, and departments have utilised two sets of Y13 Mocks (Oct; Feb) to help build up performance for Summer 2023.

Introduction of Y13 RAG progress meetings.

Progress in IAG/careers.

Areas for further improvement:

1. Delivery of a clear strategic vision
2. To further develop access to alternative pathways into university, apprenticeships, and employment.
3. To increase the number of students gaining places at Russell Group universities.
4. To increase the number of A/A* grades across subjects and students.
5. Increase the number of 1st choice internal applications and increase external applications
6. To ensure that Personal Development within the Sixth Form is consistent with provision further down the school and also addresses key age-appropriate issues.

Rapid Improvement Plan Update:

Quality of Education			
Objective	**Key Actions**	**RAG**	**Update of Progress Made**
QE1:	QE1; Fully embed core routines to support effective classroom practice and wider school culture		Ongoing focus since Sept 2022; Support updated 10.1.23 with booklet: 'Everyday lesson expectations – step by step guide'. Staff group review June 2023.
QE2:	QE2: 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		All supported by liaison with subject National Leads and direction from Central Trust education directors.

Curriculum reviews KS3,4,5 with intent to ensure more consistent high-quality experience.

QA process to promote knowledge-rich and intelligently sequenced curriculum within departments and across the academy. |

			Development of curriculum resources to aid quality and consistency. Science piloting booklets.
QE3:	QE3: 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 know their pupils and individual needs and how best to support them in the classroom		Handbook circulated 10.1.23: 'Everyday lesson expectations – step by step guide (Core lesson routines and TLAC techniques).' MWBs and visualisers in place, used routinely. PP funding utilised to close gaps as stated in the statutory website statement e.g., small group intervention, resourcing of revision materials, inclusive curriculum experiences. SEND pupil-centred plans, and adaptations.
QE4:	QE4: 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)		TLAC and WalkThrus focused CPD: 2/9/22 staff training day: core routines. 10/2022: Effective use of Show me Boards. 28/11/22 staff training day: core routines. 11/2022: Effective Modelling (e.g., visualisers). 4.1.22 Re-boarding, and 'turn and talk.' 06/01/23 Professional studies programme for ITT students Teachfirst resources established with Year 1 ECTs. Year 2 continue with EDT. Devising a new plan for bespoke staff CPD using the Astea Academy Sheffield model – using TLAC, Middle Leadership Mastery and Running the Room. This is likely to be in place for September.
QE5:	QE5: Enact QA processes to ensure high expectations for Quality of Education. (e.g., intensive coaching, and challenge).		SLT line management and 'on tour.' HoDs use of learning walks and teaching staff appraisal. QA review and updates of key department curriculum documents June/July 2023. Electronic Dept area created to store most recent versions and share good practice.

Objective	Key Actions	RAG	Update of Progress Made
QE6:	QE6: 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		11/2022: RAG meetings began. Continued through the school year, particularly following data drops from mocks. Ongoing development of the framework to enhance effective impact.
QE7:	QE7: Implement the fluency framework to support effective retrieval practice Do Now, 100 Knowledge Tests, Knowledge is power quizzes		Do Now tasks embedded in lessons. Sept 2023: Develop 100 Knowledge Tests, Knowledge is power quizzes
QE8:	QE8: Review KS3 Assessments to develop an effective assessment policy.		March to May content, skills, formats, and quality reviewed ready for June 2023 Y7,8,9 sitting assessments.
QE9:	QE9: 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		11/2023 introduction of calendared department IP sessions. 4.1.2023 Teams channel created for Curriculum Leaders, including an IP agenda overview spreadsheet to be filled in by each HoD for recording IP agendas, focus, impact, and RAG.
Behaviour and Attitudes			
Objective	**Key Actions**	**RAG**	**Update of Progress Made**
BA1:	BA1: Implementation of new behaviour policy to raise expectations in terms of behaviour/conduct and rewards / praise. Embed a Warm/Strict approach.		New behaviour policy implemented since Jan. Reset classroom established. Work continues on enhancing rewards and developing positive framing.
BA2:	BA2: Introduction of the behaviour curriculum to codify what desirable behaviour looks like and create a culture of exceptionally good behaviour and positive relationships		Elements imbedded through assemblies and sessions when students return to school following a break. DL to work with HoYs to plan the curriculum and launch in Sept
BA3:	BA3: Embed fully the corridor framework. All teaching staff in corridors during transition time.		Teachers, leaders, and support staff supporting with transitions in the corridors. Focus on consistency.
BA4:	BA4: Focus on praise to promote positive choice making and recognise pupil success		Launch of golden tickets, use of HPs, and recognition to promote student success
BA5:	BA5: Continued focus on promotion of rewards and community engagement		Golden Ticket half-termly draw, weekly newsletter celebrating the positives and HP totals,
BA6:	BA6: Promotion of TLAC and WalkThrus CPD to support behaviour and positive culture		Staff provided with a range of CPD linked to developing a positive culture. Review in September as part of training day plans
BA7:	BA7: Development of the House System to support rewards and student leadership opportunities		New House leaders elected, house council meeting taking place

Objective	Key Actions	RAG	Update of Progress Made
			regularly. Charity Day event organised. Developing further leadership opportunities for next year
BA8:	BA8: Further develop a more inclusive and supportive environment for all students to celebrate their difference and individuality.		On going assembly programme, continually responding to current affairs both locally and nationally. Tutor PD used to discuss issues raised in assemblies and signposts. LGBTQ group formed.
BA9:	BA9: QA quality of tutoring sessions to ensure greater consistency of experience for pupils. Develop Tutor time guidance.		All year groups following PD tutor time schedule. Review with reintroduction of form time for Sept
BA10:	BA10: Launch of appreciations and recognition through tutor time / behaviour curriculum cycle		Recognition being undertaken via morning address.

Personal Development

Objective	Key Actions	RAG	Update of Progress Made
PD1:	PD1: To ensure high quality delivery of taught PD across KS3, ensuring a coherent curriculum which complies with and goes beyond statutory requirements.		Ci/Wt have planned and delivered staff training on: Oct 22 - Creating a safe learning environment/ Online Misogyny Nov 23 – Contraception/ Drugs and Vaping Jan 23 – Sex Education March 23 – Focused support for less experienced teachers of PD May 23 – Gambling risks. PD lead has researched, planned, and disseminated lesson plans and resources to staff. PD leads have observed PD taught lessons focusing on areas for improvement identified in previous drop down. Strengths of lessons were teachers' commitment to the delivery of PD.
PD2:	PD2: Ensure the curriculum is well resourced by providing structured lesson plans, knowledge sheets, staff training, and weekly bulletins		Ci/Wt have planned and delivered staff training on: Oct 22 - Creating a safe learning environment/ Online Misogyny Nov 23 – Contraception/ Drugs and Vaping Jan 23 – Sex Education March 23 – Focused support for less experienced teachers of PD May 23 – Gambling risks. PD lead has researched, planned, and disseminated lesson plans and resources to staff. PD leads have observed PD taught lessons focusing on areas for improvement identified

		🟩	in previous drop down. Strengths of lessons were teachers' commitment to the delivery of PD.
PD3:	PD3: 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.	🟧	November 2022 - Microsoft form designed, distributed, completed, and analysed. This was used to inform discussion at the first Parent Forum on 15/12/22. Parent forums: 1st forum – general outreach, sharing of survey data and agreeing our aims. 2nd – Online Misogyny, 3rd forum – 19th April – SRE Policy consultation. Next forum 5th July LGBTQ+. Student feedback on lessons to be gained in Summer Term.
PD4:	PD4: Enhance student leadership opportunities. E.g., Establish an effective house council of student representatives, who play an instrumental role in key areas of the school.	🟧	Advertised the House Council application process, recruited students as House Reps and organised a council meeting schedule. Successful candidates were awarded badges and photos taken for Academy online. Recruited House Leaders and met with PD Lead decided aims – primarily to engage students in whole school fund raising activities throughout the year. Video of student leadership explaining their role and what they achieved in the fundraising for the Turkish earthquake appeal. Head/deputy sixth form students appointed. Next steps to work with House councils on wider contribution to Assemblies, Morning Addresses and Parent Forums.
PD5:	PD5: Undertake strategic planning and implement KS4 plan for September including structure and delivery model to mirror KS3 drop down days	🟩	KS4 students will have a lesson every fortnight from September 2023. Booklets are being implemented from September 2023. KS3 students will have a PD lesson once a week from September 2023.
PD6:	PD6: Enhance extra-curricular and enrichment opportunities for all pupils. Remove potential barriers to participation. Explore electives model for implementation in September 23.	🟥	To further review the data regarding extra-curricular and enrichment to ensure that any barriers to participation are removed. To consider opportunities and challenges presented for September 2023.

Leadership and Management			
Objective	Key Actions	RAG	Update of Progress Made
LM1:	LM1: Redefine SLT roles and responsibilities to ensure strategic leadership of key areas		1/2023 reorganised. To be updated for 9/2023.
LM2:	LM2: 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		Continue to raise standards and consistency utilising QA systems with support and challenge e.g., duty positions, 'on tour,' line management. Impaired at times by stretched capacity to meet demands.
LM3:	LM3: 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 improve, in order to help build a future culture of trust)		Open door policy established, and partly used for some low stakes QA by HoDs/line managers, SLT 'on tour.' Some further development needed.
LM4:	LM4: 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.		Monitoring of standards and adherence to values through curriculum and pastoral systems and QA processes.
LM5:	LM5: Middle Leaders have clear expectations for staff around classroom performance, feedback & assessment, staff responsibilities and conduct, to ensure greater consistency in department / faculty areas		Expectations communicated through 10.1.23 guidance booklet: 'Everyday lesson expectations – step by step guide (Core lesson routines and TLAC techniques).' Staff group review June 2023.
LM6:	LM6: Develop Middle Leaders to be the Engine-Room of school improvement through revised expectations and robust QA		11/2023 introduction of calendared department IP sessions. 4.1.2023 Teams channel created for Curriculum Leaders, including an IP agenda overview spreadsheet to be filled in by each HoD for recording IP agendas, focus, impact, and RAG. QA review and updates of key department curriculum documents June/July 2023.
LM7:	LM7: Continue to strengthen community engagement through parent voice and use of		Need to over communicate the rational and purpose more clearly. Parent survey underway.

	communications channels, including social media and listening sessions		Engagement work undertaken to support implementation of the new positive relationships and behaviour policy from Jan 23 onwards. PD Parent sessions: 3 PD sessions delivered so far (including RSE) with positive and successful engagement. Website for bookable tours established and promoted through weekly newsletter. Weekly Parental tours underway with feedback captured via online form. Positive feedback published via weekly newsletter and on 'testimonials' webpage. Parent survey: First survey launched 24th May – focused on key questions and communication. Parent Listening sessions: First session conducted w/c 22nd May. Year Group Info sessions planned for 2/c 19th June Weekly bulletin and use of social media to promote praise and celebration of success Y6 Transition work: positive visits to local primary feeders; Y6/7 days at St Ivo July 2023.
LM8:	LM8: To ensure the curriculum model is in line with CLFP. Ensure a suitable and sustainable curriculum model is developed for Sept 23		Curriculum reviews KS3,4,5 with intent to ensure a more consistent high-quality experience, and in line with CLFP. Supported by liaison with subject National Leads, and direction from Central Trust education and finance directors.
LM9:	LM9: Develop a comprehensive model and framework for QA activities linked to the school calendar		Provisional Trust calendar reviewed by SLT, and feedback provided. Finalise school assessment calendar once final version approved. Review with middle leaders and publish to staff prior to end of summer term.
LM10:	LM10: 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		New behaviour and culture signage in place in corridors and classrooms. Decluttering occurred. More safety CCTV site coverage. Craft block external area renovated; toilets repainted, and quotes/plans in

Objective	Key Actions	RAG	Update of Progress Made
			process for refurbishment of some toilet areas (intended Autumn 2023).
LM11:	LM11: Undertake Teach First Recruitment for Sept 23		Ongoing. Recruitments so far in English, History and DT Food.
LM12:	LM12: Undertake a full staff survey to understand staff perceptions and areas for further improvement		Staff survey results published with actions identified (24/05/23). Staff briefing used to communicate key headlines and actions.
LM13:	LM13: Plan and undertake a LGC visit day to showcase current changes and enhance strategic oversight / governance.		Members of the LGC visit school as part of their link areas and produce reports.
			LGC visit day to be arranged Sept '23
Sixth Form			
Objective	**Key Actions**	**RAG**	**Update of Progress Made**
SF1:	SF1: To further develop access to alternative pathways into university, apprenticeships, and employment.		February - Apprenticeship CV workshop held with AIM group representative. March 2023 - National Apprenticeship show visit. University and Apprenticeship pathways evening (University of Hertfordshire and AIM group attended) for students and parents. June 2023 – UCAS application information evening for parents/carers and students. June – UCAS discovery expo trip for students to speak to a variety of universities. June 2023 – students signing up to the UCAS hub which will enable them to research university courses and apprenticeships. June – students to visit Nottingham university for an open day.
SF2:	SF2: Increase the number of 1st choice internal applications and increase external applications		Assemblies have been delivered to year 11 students. All students who applied had a pre-offer interview. Head of Year 12 and 13 attended Swavesey Village College post 16 evening. June 2023 – induction day for Year 11 students who have applied to the sixth form. Students will experience lessons and receive department subject summer work. 22nd June – Year 9 into sixth form day, 40 students will experience a STEM sixth form day. 5th June 2023 - Wadham College (Oxford University) delivered a personal statement

			writing workshop for Year 12 students.
SF3:	SF3: To ensure that Personal Development within the Sixth Form is consistent with provision further down the school and also addresses key age-appropriate issues.		Sixth form pastoral team and the PD team had meetings to discuss the PD programme, relevant topics for September. PD lead planning lessons for the sixth form to be implemented from September 2023. Provision is one lesson a fortnight for both year 12 and 13.
SF4:	SF4: 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.		Sixth form leaders have reviewed the sixth form provision / vision and values. Monitoring of students not making expected progress through more effective use of Alps and Bromcom. New processes to track attendance and progress have been designed and planned, to be implemented from September 2023. Review and implement entry requirements for next academic year. Rigorous entry requirements procedure including interview to ensure appropriate students on courses in year 12.
SF5:	SF5: To increase the number of students gaining places at Russell Group universities.		June 2023 – UCAS application information evening for parents/carers and students. June – UCAS discovery expo trip for students to speak to a variety of universities. June 2023 – students signing up to the UCAS hub which will enable them to research university courses. June – students to visit Nottingham university for an open day. Wadham College (Oxford University) delivered a personal statement writing workshop for Year 12 students. Causeway education funding by Oxford university they are providing application mentoring to high achieving students.
SF6:	SF6: Review options for Sixth Form Leadership to secure the delivery of a clear strategic vision		Appointment of Head of Sixth made and will start September 2023.

Academy Improvement Plan for 2023-24

Initial areas identified to be included in the Academy Improvement Plan for next year.

SUMMARY - KEY AREAS OF IMPROVEMENT (drawn from the SEF and trust QA)

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	SIXTH FORM
QE1 Fully embed core routines to support effective classroom practice and wider school culture	BA1 Introduction of the behaviour curriculum to codify what desirable behaviour looks like and create a culture of exceptionally good behaviour and positive relationships founded on respect	PD1 I To ensure high quality delivery of taught PD across all year groups, through the implementation of the core curriculum from Sept with timetabled lessons in place	LM1 Regularly review SLT roles and responsibilities to ensure effective strategic leadership of key areas.	SF1 Develop a clear strategic plan for Sixth Form and fully embed the values/vision.
QE2 Ongoing curriculum development, including movement towards booklet-based learning and embedding of the fluency framework.	BA2 Continued focus on promotion of rewards Promotion of TLAC and WalkThrus CPD to support behaviour and positive culture (Warm/Strict, Least Invasive Intervention, 100% RADAR ect)	PD2 Build more opportunities for student and parent voice so they can articulate and respond to their child's progression in personal development, ensuring that families understand the curriculum.	LM2 Senior and Middle leaders must communicate clear expectations and 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.	SF2 Increase the number of 1st choice internal applications and increase external applications
QE3 Strengthening of QA systems to underpin consistent high quality offers of curriculum, and teaching and learning experiences.	BA3 Enhance tracking and monitoring systems further ensuring timely intervention and support	PD3 Enhance student leadership opportunities and further the work and number of events undertaken by the student council	LM3 SLT to fully establish an open-door culture for ongoing quality assurance drop ins: frequent 'low stakes' drop ins/Learning Walks with feedback loops to drive continuous improvement (alongside, using support plans and capability procedures).	SF3 Raise attainment and progress of academic achievement
QE4 Strengthening the Raising Standards frameworks to ensure a more effective process involving predictions, targets, data drops, analysis, RAG, and interventions.	BA4 QA quality of tutoring sessions to ensure greater consistency of experience for pupils. Develop Tutor time micro scripts	PD4 Enhance extra-curricular and enrichment opportunities for all pupils. Remove potential barriers to participation.	LM4 Undertake ongoing, regular surveys and engagement strategies with stakeholders (staff, students, parents, LGC) to understand perceptions and harness feedback for improvement.	SF4 To ensure that Personal Development within the Sixth Form is consistent with provision further down the school, and also addresses key age-appropriate issues.

CPD Planning for 2023-24

INSET Provisional Plan:

St. Ivo Academy Training Day 1
Monday 4th September 2023

8.40 – 9.10   Welcome back – the year ahead
9.10 – 10.10   Core routines updates
10.10 – 10.40   Unconscious bias training – Charlotte Cooper (Trust PD Lead)
10.40 – 11.00   Break
11.00 – 1.00   National College – Safeguarding training
1.00 – 2.00   Lunch
2.00 – 3.00   Department meeting time

Other Meetings:

- Pastoral Meeting (HoYs)
- 3.30 SLT – Room 21

St Ivo Academy Training Day 2
Tuesday 5th September 2023

8.40 – 9.40   Behaviour and culture (including focus on attendance)
9.40 – 10.00   Staff questionnaire completion
10.00 – 10.15   Diabetes training
10.15 – 10.40   Tutor reading
10.40 – 11.00   Break
11.00 – 11.30   PD staff meet
                         Or
11.00 – 1.20   Department time
1.20 – 2.00   Lunch will be provided
2.00 – 3.00   Pastoral Meetings

Other meetings:

- 10.15 – 11.00   First Aiders – further diabetes training
- 3.30 Year 1 ECTs – Dan

Provisional CPD Model from Sep 2024

Type	Description
St Ivo Communal CPD sessions	All staff working together on one of the academy's priorities. All sessions start with either a Behaviour, Safeguarding or SEN refresher.
St Ivo Team CPD sessions	Staff breaking out into separate groups of ECTs, MLs and Teachers. Staff will work on areas appropriate to their role. Led by WI, WW & **New Starter.** Some sessions will have a Pastoral focus, in which groups will change from the above.
St Ivo Intellectual Preparation	Departmental sessions which enhance teacher expertise. These are not operational (use weekly emails for this). Lead by MLs, but first area of focus directed by WI & WW. Second area of focus at MLs discretion.

2	12/9/23	St Ivo Communal CPD	1. Safeguarding Refresher (VA) 2. Walkthru e.g. CFU: Questioning
1	19/9/23	St Ivo Team CPD	Chapter Workshops - ECTs: Running the Room (New Starter) - MLs: Middle Leadership Mastery (WW) - Teachers: Teach Like a Champion (WI)
2	26/9/23	St Ivo Intellectual Preparation	1. Guided Co-Planning: Means of Participation 2. TBC by HoD
1	3/10/23	St Ivo Communal CPD	1. SEN Refresher (DW) 2. Core Routines: Habits for Attention
2	10/10/23	St Ivo Team CPD	Pastoral Team CPD - Tutors: Tutor Reading (WW) - Pastoral Leads: (SW & DL)
1	17/10/23	St Ivo Intellectual Preparation	1. Guided Book Look: Expectation Variance 2. TBC by HoD
2	31/10/23	St Ivo Communal CPD	1. Behaviour Refresher (SW/DL) 2. Walkthru
1	7/11/23	St Ivo Team CPD	Chapter Workshops - ECTs: Running the Room (New Starter) - MLs: Middle Leader Briefing (CG) - Teachers: Teach Like a Champion (WI)
2	14/11/23	St Ivo Intellectual Preparation	
1	21/11/23	St Ivo Communal CPD	

HR, Operations and Site Update

New appointments are continuing to be made for September 2023. These include Emma Egginton and Alex Izycky who will join the academy as Assistant Principals, Phil Wang and Kaaren Tweed joining the History department and Joanne Emmins as Pastoral Support Officer. We have a number of Teach First trainees joining the school – Zoe Weaver in English, Melanie Darnell in Food and Grace Jordan in History.

We have also made a number of internal promotions, including Elaine Warriner becoming permanent Assistant Principal and Claire Ellinor permanent Head of History. Dom Farr, Vickie Graham, and Natasha Lewis will be permanent Heads of Year from September. Dawn Smith has transferred to the new Operations Assistant role. Recruitment to other internal roles including Head of Science, Head of Music, Second in English and KS3 History Coordinator.

At the end of term we say goodbye to the following colleagues: Aletha Conradie (Food), Nell Bailey (Head of Music), Helen Kemp (PE), Lauren Hall (PE), Becky Hime (PE), Jason Gosling (Maths and Head of Year), Nel Shortland-Palmer (Geography), Elyse Burrell (Maths), Grace Matthews (Maths), Andrew Flower (Science and Acting Assistant Principal), Naimh Jennings (History), Aline Rolland (English), Claire Nunn (English), Helene Clarke (Ethics) and Matthew Asplin (Science technician). This represents 14% of teaching staff and is in line with historic numbers at this time of year.

Premises work is currently being scheduled in for the summer. This includes routine compliance checks and converting one portacabin for use for practical PE. Funding has now been fully secured for refurbishment to student toilets in craft and N blocks, and we are awaiting a date for when these works will commence. We are seeking to secure funding for other improvement works.

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
June/July 2023	**274**	**278**	**284**	**286**	**294**	**127**	**138**	**1681**
May 2023	270	278	284	285	294	128	138	1677
March 2023	271	277	283	284	295	130	138	1678
January 2023	269	278	287	282	295	131	138	1680
October 22 Census	268	276	288	277	294	127	140	1670
1st September 22	268	279	289	280	294	122	141	1673
October 21 Census	284	292	287	292	292	156	153	1756

Projected NOR for September 2023

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

PAN: 296

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
September	**291**	**274**	**276**	**284**	**286**	**140**	**130**	**1681**
April/May 2023	294							
March 2023	290							

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	**2**	7	**13**	**6**	**1**	**0**	**4**	**33**
Leavers in spring term 2023	**4**	**2**	9	**1**	**2**	**3**	**0**	**21**
Leavers in summer term to date 2023	**0**	**0**	4	2	**0**	1	**0**	7
Total number of Leavers 2022-23	**6**	9	**26**	**9**	**3**	4	**4**	61
Joiners in autumn term 2022	**1**	2	7	5	**1**	**1**	**0**	**17**
Joiners in spring term 2023	5	**4**	5	2	**0**	**0**	**0**	**16**
Joiners in summer term 2023 to date	5	**1**	8	4	**0**	**0**	**0**	18
Total number of Joiners 2022-23	11	**7**	20	**11**	**1**	**1**	**0**	51

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22	4	**4**	5	2	1	**0**	**0**	16
EHE Autumn term 2022	**1**	**2**	**1**	**1**	0	**0**	**0**	5
EHE Spring term 2023	**0**	**0**	5	**0**	1	**0**	**0**	6
EHE Summer term 2023	**0**	**0**	1	2	**0**	**0**	**0**	3
EHE YTD 2022-23	**1**	**2**	7	3	**1**	**0**	**0**	**14**

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

Transition update

Year 6 to 7:

- Clare Sherwood and Ben Daly visited all the feeder primary schools last half term and delivered an assembly including a question-and-answer session.
- Clare Sherwood, Ben Daly, Vickie Graham and Laura Brasher visited all the feeder primary schools to meet with the Year 6 teachers.
- Letter to all Year 6 parents/carers to be sent out with the information about the two transition days (Monday 10th July and Tuesday 11th July) and the parents/carers evening (Monday 10th July).
- Video being sent to Year 6 parents/carers/students that introduces their new head of year.
- The first transition day includes: students meeting their new form, assembly delivered by the Head of Year, tour around school, form activities, taster lessons.
- Second transition day: sports day. Students will work as a form group participating in all the activities.
- Letter was sent out to all year 6 parents – about me journal sent to all year 6 students for them to complete. Students answer questions about what school they currently attend, what they like about school, what helps them in school, activities/ clubs they enjoy or attend.

6th Form:

- 29th June all students who hold an offer of a place at St Ivo Academy Sixth Form for September 2023 are required to attend an Induction Day.
- The day will begin with a welcome assembly in the dining hall at 9:00am, where students will meet their new form tutor.
- Following this, students will then complete a range of activities within their tutor group including having photographs taken for their new Student ID/Dining card.
- At break time students will be able to explore the sixth form spaces and attend a welcome event in the sixth form common room, this includes meeting the Head and Deputy Students.
- During periods 3 & 4 students will attend taster lessons within their chosen subjects.
- After lunch students will be involved in some team building activities.
- At the end of the day students will leave with a folder containing the Sixth Form Learning Agreement, which will need to be signed by both students and parents/carers and their summer induction work booklets. Students will be required to complete the summer work for each of their chosen subjects, this will be returned in the named folder provided, alongside the signed student agreement on the first day back in September.

Any Other Academy Matters

- Staff working groups:
    - Two staff working groups have been established to review aspects of the core routines and review approaches to workload and wellbeing

- Enrichment Programme and Activities:
    - Summer Music Concert
    - Food Department / Rotary Club Bake Off Competition
    - Drama Production 'Small Island'
    - Sports Fixtures (including girls' football - national cup semi-final)

- Trips: (we have a number of trips planned for this half-term)
    - Eco Committee visit to Waterbeach Waste Management Centre
    - Y8 Switzerland trip
    - National Space Centre
    - Geography trip to Iceland
    - UCAS Trip to Bedford University
    - Nottingham University Trip
    - Florence Trip – Art Department (Y10-Y13)

- St Ivo in the news:
    - St Ivo Academy students work with Natural History Museum scientists | The Hunts Post
    - GCSEs and A levels: How one school calms its students' exam nerves | Tes
    - Charity Day / Earthquake Appeal | The Hunts Post

- Community Engagement and Events
    - Parent Survey currently underway
    - Year Group Information Sessions planned for w/c 19th June