



ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 9 July 2025 at 3.30p.m.

ROOM 2, MAIN BLOCK

ST IVO ACADEMY

Membership: Philip Speer (Chair), Heather Wood, Claire Burke, Matt Carnaby, Tony Meneagh (Principal), Paul Mumford, Clare Webster.

Clerk: Melanie Basson

In Attendance: Ben Daly (Vice Principal), Clare Sherwood (Vice Principal), Elaine Warriner (Vice Principal), Jo Myhill-Johnson (Regional Director),

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies - Apologies Matt Carnaby and Jane Panter	Oral item – Chair
2	5 mins	Minutes of last meeting, matters arising and actions – 26 March 2025	Papers (pp3-7) - Chair
3	2 mins	Declarations of interests	Oral item – Chair
4	30 mins	Principal's update	Principals report attached separately - Principal
5	10 mins	Sixth Form	Papers attached separately - Principal
6	5 mins	School Visits • Safeguarding visit report – 25 June 2025 -PS	Papers (pp8-9) -Chair
7	10 mins	PAC update	Oral update – Chair

8	10 mins	Designated Teacher for Looked After Children and Previously Looked After Children Annual Report to Local Governing Committee 2024-25	Papers (pp10-13) -Chair
9	5 mins	Chair's update	Oral item - Chair
10	5 mins	Proposed St Ivo LGC meeting dates 2025-26: TBA	Oral item - Chair
11	2 mins	Date of next meeting and future agenda items	Oral item - Chair
12	2 mins	Any other business	Oral item - Chair



MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING
WEDNESDAY 26 March 2025, 3:30PM
ROOM 2, MAIN BLOCK

Members Present: Philip Speer (Chair), Heather Wood, Tony Meneagh, Jane Panter, Clare Webster, Paul Mumford (from 4.36pm).

In Attendance: Ben Daly (Vice Principal), Clare Sherwood (Vice Principal), Elaine Warriner (Vice Principal), Jo Myhill-Johnson (Regional Director)

Clerk: Melanie Basson.

ITEM	
1.0	Introductions and Apologies
1.1	Apologies were received from Matt Carnaby and Claire Burke these were accepted by the committee.
2.0	Minutes of the last meeting, matters arising and actions – 4 December 2024
2.1	The minutes of the meeting 4 December 2024 were adopted as an accurate record.
2.2	The committee acknowledged St Ivo LGC meeting scheduled for 5 February 2025 was postponed due to unannounced Ofsted visit at Longsands Academy. Outstanding business to be presented at this meeting.
3.0	Declarations of interest
3.1	No declarations were made in addition to the published register.
4	Principal's Report
4.1	The committee acknowledged the Principals report presented in advance of the meeting and questions were invited. <u>Community engagement and the Sixth Form</u> St Ives Major and Deputy Major have spoken to members of academy staff who live in the local area to gain an understanding of secondary education from the perspective of the town. The Principal has been invited to attend the public part of the St Ives Town Council meeting on 9 May, with a view to giving a presentation about the Trusts commitment to the provision of St Ivo Sixth Form. The committee acknowledged the trusts financial commitment in improving St Ivo Sixth Form offer.

	Ms Webster highlighted county wide falling numbers, seen in other Sixth Form provisions, noting March Sixth Form closed recently due to dwindling numbers. Ms Sherwood reported strategies undertaken to promote the St Ivo Sixth Form offer: • Electronic postcards from the Sixth Form team sent to St Ivo Year 11 students, wishing them good luck in their exams. • Year 11 students invited to attend a two-day induction, and taster sessions, demonstrating what to expect at St Ivo Sixth Form. • Year 12 student team building event. • Community engagement with local dance clubs and the Scouts promoting the Sixth Form offer. • Students are communicating positive experiences of St Ivo Sixth Form, with a view to improving local perceptions of the St Ivo Sixth Form offer. Ms Myhill-Johnson informed the committee the trust has introduced a Sixth Form Strategy Framework and Sixth Form document, for Astrea Sixth Forms. <u>When asked about the timing of the introduction of the Sixth Form Framework</u>, Ms Myhill-Johnson stated a considerable amount of collaboration with academies and Trustees has gone into the framework and the trust has a significant commitment to offer students excellent Sixth Form provisions. Ms Sherwood reassured the committee St Ivo has focussed on improving the Sixth Form with support from the Trust before the framework was in place when the need to invest became apparent. The Principal highlighted St Ivo remain focussed on its priority to support students to achieve the best outcomes, acknowledging marketing is part of the plan, but results remain the main goal.
4.2	<u>Sixth Form PAN</u> St Ivo Academy has received over 100 applications to join the Sixth Form for first, second and third preference. Of these applications, the Principal explained St Ivo expect around fifty-five students will join. The Trust has set a target of 50 students in September 2025, 75 in 2026, and 100 by 2027. To identify accurate Sixth Form PAN for September 2025, the academy holds regular conversations with students and analyses mock results to determine the likelihood of students meeting the entry criteria. When asked how this year's application figure compares to this time last year, the Principal reported St Ivo received around a similar number of applications (107) at the same time last year.
4.3	<u>Teaching and Learning</u> <u>When asked whether the academy has identified actions to continue to improve monitoring teaching standards at A-Level</u>, Ms Warriner informed the committee since October 2024, St Ivo has undertaken multiple quality assurance drop-in sessions. Every member of staff has been visited at least once. SLT provide feedback in relation to the St Ivo Way staff to communicate expectations for curriculum content delivery. SPRINT plans are in place for individual students detailing interventions, strengths and weaknesses. <u>When asked how students are supported to ensure they are on track to reach individual targets</u>, Ms Warriner explained quality assurance is undertaken on students' daily folders and workbooks. Students have opportunities to attend study support catch up sessions after school.

	Ms Warriner explained St Ivo has implemented an effective method of offering staff feedback around teaching and learning, as demonstrated in other Astrea schools. Support and progress are monitored to identify trends and progress of individual staff.
4.4	Ms Warriner informed the committee, following Year 11 and 13 mocks, the academy rigorously reviewed the Maximising Achievement Plan, with a view to highlight any gaps and implement early interventions. <u>When asked when interventions will start for current Year 10 and 12 students</u>, Ms Sherwood confirmed St Ivo plan to implement interventions for Year 10 and 12 students as soon as Year 11 and 13 finish their examinations early June 2025.
4.5	<u>Staff professional day</u> St Ivo staff attended Continuing Profession Development day around raising achievement strategies.
4.6	<u>Student Attendance</u> The committee recognised student attendance this academic year to date, is moving in the right direction in comparison to the same period last year: • Whole school (Yr 7-11): 92.2%, above last year's figure of 91.3. National and local average is 91.9%. • Year 12-13: 94.9%, above last year's figure of 89.7%. • Year 11: 91.2%, above last year's figure of 90.2% • Year 13: 94.5%, above last year's figure of 85.5%.
5.0	School Visits
5.1	Ms Woods visit report of 18 November 2024 to The Hub was shared with the committee in advance of the meeting and questions were invited. The committee recognised St Ivo are seeing fewer students demonstrating challenging behaviour. Mr Daly reported visiting Astrea Academy Dearne and Astrea Academy Woodfields to observe their alternate provision and establish best practice. <u>When asked whether the academy plan to visit other schools' alternate provision outside the trust</u>, Mr Daly said he visited an alternative provision in Nottingham last year, with a view to identifying new strategies which might prove successful at St Ivo. St Ivo has plans to adopt new practices and is focussing on its 'Stepout' program with a view to getting its students back into mainstream provision. Ms Wood's plans to focus on how the academy measure success of alternate provision on her next visit. Ms Wood was thanked for her report.
6.0	Parents Advisory Council (PAC) Update
6.1	The committee noted St Ivo PAC meeting record from Wednesday 22nd January 2025: PAC discussed homework, raising concern that there is too much homework for Year 11 during GCSE mocks; suggested that there is an opportunity for more hard copy/physical presence of homework in addition to online; and expressed concern that there appears to be no real opportunity for individual feedback.

	• Suggestion that revision strategies could be implemented earlier and embedded more strongly. • PE joggers - possible / draft uniform policy based on current draft of Childrens' Wellbeing and Schools Bill - proposing new policy to include "Parents may opt to purchase either the St Ivo branded PE leggings or trackpants to wear instead of the shorts, a pair of plain black unbranded trackpants over the shorts on colder days; students will need to take off the unbranded trackpants when undertaking PE activities". PAC welcomed the proposed change in relation to joggers (did not discuss the uniform policy more widely). • Complaints process – website being updated to clarify complaints process and introduce page for comments/suggestions to be made. Welcomed by PAC. • Principal to use newsletter to give more clarity on process and how first aiders can be alerted to existing conditions that students may have. • Sixth Form – PAC concern expressed that in encouraging students to come to St Ivo Sixth Form, staff need to be careful to not be over-enthusiastic or 'pushy' - need to hold conversations about choices sensitively given the importance for students. • Feedback to/from LGC - PAC asked the Principal/LGC Chair to seek swift feedback from LGC on 'P8' progress to allow understanding of how the students/school is performing overall. • Emails to PAC: Agreed the Principal would prepare webpage for PAC and include on that how emails would be considered and replied to - acknowledgement or email; Chair to consider if relevant to PAC; if not relevant to PAC, email to be picked up by the Principal. The Principal to prepare, share web page and make live on school website. Mr Mumford informed the panel St Ivo PAC (8 members) met since the last meeting. One member has stepped down from the PAC and other members are considering what advantages PAC membership offers them. The committee discussed the risks to PAC membership and the sustainability of the PAC around recruiting new members. The committee identified opportunities to promote St Ivo PAC and LGC membership to include new parent open days. The committee considered revisiting the purpose of St Ivo PAC in the Terms of Reference. The committee acknowledged the importance of communicating what impact the PAC is having an impact on academy matters to PAC members and the community, in realising its value. Mr Mumford agreed to report back to the PAC today's discussions around the PAC. Mr Mumford was thanked for his report.
7.0	Chair's Update
7.1	The Chair informed the committee of a potential governor's decision not to join the LGC due to time commitment required during the school day.
8.0	Date of next meeting and future agenda items
8.1	The next St Ivo LGC meeting is scheduled to take place on 9 July 2025.

9.0	Any other business
9.1	There were no items of any other business.

Minute Reference	Summary of action required	Responsible	Status
4th December 2024	Share The Hub visit report with the committee	HW/Clerk	Item 5 - Complete
4 th December 2024	Share 'St Ivo Shaping Futures' information with the committee.	MC/Clerk	Complete
4th December 2024	Review PAC TOR	All	Item 6

Meeting closed at 5.20pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 29 April 2025

ST IVO ACADEMY

LGC Member Visit Record

Name	Philip Speer
Date of Visit	25 June 2025
Focus of Visit	Safeguarding
Classes/staff visited	Laura Brasher
Summary of activities Meeting with Laura Brasher (LB) – Designated Safeguarding Lead	
What I have learned as a result of my visit The workload for the DSL and DDSL remains consistently high, and Laura continues to find it difficult to maintain her strategic role in the development of safeguarding within St Ivo. She is hoping that, budget constraints permitting, some initiatives for next school year may provide an opportunity for greater strategic focus. The main focus areas for the safeguarding team are: <u>Student mental health</u> Mental health concerns continue to affect some 10%-12% of our students, although mostly low-level concerns. Some reduction in mental health issues was seen after the post-Covid peak, but numbers have increased again in 2024-25. For next year: (a) The Team are introducing as a pilot programme once weekly “drop-in” mental health hubs, which will be run by staff volunteers with Level 3 mental health first aid training, for KS3 and KS4. Consultations are taking place with the 6th Form team for a similar facility, recognising that KS5 students also need to develop their independence. (b) St Ivo now has only one school counsellor to support students with mental health issues. Laura has proposed that an existing staff member with appropriate training could be employed as a mental health support worker for one day a week. (c) She has also put forward a proposal for an administrative assistant in the safeguarding office, to handle data and reporting management, and to triage students who call into the office requesting support. <u>Domestic violence and abuse</u> The team has seen a significant increase in the number of notifications of domestic abuse concerns from external agencies in the current year – double the number in 2023-24. These notifications are passed on to the Year Teams and Pastoral Teams.	

Somewhat surprisingly, 16 notifications are required for one family before a Multi-Agency Risk Assessment Conference is convened.

3. Child-on-child abuse

As noted elsewhere, there has been an increase in the recorded incidents of child-on-child abuse, which, when a repeated pattern of behaviour, is bullying. To some extent, Laura believes that this is attributable to greater awareness of the issues and consequently increased reporting.

The issue continues to be addressed regularly through assemblies, form time and the PD curriculum.

From September, there will be a change in the recording systems. All staff will be able to *report* unkind behaviour towards a student or other matters of concern, but only the Year Teams or the Safeguarding Team will *record* incidents of bullying to ensure consistency in recording.

Laura recognises the valuable support provided by –

- the police Safer Schools Officer, who visits on Thursdays and works well with the students
- the CCC Early Help Team, who can provide support on aspects such as emotional resilience, and
- the Trust.

Also, the assistance she receives from her DDSL, Alesia Dickinson, who has now been in post for over 12 months.

Positive comments about the focus

Laura is clearly very committed to her role in supporting our students, and is continuing to work hard at establishing effective systems to provide the broadest possible support.

Aspects I would like clarified/questions I have

Whilst acknowledging that financial resources are constrained for St Ivo, it is a matter for concern if the day-to-day workload for the DSL and DDSL – involving, as it does, frequent liaison with external agencies – deprives Laura of the time she needs to work on safeguarding at a strategic level.

Ideas for future visits

Regular follow-up on safeguarding is required.

Signed (committee member):



Signed (link staff member):

Designated Teacher for Looked After Children and Previously Looked After Children

Annual Report to Local Governing Committee

Summer Term 24/25

Annual Declaration	
• The designated teacher has appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children. • The designated teacher has appropriate seniority and skills to work with the school's senior leadership and governing body to help ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them. • The designated teacher has training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN. • The designated teacher contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting looked-after and previously looked-after children to achieve. • The designated teacher has sufficient resource available to them to carry out their role. • The designated teacher knows which expertise to call on within and outside the school such as SENCOs, health and mental health support. • The Principal undertakes monitoring as appropriate to ensure that the role of the designated teacher is providing appropriate support for looked-after and previously looked-after children on the school roll. DfE The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018	
Agreed by: NAME D VAREY NAME DATE 14.06.2025	

School Statistics			
Number of LAC pupils on role (looked after by a local authority)	Number of PLAC pupils on role (subject of an adoption, special guardianship or child arrangements order or having been in the care of the LA for one day or more)	Number of LAC or PLAC pupils who were added to the school roll this academic year.	Number of LAC or PLAC pupils who were removed from the school roll this academic year.
5 4 – Y11 1 – Y7	1 1 -Y11	1 1 – Y7	0

Report Guidance

- The report content must focus on the actions taken to promote the educational attainment, social and emotional wellbeing of looked-after and previously looked-after children and young people during the school year, and the resulting impact.
- The report must **not** contain information which could identify any individual child or young person.
- Items in the red box are **suggested content** that the Designated Teacher may wish to refer to. The suggested content is neither mandatory nor exhaustive.

Strategic planning

- Strategic consideration in School Improvement Plan
- Staff professional development
- Inter-agency collaboration
- Examples of use of additional funding

The DT will link into SLT meetings – updates on students provided. Currently we have 4 students in Y11 and 1 student in Year 7.

We will work based on the authority in question for their reviews and CIC conferences.

They differ across the 3 that we span – Cambs, Peterborough & Suffolk.

Raising staff awareness

- Staff LAC/PLAC Training
- Sharing appropriate information with relevant staff
- Liaising with wider staff team to collate a full picture of the school life of a LAC child

Staff have knowledge of students identified and are sensitive to the support needed as well as looking for additional support required. LAC is identified annually within safeguard briefing.

They will be asked for regular updates on academic progress, Pastoral teams do regular check ins with the students. LAC students will be identified

Admissions

- Management of LAC arrivals
- Management of transition points
- Welcome and establishing support (staff and peers)

If we have new arrivals we have a clear process for admissions – testing, support etc

A Year 7 student was a late addition in the summer holidays – we worked with authorities to make sure a smooth and efficient start to the school happened. This would always be the case should we take students mid-year or indeed in the new Y7 intake.

Record keeping and transfer

- PEP and LAC reviews through virtual schools and CPOMs.
- Accuracy of school records of contacts, responsible adults, etc
- Record transfers to new schools

EPEP records are now all uploaded on to CPOMS – as well as has having own secure platforms be this Peterborough EPEP or Welfare call that houses both Cambs and Suffolk. We would work with the virtual schools team, safeguarding should students leave or join midterm. The voice of the child is captured in these meetings and is collated before the meetings so the child can voice any concerns prior as well as during the meetings.

Home-school communication

- Communication channels between staff in school and between staff and carers/ parents/ Social Workers
- Invitations to parents' evenings and other school events
- Addressing carers / parents / guardians' concerns
- Home - school agreement
- Out-of-school opportunities / clubs / experiences

Regular conversations – a key link person for each student, (all currently have a different one) to speak to all parties. During EPEP extra curricular is always a key focus to offer and encourage wider school involvement.

Curriculum and options

- Consideration of needs in context of the curriculum
- Alternative curriculum
- Personalised learning
- Barriers to learning
- Timetable flexibility
- Promoting high expectations
- Targets (through PEP)
- Revision support
- 16-19 bursary for 6th form

Lots of intervention for these key students – extra support, tutoring, and resources are provided and offered when necessary. This information comes from all areas of the school. Carers priority meetings and extras as and when needed. Options and carers from a large part of the EPEP meetings in all county areas.

Special Educational Needs (SEN)

- Prompt identification of needs
- Information and support setting through documented plans
- Advice and support services for carers / parents / guardians
- carers / parents / guardians / social workers involvement
- child / young person wishes, and feelings considered
- SENCO focus
- Screening tools and support initiated
- CAMHS / EP involvement

Clear links for students that have SEN needs as and when necessary. A key member of the SEN department is identified as a key person for any LAC student that has an SEN statement or identified issue.

Exclusions

- Strategies to avoid exclusion
- Safety Planning if suspended or excluded, including liaison with relevant safeguarding parties
- Accessible and effective reintegration
- External agency support
- Relevant provisions on PEPs

As with all Suspensions a process is followed so that Pastoral Team and Safeguarding Team complete a request form to see if this is appropriate. We have not suspended a LAC student this academic year. We would always consider internal (Reset rooms) as an alternative should this be necessary.

Promoting health (including mental health)

- Consideration for / in programmes and schemes
- Inhouse interventions
- Consideration for / in PSHE and Citizenship topics (eg work on 'family')
- Staff awareness and action on early potential signs of mental health problems

Full extensive PD programme for all. Tutors and teachers fully aware of the LAC students and plan accordingly, dialogue between DT and staff. DT to explore further training opportunities to develop any further support required.

Pastoral support

- Targeted interventions
- Behaviour support
- Attachment considerations and support
- Carers / parent / guardian involvement
- Positive staff relationships
- Overcoming social barriers

A key teacher as well as the DT is established for each LAC student. These are also very clearly identified and discussed with Year team and form tutor to ensure high level of care. DT meets with all families at the start of each academic year prior to the first PEP meeting. Targeted support and any interventions in place if students require and/or meet thresholds.

Attendance support

- Transport
- Pastoral Support
- Early Help
- Arrival / Departure times

As an when necessary all of the transport needs and adjustments to start times are considered and planned for. This is always on a case by case basis in conjunction with social worker and carer.



Astrea Academy Trust

INSPIRING BEYOND MEASURE

**Principal's Report
Summer Term
2024-2025**

**St Ivo Academy
Tony Meneagh**

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Safeguarding

Introduction and contextual information about the school

Safeguarding

The safeguarding team comprises of a full-time, non-teaching DSL, DDSL, the principal and three others from SLT, and two in the sixth form team, all supporting the safeguarding team. Alongside this we also have two further SLT recently trained to DSL level. This is to ensure all vice principals and assistant principals are trained in safeguarding when stepping in for the principal.

Safeguarding is becoming more and more embedded in our school. The volume of students seeking support has increased. The footfall coming through our doors are testament to the quality of support offered and knowledge that support is accessible and accessed.

Mental health remains the highest trend at St Ivo. Over the previous academic year we have had 208 incidents reported and supported these students throughout. This year to date, we have had 364 incidents of mental health, involving around 156 students. Many students have been to their GP and referred for external counselling. The safeguarding team have made many referrals to external agencies to get support in place. The use of our Astrea school counsellor has proven a positive resource. We had two Astrea counsellors in 2023-2024, and the reduction of a counsellor is not helping us meet the need of our student's welfare. It is hoped that in 2025-2026 we will be able to access further mental health support via a Mental Health Support Worker – we have a member of staff who has undertaken sufficient counselling training to take up this role but has not yet completed their full counselling training requirements.

Our DSL is working towards piloting a 'drop-in' mental health hubs, where students can turn up during set days (one for key stage 3 and one for key stage 4) for support with their mental health. The hubs will be supported by staff who have gained the Level 3 qualification 'First Aid in Mental Health' to run the pilot scheme. Students will have the opportunity to speak with the staff and interact with peers.

DSL is working with the sixth form team, to ensure that mental health is offered in a way that is deemed suitable for this cohort. This is currently at the consultation stage.

St Ivo completed and published a Mental health booklet last academic year; this booklet is updated regularly. This booklet is used widely in school and shared with students, parents, carers, professionals and staff. We are considering a new version of the Student Support Booklet and will be consulting with other DSLs in Cambridgeshire to see if this can be improved and to ensure we capture and share all the services available for our students and families within our community.

There has been an increase in notifications received around Domestic Abuse. In 2023-2024 there were 23 notifications received and for this current academic year there have been 44 notifications received. Domestic abuse can impact children significantly through what they see, hear or experience. The safeguarding and pastoral team provide support for children in school and work closely with families and agencies. DSL has provided training for staff this year and there will be further training provided in the next academic year. Families can be impacted by

domestic abuse due to (but not limited to): alcohol and drug consumption, mental health, and financial difficulties.

Our Safer Schools Officer (SSO), Hannah Watkins went on maternity leave in March 2025. We now have Louise Plumridge as the Safer Schools Officer assigned to us whilst Hannah is on maternity leave. Louise is providing invaluable support and advice to our students and families.

St Ivo works closely with the local Targeted Support service to provide interventions for students. The Emotional Resilience program is a new initiative aimed at Y7's to build confidence, self-esteem and resilience. We are currently running this course for our students who require this boost. Transforming lives and Impact are two further programmes being offered to the school in the autumn and spring terms.

During the Autumn term our colleagues from the central Safeguarding Trust team completed a safeguarding audit. I can share overall that we have made progress, and the team were pleased with our overall performance. The school has also had its re-review of the safeguarding audit. The areas of improvement are around: updating the safeguarding training tracker, completion of the online 360 review, risk assessments for electronic devices that are not covered under our NetworkDNA software, and an online self-review. These are all in progress and will be in place ready for our Audit in the new academic year.

All students are familiar with the Student Services Booklet and have been reminded of the itstopsnow@astreastivo.org and safeguarding@astreastivo.org email accounts. During school breaks, these sites will be monitored periodically by the safeguarding team.

Summary update

Provided below are summary details 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	Some inconsistencies remain with actions on CPOMS and effectiveness of seven-day reporting	Seven-day reporting scrutinised. DSL met with staff 7/3/2025. Further plan discussed and agreed with Principal and VPs for pastoral staff to have protected time to complete CPOMS tasks from September 2025.	TSO to support internal CPOMS audit <i>DSL Meeting TSO frequently</i>
Some gaps identified within the tracker for training in the area of Prevent and mandated safeguarding training.	Safeguarding Training Tracker to be updated and maintained	DSL has emailed all relevant staff and requested these are completed urgently.	
Online safety self-review, plan and actions to be implemented.	Plan from 2023/2024 requires updating and in line with recommended narrative	Create an internal working group and formulate clear action plan. To be completed with IT, PD Lead, and DSL	
Online Safety risk Assessment to be updated.	Currently completed to 49%. Will require regular updates and scrutiny.		
Risk assessment required on a small number of iPads and Chromebooks that currently do not have the capacity to be installed with the Netsupport DNA software.	There are a small number of iPads and Chromebooks that will require risk assessing.	DSL, IT and Principal to consider best practises/appropriate risk assessments for these devices. DSL has different models to compare and review with the Principal during the summer term	
DSL to review current safeguarding posters and install posters advising staff how to	Our current posters are large and required a remodelling and streamlining, whilst retaining important content.		

report concerns around other members of staff			
Trends in Academy	Mental health (anxiety, self-harm, suicidal ideation) remains the most prevalent issue and can impact attendance.	School is working in partnership with Nessie to improve attendance of our most impacted students. School is currently exploring a new pilot scheme to provide support for students by offering a drop in hub for KS3 and KS4. Sixth form consultation is in progress for the right offer for mental health.	
	Increase in referrals to Astrea academy counsellor has significantly increased. This is a valuable resource for students.	Use of Astrea Counsellor is now only 1.5 days a week. One counsellor left summer term - new counsellor to be recruited asap. School exploring the use of a mental health support worker.	Trust to recruit further counsellor. DSL has asked the TSO for an update in this regard.
	Bullying, cyber-bullying, racism and homophobic concerns have increased. The increase is due to the way we report issues and awareness has increased due to the PD program. There are a lot more students using online platforms to take bullying issues to a wider audience and impact victims more.	VPs, APs and DSL meet fortnightly to discuss trends and current issues. Where increases and worrying trends emerge, the PD curriculum, assemblies and form time can be reactive to ensure prompt coverage of current issues.	
	Due to an increase in students becoming more involved in concerning activities outside of school. We need to ensure our students are educated about the impacts of knife crime.	The Trust PD Lead and key PD personnel in school have collaborated and delivered a powerful and impactful assembly in March from an outside provider.	Regular contact and consultation with PD trust Lead to support us share and embed information and knowledge with our students.
	We have recently seen an increase in DV notifications from MASH.	This trend has been recognised and work around healthy relationships is covered as part of our PD curriculum. Safeguarding training is delivered to staff around domestic abuse during professional days.	

		Support is offered from the safeguarding team, pastoral team and outside agencies.	
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Safeguarding information - confidential

Welfare profile

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

Children at risk and children in need:	Current	Previous Report (End of HT3)	This time last year (end of summer term 1)
Number and % of PP	291 (19.41%)	287 (19.24%)	294 (18.04%)
Number and % of LAC	6 (0.4%)	5 (0.34%)	4 (0.245%)
Number and % of young carers	28 (1.87%)	24 (1.61%)	36 (2.21%)
Number and % of Students privately fostered	0 (0%)	0 (0%)	2 (0.12%)
Number and % of Students with CP plan	4 (0.27%)	3 (0.20%)	0 (0%)
Number and % of CIN	2 (0.13%)	3 (0.20%)	2 (0.12%)
Referrals made for early help	6 (0.4%)	0 (0%)	3 (0.18%)
Family support assessments conducted	6 (0.4%)	5 (0.34%)	4 (0.245%)
Proportion meeting threshold	2 (0.13%)	4 (0.27%)	4 (0.245%)
CP meetings attended	10 (0.67%)	5 (0.34%)	0 (0%)
Number and % of Students with an EHCP	21 (1.4%)	25 (1.68%)	23 (1.4%)
Number and % of Students with serious medical conditions	0 (0%)	0 (0%)	0 (0%)
Number and % of Students receiving external support: CAMHS	2 (0.13%)	9 (0.60%)	8 (0.49%)
Number and % of Students receiving external support: behaviour support	0 (0%)	0 (0%)	0 (0%)
Number and % of Students receiving external support: S and L	0 (0%)	0 (0%)	0 (0%)
Referrals to Channel	0 (0%)	0 (0%)	0 (0%)

Statutory requirements

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

Type of training	Date	Number of Attendees	Provider
Racism, Domestic Abuse, Child on Child Abuse. PowerPoint training Emailed out to all staff	28/06/2024	98	DSL – Face to Face training
National College Annual Safeguarding module 24/25	09/09/2024	87	National College

Safeguarding Training – Annual start up	02/09/2024 03/09/2024	106 1	DSL – Face to face training
Safeguarding Training – Level 1 – Cleaners and Site team PowerPoint emailed out to all cleaners and site team.	09/09/2024	13	DSL face to face training
National College Annual Advanced safeguarding module 24/25	09/09/2024	8	National College
Safeguarding Training – Level 1 – Invigilators	02/10/2024, 03/10/2024, 16/10/2024 24/02/2025	25	DSL face to face training
Safeguarding Training – Level 1- Governors Training	09/10/2024	6	DSL face to face training
Advanced Safeguarding Training - Sheffield	10/09/2024	2	Trust face to face training
New Starters Training Autumn term 1	30/09/2024 01/10/2024 07/10/2024	1 1 2	DSL face to face training
New Starters Training Autumn term 2	04/11/2024	1	DSL face to face training
New Starters Training Spring Term 1			DSL face to face training
New Starters Training Spring Term 2	24/02/2024	1	DSL face to face training
Early help EHA training for new users	18/10/2024	2	Anita – Early help team, face to face training
Inset Safeguarding training – Financial exploitation, sextortion, knife crime.	25/10/2024	113	DSL face to face training
Early help EHA refresher training	07/11/2024	6	Anita – Early help team, face to face training.
Team Teach Positive Handling training L1	09/12/2024 10/12/2024	12 12	Trust team face to face training
Inset Safeguarding training, refresher and radicalisation, county lines.	05/01/2025	89	DSL face to face training
Team Teach Positive Handling training L2	28/01/2025	20	Trust team face to face training
New Starters Training Term 3	24/02/2025 26/02/2025 03/03/2025 02/04/2025 22/04/2025	1 1 2 2 2	DSL face to face training

Inset safeguarding training for PSG team only – update regarding CPOMS	07/03/2025	18	DSL face to face training
Inset safeguarding training – Nudes & Semi-nudes, Prevent, AI	04/04/2025	91	DSL face to face training

Bullying (end of year comparisons):

Aspect	2022-23	2023-24	2024-2025 YTD (end of summer term 1)
All Bullying Incidents	89	146	258
Racist Incidents	28	76	55
Cyber Bullying	0	18	20
Homophobic Bullying	3	38	25
Transphobic Bullying	3	19	6

Analysis and next steps
In the last Principal's report, I wrote expecting numbers to increase, this has been the case. Whilst the data is quite alarming when looking at the bullying records. The question around why this the case, needs to be asked. The work completed last year and this year within the PD curriculum and assemblies have pushed the point of bullying is not acceptable, alongside the mantra of 'it stops now'. Despite young people stating they don't want to 'snitch' on their peers, they are more aware that certain repeated behaviours are not acceptable and need to be addressed. We have seen a general increase in young people coming forward to share worries about their peers, so indirectly we can identify and support those students being targeted. Again, we have worked tirelessly to promote that bullying is not acceptable and that it <i>is</i> acceptable and desirable to report incidents. As each new cohort comes through the school this culture will become stronger, and the likelihood of more reporting will be deemed as 'normal'. This is in conjunction with the work being delivered in PD lessons and assemblies where these types of behaviours are reinforced as unacceptable, not just in our school but our community and society. The current data for bullying since September 2024 shows an increasing trend (176% increase on 2023/24, which was in turn a 164% increase on 2022/23). I am reassured that bullying cases are being reported, and I am also reassured that bullying linked to protected characteristics is not increasing, and in many cases is decreasing, meaning that the incidents being reported are for different reasons. I also believe that further training for staff is required as to what constitutes 'bullying' so that we can be reassured bullying is being reported and not 'friendship/low level peer issue' concerns. As a school, we will address this within our training provisions during the next academic year.

Sexual harassment

Number of Incidents

	22/23 Term 1	23/24 Term 1	24/25 Term 1	22/23 Term 2	23/24 Term 2	24/25 Term 2	22/23 Term 3	23/24 Term 3	24/25 Term 3
Verbal Sexual Harassment	0	0	4	2	0	10	0	1	0
Physical Sexual Harassment	0	0	2	0	1	9	0	1	0
Sexual Violence	0	0	1	1	1	1	1	1	0
TOTAL	0	0	7	3	2	20	1	3	0

	Number of Incidents					
	22/23 Term 4	23/24 Term 4	24/25 Term 4	22/23 Term 5	23/24 Term 5	24/25 Term 5
Verbal Sexual Harassment	0	0	17			
Physical Sexual Harassment	0	0	11			
Sexual Violence	0	0	1			
TOTAL	0	0	29			

Analysis and next steps
Our reporting systems have captured data for analysis. We have had further increase in verbal and physical sexual harassment cases. Individual cases are managed sensitively and taken seriously. This frequently involves external professionals supporting our students one to one or group therapies and Police educating students on lifelong implications of such behaviours in the community. Educating our students about harassment is pivotal to their development in recognising inappropriate actions. Through educating our students, they are encouraged that 'banter' and 'inappropriate touching' is not acceptable. Parents are always made aware of these situations and support their children by reinforcing school's procedures and recommendations. Despite this

increase at St Ivo, it is encouraging these are being reported and addressed. Despite increased we are pleased our young people are able to seek support and 'call out' when they have been verbally or sexually harassed.

Sexual harassment remains a high priority in term of maintaining the high profile of this safeguarding category. Sexual harassment education continues to be delivered through PD lessons to raise more awareness of this issue. An assembly highlighting sexual harassment was delivered in October 2024. The school will continue to provide learning opportunities to embed knowledge and understanding around sexual harassment. The PD curriculum will give students the opportunity to do this throughout this academic year. Student voice was conducted in October 2024 where around 30 students across five year groups were able to successfully articulate what sexual harassment is. The school is committed to ensuring that sexual harassment remains a priority and to endorse it has no place in school, the workplace, our community or society.

Year 10

High-quality year 10 sprint plans have been developed, with an exemplar shared to guide Heads of Department in their creation. These plans have been reviewed and constructively challenged during line management meetings with each Head of Department. All sprint plans have been submitted to SLT and approved by the Vice Principal and Principal.

Year 10 mock exam attendance process: to ensure maximum attendance, students line up with SLT/pastoral staff prior to each exam. For any absences, immediate phone calls are made home, and transport is arranged where necessary, with support from SLT and pastoral staff, aiming for 100% attendance. Any student who misses an exam is required to attend a meeting with their parent/carer and school staff to address the issue. During the mock exams, we are also trialling the use of scribes in place of word processors as part of an exam concessions review.

Year 10 students are currently completing their mock exams. Once the results are entered, the data will be thoroughly analysed. This analysis will inform SLT, RAG, and line management meetings from September 2025, ensuring that the right support and strategies are put in place to target the appropriate students and maximise their chances of success in the Year 11 mocks and final exams.

A timetable review took place to ensure the deployment of subject specialists in maths and English. Afternoon tutorial sessions have been restructured, with students moved from form and reading groups into targeted intervention groups. Heads of Department have centrally set revision homework and provided consistent resources designed to promote active recall.

From 3rd June 2025, IP time has been used collectively to analyse examiner reports, standardise marking, plan Year 10 lesson sequences in line with sprint plans, and practise crafting grade 9-level responses.

A Year 10 Raising Achievement Evening for parents and carers was held on 11th June 2025, led by SLT. The event focused on exam preparation, academic support, and student wellbeing. All materials were subsequently shared with year 10 families.

Departments are currently reformatting knowledge organisers to support active recall, in preparation for the end of the summer term. Planning is also underway for a "100 Question Fluency Quiz" to be delivered to year 10 students in September.

Year 12

Following the year 12 mock exams, a detailed analysis of the results was conducted to identify both high-achieving students and those who underperformed. The Sixth Form team held follow-up meetings with students to celebrate successes and provide targeted support where needed. Outcomes were shared with SLT, highlighting individual achievements as well as areas requiring subject specific intervention. SLT then worked with line managers to agree and implement appropriate next steps.

To maintain a sharp focus on student progress, daily RAG meetings are taking place. These are attended by the Principal, Vice Principals, Assistant Principal, Head and Deputy Head of Sixth Form, Heads of Department, year 12 classroom teachers, and members of the SLT linked to each department.

A central focus of these meetings is on individual students not meeting expected progress, with support measures put in place as a result. These include bespoke interventions, access to targeted resources, and personalised learning strategies to ensure every student is supported in achieving academic success.

Timetabling for September 2025 has been strategically planned to ensure the most experienced and effective staff are allocated to Year 13 and Year 10 classes from September

Raising attainment meetings

Date/day	Department
Monday 16 June	Politics
Tuesday 17 June	Business & economics
Wednesday 18 June	English
Thursday 19 June	PE
Friday 19 June	Geography
Tuesday 24 June	Sociology
Wednesday 25 June	Psychology
Thursday 26 June	Maths
Friday 28 June	Science – biology and chemistry
Monday 30 June	Art / photography / textiles
Tuesday 1 July	Film studies
Wednesday 2 July	History
Thursday 3 July	Extended project
Tuesday 8 July	Physics

Our draft maximising attainment plan (MAP) for Year 10 is attached as **Appendix 1a**, and our draft for Year 12 is attached as **Appendix 1b**.

Curriculum

Curriculum planning and model for 2025-26

The focus in this report is on the curriculum planning for 2025-26.

- A copy of our **final** curriculum model for 2025-26 for all key stages is attached as **Appendix 2**
- An overview of our final plan for structure of the school day is attached as **Appendix 3**

Teaching and learning

Teaching profile of the Academy:

Total number of teachers in the Academy: 87, FTE Equivalent: 82.6

Type of teacher	Number of teaching staff	% of teaching staff
SLT	8	9.2%
UPS	56	64.4%
MPS	11	12.6%
ECTS	6	6.9%
ITTs	4	4.6%
UQTS (not part of ITT)	2	2.3%

Next steps:

- Leadership of Geography, Art, Textiles, Food, Photography, Health and social care and Child development is changing for September 2025
- Leadership of English and English literature is currently an interim arrangement. Whilst we are very grateful to the current interim post holder for stepping up, the return of the substantive post holder in September 2025 should develop this area
- We are sharing the teaching responsibility for Business, Economics and Psychology to stop these being sole delivery subjects which creates a single point of failure should there be any staff absence to ensure continuity of teaching for students. A Teach First for Business Studies has been recruited and the current teacher is undertaking mentor training which should improve teaching and learning in that area.
- A culture of lesson drop ins has been embedded and staff now expect positive, constructive feedback after each one. 585 lesson drop ins have been conducted to date. Only two teaching staff have opted out of feedback emails.
- Detailed analysis of drop ins revealed entry routines and the use of 321 FOCUS needed greater consistency. A trial of peer coaching was launched on 10 June, with refresher training for all on those two core routines and all staff (including SLT) placed in pairs/trios to plan drop ins and provide constructive feedback.
- The Academy has signed up to StepLab for CPD for September 2025. The onboarding process has started and SLT will receive training 7 July 2025 in order to develop a shared mental model of effective teaching and foster more consistency for drop in feedback.
- Teaching and learning feedback will be a weekly agenda item for SLT meetings from September 2025, there will be an agreed weekly/fortnightly focus (based on whole school calendar) which will be communicated via whole staff briefing, CPD and morning department meeting time. A

greater alignment between CPD and lesson drop ins should help to ensure a more consistent approach.

- IP time is used more effectively in some departments compared to others. From September there will be training for HoDs and the reintroduction of planning sheets for these sessions which will need to be submitted to the SLT link. The SLT link is responsible for quality assuring the use of this time. SLT will repeat the deliberate practice of IP at the start of the autumn term.
- BDY has set up a focus on daily equipment checks during form time this term which is now tied to the behaviour recording system. An online shop has been set up to replace equipment. This system will continue in September along with consistent messaging to families of the importance of bringing equipment to school every day. This supports our teaching and learning approach 'Means of Participation'.

Behaviour and culture

Behaviour data

Behaviour events from half-term 1:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	5,081	5,139	4,730	4,575	4,910	24,443
Reminders	440	734	718	781	363	3,036
Detentions	169	562	676	794	749	2,950
Reset (number of students)	23 (15)	90 (36)	100 (32)	213 (46)	119 (54)	545 (183)

7 positive events to 1 negative

Suspensions (half-term 1):

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	2	6	11	23	9	51

Behaviour events from half-term 2:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	4,968	5,253	4,617	4,460	4,490	23,788
Reminders	549	835	713	695	283	3,075
Detentions	396	644	921	825	595	3,381
Reset (number of students)	50 (20)	82 (25)	96 (33)	239 (52)	114 (32)	581 (162)

6 positive events to 1 negative

Suspensions (half-term 2):

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	0	7	15	8	15	45

Behaviour events from half-term 3:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	4,082	4,447	3,681	3,570	3,608	19,388
Reminders	475	763	588	509	172	2,507
Detentions	403	456	691	805	701	3,056
Reset (number of students)	97 (34)	42 (25)	101 (33)	139 (39)	104 (34)	483 (165)

5 positive events to 1

negative

Suspensions (half-term 3):

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	5	5	12	14	13	49

Behaviour events from half-term 4:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	13,381	12,547	10,996	9,504	7,113	53,541
Reminders	436	693	630	489	143	2,391
Detentions	404	610	797	976	514	3,301
Reset (number of students)	68 (29)	76 (47)	76 (34)	195 (47)	95 (31)	510 (188)

14 positive events to 1**negative****Suspensions (half-term 4):**

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	6	10	9	18	14	57

Behaviour events from half-term 5:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	12,212	11,341	8,619	8,177	5,399	45,758
Reminders	337	745	604	520	38	2,244
Detentions	430	538	773	897	320	2,958
Reset (number of students)	29 (16)	64 (35)	60 (26)	144 (48)	50 (20)	347

14 positive events to 1**negative****Suspensions (half-term 5):**

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	3	4	7	9	2	25

Behaviour data analysis

- The climate for learning around the academy, remains calm, purposeful and focused. Lesson drop-in (on tour) data tells us that behaviour is largely very good, although some learners remain passive.
- Year 10 behaviour is our main concern. Year 7-9 data compare favourably to the same point last year. There is a group of students in Year 10 who repeatedly receive detentions and Reset consequences. With a smaller group of students receiving repeat suspensions. Students who have repeatedly been suspended are on Behaviour Support Plans, and have a 'behaviour mentor', which has been successful in most cases. We are also looking at the timetables for

these students, ahead of Year 11 and will be using the Hub to help with behaviour intervention and support.

- Behaviour in The Hub, with a small number of students has proved to be more challenging, than we originally expected. MFR and BDY have adjusted the provision for a select few students.
- MFR and BDY visited other Trust schools, to see how their internal provisions work and to share good practice. We have adapted work booklets, shared from these schools, to be able to roll out in September in the Hub.
- Year 7 have made a very positive start. This is reflected in fewer suspensions, year on year, compared to last years' cohort. 24 suspensions at the same stage last year, compared to 16 this year.
- Further information around improvements, can be found in 'next steps', below.
- You will also notice a vast increase in the number of positive events, compared to earlier this year. We have had a big push on rewards, handing out house points for students who consistently do the right things i.e. wear the uniform correctly, bring their equipment. We also increased the number of house points attached to each of our 5 core values, during focus weeks for each value. Assemblies took place on a weekly basis around one of the values, with a house point increase and real focus on each value during tutor times, morning welcome and lessons.
- Year 11 behaviour leading up to and around exams was largely very positive (with one or two exceptions). These students sat their exams in the Hub, so to not impact on the wider year group. Fewer students receiving a suspension this year (19), compared to last year (22), across the academic year.
- We have had a big push on equipment standards and expectations, as this has been a barrier in some lessons i.e. when teachers are trying to ensure active participation in lessons (so to avoid passive learning), the lack of equipment is a concern. Daily equipment checks are now taking place in morning form times, with repeated failure to have the correct equipment, leading to a detention. We have also opened an online equipment shop, for those pieces of equipment which aren't easy to purchase on the high-street i.e. mini whiteboard, reading ruler.

Suspensions:

Suspensions for the **YTD-end of half term 5:**

Students:	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	229	128	99	16	32	54	72	52	0	1
% Of Cohort	5.55%	12.84%	11.07%	2.75%	4.87%	6.18%	7.24%	6.44%	0	0.9%
Total Days	494.5	273.5	213.5	31.5	66	130	143	123	0	1
Suspension Rate	16.2%	39.15%	41.13%	6.28%	10.39%	19.63%	24.83%	17.63%	0	
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

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

At the same point last year, we had issued 188 suspensions, so we are up this academic year to date. The main contributing factor of this, is the fact that we now have our 'alternative provision' students on site, in The Hub. A number of these students have been suspended 2+ times, so far this year. Whereas last year, they attended separate, offsite provisions and suspensions were minimal. We still believe that the benefits of running our own provision for these students, outweigh the fact that our suspension figures are slightly higher than this time last year. Year 7 and 8 numbers are down year-on-year, with Year 9 at a similar level. Year 10 shows the biggest increase (see behaviour analysis above, for more details), with Year 11 also above this time last year. These year groups are the ones impacted most by the internal provision, we have brought on site this academic year. It's also worth noting that a sizeable percentage of the suspensions issued this year, are for students who have joined the school 'in-year', and didn't begin with us in Year 7.

Suspension analysis and commentary

Year 7 and 8 figures are tracking favourably to the same stage last year, with Year 9 producing similar numbers. Numbers in KS4 are higher, with Year 10 the main concern. Looking at the other behaviour data (detentions and resets), this is a pattern with Year 10. Plans for the current Year 10, are outlined above (behaviour analysis).

There was a spike in suspensions (year-on-year) in half-term 3 and 4. Some of the context around this can be explained by the fact that suspensions were taking place for internal provision students, however we did have a reboot of expectations around attending detentions, and attending and completing time in the Reset classroom. Half-term 5 saw a reduction in suspensions year-on-year and is tracking favourably for half-term 6.

Suspension Reduction Plan - see **Appendix 4**.

Next steps

- We had a new full-time SSA starting after February half-term, who is working with Year 10. This has started to help with some of the issues in the year group, regarding repeat behaviours and tracking/monitoring. There will be a new year team structure from September to further support this.
- 8-10 Year 10 students are being mentored by the pastoral team and senior leaders. The mentors are leading on Behaviour Support Plans for each student.

- Year 10 groups of students (same as above bullet point) are also going to have be-spoke timetables implemented for the beginning of Year 11, including some time in the Hub.
- Two Year 9 students who have had repeat suspensions are about to begin managed moves.
- Re-introduction of the Reset escalation process, meaning clearer processes and communication for those students who receive multiple reset events.
- New process and communication around when students can access the Pastoral office. This is to ensure that learning time is maximised, with less students out of lessons. Using form tutors as first port of call for pastoral issues. New pastoral tracker has been implemented, to ensure we can spot patterns.
- Waves of Intervention form introduced and rolled out to all year teams. This will enable us to log and track any interventions that have been put into place or are required to be put in place. With the aim of tackling and supporting students who have on-going behavioural issues.
- New detention system and work introduced, to raise expectations of students who are in detention. This has been in place since February half term and has received positive feedback. Work for detentions is under review, with possible use of new curriculum maps/knowledge organisers.
- New Reset Classroom behaviour booklets are completed, Period 1 each day. Students are given workbooks, based on the behaviour that led to them being in the Reset classroom. This is kept on a tracker and is overseen by SLT who are in Reset. This allows students to better understand and learn from their behaviour choices.
- Introduction of iPads for pastoral teams, to help with communication during the school day, so we can intervene and offer support to teachers and students in a timelier manner.
- New anti-bullying policy launched, and pastoral staff training is taking place.
- Staff training around topics, including (but not limited to): Return to school meetings, detention and reset expectations and delivery, waves of intervention, roll of the HOY and SSA (key expectations for these roles).
- School stops/ transitions relaunch with all staff (including support staff).
- Weekly pastoral meetings have been set-up. This is to allow for regular training around key aspects of the behaviour and attendance systems, including DP.
- Review of time out and toilet cards. This is helped by the new pastoral tracker.
- House system – all five houses, now have a Head of House in position. Charity/fundraising day in July to help re-launch the system.
- Weekly 'behaviour curriculum' slot in tutor time, to be replaced by 'culture curriculum', from September. Big focus on politeness and kindness, warm/welcoming/friendly, and appreciations.

Attendance

Whole-school attendance

	Key Attendance Target	This time last year	Year to date: end of summer term one
Whole school	96%	90.9%	92%
Individual student	96%		
Pupil premium	90%	85.3%	85.8%
SEND	96%	86.1%	85.7%
Maximum % of students who are PA:	15%	26.3%	20.9%

% of PP students who are PA:	20%	45.1%	41.8%
% of SEND students who are PA:	23%	39.9%	35.5%

Over one percentage point higher across the school from this time last year

Whole-school attendance: Year 12 & 13

	Key attendance target	This time last year	Year to date: end of summer term one
Whole school	96%	91.2%	94.6%

Sixth form attendance is significantly higher than at this point last academic year.

Whole-school Attendance: Year breakdown

	Whole Cohort 2024-25	SEND Cohort 2024-25	PP Cohort 2024-25
Year 7	94.7%	90.3%	92.1%
Year 8	92.6%	86.4%	88.5%
Year 9	92%	86.8%	85.4%
Year 10	90.1%	83.7%	77.8%
Year 11	90.9%	83.9%	83.4%
Year 12	95.5%	98.1%	
Year 13	94.2%	95.4%	

Attendance continues to be above National (NA) and Local Averages (LA).

	%	NA %	Diff
St Ivo	92.00%	91.70%	0.30%

	%	LA %	Diff
St Ivo	92.00%	91.70%	0.30%

Attendance for Year 11: Class of 2025

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole school	96%	89.3%	90.9%
Individual students	96%		
Pupil premium	90%	80.8%	83.4%
SEND	90%	85%	83.9%
Maximum % of students who are PA:	15%	26.9%	21.5%
% of PP students who are PA:	20%	48.2%	38.1%
% of SEND students who are PA:	23%	47.1%	30.5%

Lots of planning and time has been dedicated to making sure Year 11 attend for key revision sessions and exam entries; an extensive plan was created and has started with the Year 11 cohort – SLT have been key in supporting this with transport and emergency invigilation etc.

Attendance next steps

- This latter summer term has focussed on planning for the next academic year – groundwork for September.
- Address the slight deficit in comparison to last academic year for SEN students (the only reduction across groups reported)
- Year 10 is now our new focus – attendance is an area requiring immediate work, making sure that we increase this as we move into Year 11 – a tweaked version of the Year 11 discussions/ plans have been devised with the year and attendance teams to put in place steps during this term by reinforcing the messaging to students and parents/ carers
- Year 6 intake – discussions with Primary staff to identify any key students and families to work with – these will then be a key element for the Attendance Manager to contact
- Trust Attendance Strategy Day – 1 July 2025 – National lead led to work on the next steps for the next academic year

Appendix 5 – Attendance Improvement plan.

CPD planning for September

Please provide:

- details of your draft staff onboarding and reboarding plans. AIY
- Your draft plans/calendar for CPD, deliberate practice and intellectual preparation for 2024-25.

Please attach as Appendix 6

Transition update

Year 6 to 7

- Our transition plan
- Our family handbook for 2025/26.
- Our home/ school agreement

Like last year the Year 6 students will be given a reading story for the summer and some tasks to complete that support the academy values. There will be a narrated version of the story on the website for any student who may struggle to read it. This jointly introduces the importance of reading in our academy, the importance of homework and a chance to focus on our values.

Induction days – Thursday 10 July and Friday 11 July.

Sixth form

All applicants, including external students, have been individually interviewed by the Head of Sixth Form, Deputy Head of Sixth Form, or Vice Principal to discuss subject suitability. Offer letters have been sent to students. To increase flexibility and reduce subject clashes, five option blocks have been created.

A postcard-style email wishing students good luck in their exams was sent to all Year 11 students from the Sixth Form team. A follow-up email will be sent the day before GCSE results day, offering encouragement and reminding students that the sixth form team is available to provide support and guidance with A-level choices at St Ivo.

Induction days – Wednesday 2 July and Thursday 3 July.

- On the first day, students will attend a welcome assembly and receive an introduction to Sixth Form life, delivered by the Head and Deputy Head of Sixth Form. They will take part in taster lessons for their chosen subjects and receive a subject-specific summer work pack. This work is

expected to be completed and submitted on the first day of term in September and will be checked by Heads of Department to address any concerns around completion or quality.

- The second day will be an off-site team-building experience at Go Ape, where students will participate in activities such as high ropes and collaborative challenges to foster community and confidence ahead of the new academic year.

HR, Operations and Site Update

HR and staffing update - confidential

Site maintenance/ improvements and any site works projects

Our sixth form refurbishment project is proceeding apace, including common room refresh, new café area, new external stairs and lift. Contractors took over the building at the start of May. Regular meetings are being held to ensure the project is completed on time (1 August hand back date). Updates to parents/carers and other stakeholders are given most weeks via the academy newsletter.

Works to allow external access to the pastoral office (previously through the sixth form space) have been completed. Site team have refreshed the outside fascia of the resource centre building.

Summer projects include the fitting of a new canopy area to cover the canteen outside queue, a new canopy on the existing structure on craft block playground and a further new canopy fitted on the same playground. 20 new CCTV cameras should also be installed. The staff changing area will also be refurbished.

NOR update

Provided below are updates for the current NOR.

Current NOR: 1504

PAN: 296

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
June 2025	243	290	261	275	290	38	107	1504
March 2025	245	291	261	276	290	38	107	1508
October Census 2024	245	286	262	270	282	35	108	1488

Start of term- September 2024	250	294	277	275	284	38	109	1527
July 2024	289	276	274	282	37	110	0	1268
January 2024	290	274	271	283	280	111	124	1633
October 2023 Census	291	271	273	278	281	112	125	1631
4 September 2023	288	270	273	282	284	108	124	1629
July 2023	272	277	283	285	107	126	0	1350
January 2023	269	278	287	282	295	131	138	1680
October 2022 Census	268	276	288	277	294	127	140	1670
1 September 22	269	281	292	283	295	127	142	1689
October 2021 Census	284	292	287	292	292	156	153	1756

Leavers and joiners

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2023	3	8	6	8	6	1	1	33
Leavers in spring term 2024	7	4	4	7	0	1	3	26
Leavers in summer term 2024	6	16	7	1	0	2	0	32
Total number of Leavers 2023-24	16	28	17	16	6	4	4	91
Leavers in autumn term 2024	9	8	7	3	4	2	1	34
Leavers in spring term 2025	1	5	7	7	1	0	0	21
Leavers in summer term 2025 to date	3	4	1	4	0	0	0	12
Joiners in autumn term 2023	4	11	7	6	2	3	0	33
Joiners in spring term 2024	2	5	5	6	0	0	0	18
Joiners in summer term 2024	8	3	5	3	0	0	0	19
Total number of Joiners end of year 2023-24	14	19	17	15	2	3	0	70
Joiners in autumn term 2024	4	6	5	8	4	1	0	28

Joiners in spring term 2025	2	6	5	5	6	0	0	24
Joiners in summer term 2025 to date	1	2	2	4	0	0	0	9

Elective home education (EHE)

(Definition – those who remain off role at the start of 2024/25)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Total EHE 2021-22	4	4	2	1	1	0	0	12
Total EHE 2022-23	1	2	7	3	2	0	0	15
Total EHE 2023-24	5	5	3	3	6	0	1	23
EHE Autumn term 2024	6	2	2	1	3	0	0	14
EHE spring term 2025	1	1	3	4	1	0	0	10
EHE Summer term one	0	1	0	1	0	0	0	2

	2022-23		2023-24		2024-25 YTD (end of summer term one)	
	Number	% of cohort	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	15	0.9	23	1.4	26	1.7
Of which did not join the academy at the start of Year 7	5	0.3	2	0.1	3	0.2

Any Other Academy Matters

Educational visits

A number of visits have taken place since the last report, these include trips to local careers fairs and events, GCSE geography fieldwork visits (local, Hunstanton and Stratford), Year 12 visit to the UCAS Expo, dance visit as part of the Making Moves platform, the Year 10 Paris residential (55 students studying French), Year 10 Ypres overnight visit (90 students studying history), Year 12 geography fieldwork residential to Snowdonia, theatre trip to An Inspector Calls (100 Year 9 and 10 students) and visits to University of Cambridge lectures for A level English literature students.

Later this term we see the return of the Year 8 Switzerland activity residential (114 students), Year 10 geography residential to Iceland (55 students) and Year 11 into 12 visit to Go Ape as part of their induction.

A review of residential visits has taken place, in terms of both the placement of visits within the calendar and which year group(s) these are for. Enrichment residentials (not day trips or required fieldwork) which historically took place in term time and included key stage 4 and/or post 16 students will now either move in to key stage 3 (in half terms 1, 2 or 6) or take place outside term time. This supports the academy's relentless focus on raising achievement for key stage 4, through both students and staff being in school during critical periods. For geography and French, Year 10 trips in term time will continue to be offered in 2026 only as these had already been planned at the time of review.

Clubs

Close monitoring of club attendance continues with a concerted effort to promote the range of clubs on offer and ensure students are aware of the choices. The club list continues to be updated termly and is shared via morning welcome, tutor time and via posters in all form rooms. Pupil Voice work shows an increasing awareness of what is on offer by students (49% of respondents felt they were aware of the clubs on offer in October 24 compared with 57% in June 25). Over the summer term there are 36 clubs running. Pupil Voice work completed in June (404 responses) shows 24% of respondents do not take part in any club either in school or outside of school. 30% of respondents only take part in clubs outside of school (and do not want to take part in any clubs in school). This reflects the relative prosperity of a significant proportion of our students. 35% of the respondents take part in clubs both in school and out of school. In terms of areas that students are asking for clubs to start this includes D&T, language club and textile club. The feasibility of delivering these in the autumn term will be investigated.

House system

The reboot of the house system continues. Each house has a lead teacher and has named house reps. The House lead and reps meet each week. Each week the number of house points and House position in the competition is updated on the boards in reception. So far, the Houses have been involved in a litter pick around the school site to support the St Ives Green week and nine bags of rubbish were collected over the week by the students. In the last week of term there will be large House charity event so there is a lot of organisation taking place in readiness for this to ensure the event is bigger and better than previous ones.

Homework detention monitoring

Homework detention data has been tracked for several months looking at patterns within year groups including male, female, PP, SEND, repeat offenders etc on the Homework Detention Tracker (link above). The data is updated weekly and shared with HOY and SLT. It is very clear there is a hardcore of students that we have now identified who get multiple homework detentions within a week or week on week homework detentions. Pupil voice work has been done with a sample of these students to ascertain why they are receiving so many detentions. In response to what we have found, HOY and tutors have been pro-actively speaking to students and contacting parents. We are also trialling a homework club on a Tuesday and Friday lunchtime, with chocolate hobnobs as a tool to encourage students to attend (it works!), so that students have a PC suite available to come and complete their homework. We are currently averaging between 30 – 40 students a session although the change in lunchtime timings has reduced attendance a bit. The tracker will further be developed with a clear staged response for the group of repeat offenders so there is an escalation in responses. This will be ready for September.

Sixth form

This half term the Sixth Form has welcomed a range of external speakers and organisations to support students with their post-18 options and career planning. Highlights include:

- **Lincoln University** delivered a session on selecting the right university and courses.
- **Wadham College, Oxford** ran a competitive applications workshop.
- **The University of East Anglia (UEA)** led a personal statement writing workshop.
- All Year 12 students attended the **UCAS Expo** at Bedford University, providing valuable opportunities to engage with universities and apprenticeship providers.
- Students also participated in an **apprenticeship event** hosted by *Form the Future*.
- **Paragraf Electronics** visited the school to deliver an assembly introducing their company, career pathways, and apprenticeship opportunities.
- **Cisco** visited the school to deliver an assembly introducing their company and career pathways
- A **UCAS information evening for parents and carers** took place on Tuesday 24th July, with presentations delivered by representatives from ARU and the University of Cambridge.

Additionally, Year 12 students will be taking part in work shadowing next week, gaining real-world experience in a variety of professional settings, including placements at institutions such as Royal Papworth Hospital.

APPENDIX 1a

Year 10 Maximising Achievement Plan June 2025

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

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Year 10>11 overall attainment	Post-results RAG meetings with HODs Continual updating of Sprint plans, moving from Sprint "0" to Sprint "1" - Coursework subjects have all been given time in the mock window for NEA/Component 1 prep or completion - New timetables for teachers after y11 left to support classes as required Attendance focus - Exam Attendance Procedure carried out with all year 10 mocks "Catch Up" mocks lessened and shared vocab with Attendance and SEND to decrease this requirement - Post-mock/pre-results exam meetings to create plans for those with lowest attendance and needs RAG meetings included in Directed Time - English and Maths crossover "War Room" board of A8 scores + Eng/Ma crossover - SEND and PP student analysis at the foreground of discussions - Previous A8 data and understanding shared with HODs	- Year team/RSL to meet with key low-attenders at the end of year 10 - Bespoke timetables for minority of students in AP or with medical needs

	Year 10 info Evening May 25 • Exam preparation, academic support, and student wellbeing Year 11 info evening (Sept): • HODs from English, Maths and Science to speak • Key revision techniques and resources shared • Focused “mock topics” booklet printed and shared electronically • Overview of year • “How to support your child” • Revision guides and resources Smaller intervention groups in PM tutor linked to specific groups (eg 4/5 border in Maths; Aiming for 4 in English) Supporting students to achieve qualifications in additional languages Consultation on P6 is with staff now; once this is decided, a strategy for P6 will be created. Mentoring by SLT has been introduced and has had a significant impact on this key demographic of students Summer work set by all departments linked to 100 Fluency Quiz Updated Knowledge Organisers IP time used to analyse examiner reports, standardise marking, plan Year 10 lesson sequences and practise crafting grade 9-level responses	
PP attainment	Focus for RAG and attendance meetings as well as revision resources • Calculators/equipment • “Drop Down” mornings • Revision guides	

	HODs/teachers to identify specific actions they are taking to support PP students in Sprint Plans	
Improved 9-5 and 9-4 English and Maths	Intervention for crossover students "War board" as a visual reminder RSL to provide crossover data to EM HODs, HOY and SLT links post-mocks	
Improved grades in under-achieving subjects	All subjects to show year-on-year improvements • Mock and exam-analysis meetings to be held • VP forensically monitoring all Sprint plans • Coursework dates moved forward • Half-termly HOD meetings	

In Year 11:

Hearts and minds: slogan; mentoring; Passport to Prom

Revision resources in tutor

Exam analysis meetings in September

RAG meetings in Directed Time - particular focus on PP, SEND, EM crossover and A8 scores

AP students: potential additional qualifications

Sprint plans

Knowledge Organisers

Year 11 Progress Evening post-mocks

Drop Down mornings for core subjects

Holiday revision

Additional language planning with MFL department and exams officer

Parent meetings with SLT from end of year 10 to early year 11 and ongoing

Calendar "collapse" of y11 timetable around exams

Calendar "proud" assembly as part of final "Sprint"

Utilising Lead Practitioners to support with targeted intervention

APPENDIX 1b



Year 12

Maximising Achievement Plan

June 2025

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Moving to B average grade	Moved to daily RAG meetings with SLT, Sixth Form team, HOD and class teachers • Individual to each subject/student • Implementation of support measures for students and staff Sixth Form team Exam Analysis meetings HODs working with SLT to ensure appropriate next steps implemented post-mocks Supervised Study lessons rigorously monitored by senior staff Morning form as supervised independent study 1:1 Fortnightly mentoring in PM reg for all students	
Reduction in U grades	Attendance and targeted support increased Earlier intervention for NEA More rigor in attendance for mocks and exams	Parent meetings with Sixth Form team for any student significantly underachieving
Ensuring excellence in coursework subjects	All students with a coursework element to be at or exceeding their target in coursework Timetabled NEA days	

	CPD audit for HOD/teacher for coursework; moderation support	
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Year 13

- Timetabling for September 2025 has been strategically planned to ensure the most experienced and effective staff are allocated to Year 13 and Year 10 classes from September
- Sixth Form team to focus on Post-18 pathways to ensure students remain focused on final A'level results
- Split RAG meetings to ensure focus remains on Year 13 HODs and teaching staff
- Progress Evenings (as trialled for year 11 last year)
- Information Evening for year 13 (as with year 11)
- Moderation support for some subjects as highlighted in moderator's reports from Summer 2025

RAG meetings

Date/day	Department
Monday 16 th June	Politics
Tuesday 17 th June	Business & economics
Wednesday 18 th June	English
Thursday 19 th June	PE
Friday 19 th June	Geography
Tuesday 24 th June	Sociology
Wednesday 25 th June	Psychology
Thursday 26 th June	Maths
Friday 28 th June	Science – biology and chemistry
Monday 30 th June	Art / photography / textiles
Tuesday 1 st July	Film studies
Wednesday 2 nd July	History
Thursday 3 rd July	Extended project
Tuesday 8 th July	Physics

Appendix 2 – St Ivo Curriculum Plan – attached separately

APPENDIX 3 – The School Day



THE SCHOOL DAY

The structure of the school day 2025-26 is as follows:

8.30 – 8.35	Morning welcome (tutor time for Sixth Form)
8.35 – 8.55	Tutor time / assembly
8.55 – 9.50	Period 1
9.50 – 10.45	Period 2
10.45 – 11.05	Break
11.05 – 12.00	Period 3
12.00 – 12.25	Reading tutorial (Years 7, 8, 10)
	Lunch (Years 9, 11, Sixth form)
12.25 – 12.45	Lunch (all Years)
12.45 – 13.10	Reading tutorial* (Years 9, 11, Sixth form)
	Lunch (Years 7, 8, 10)

13.10 – 14.05	Period 4
14.05 – 15.00	Period 5 
15.00 – 16.00	Period 6**

* Year 11 complete subject intervention during this time, and Sixth Form have mentoring.

** Year 11 and Sixth form interventions.

During the latter part of half term 6, when Years 11 and 13 have left, the school reverts to a single lunch.

APPENDIX 4



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Suspension Reduction Plan 2024-2025 St Ivo Academy (Reviewed 25/06/2025)

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
Reset classroom	1. Communicate expectations of students behaviour and work ethic 2. Triage room 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. 5. New workbooks being used during Period 1 each day, based on the behaviour event that triggered Reset, for each student.	• 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. Phone call home to get parental support, on third warning.	On-going	BDY	TMH
Return-to-school process	1. Return to school meetings to continue – SLT and pastoral member of staff to be present in the meeting. 2. New RTS documentation has more prompts around support and interventions, to help enable a	• Suspension investigation sheet completed before suspension. HoY completes return to school sheet, sheet uploaded to CPOMS and merged with suspension letter.	On-going	BDY	TMH

	constructive conversation with student and parents/carers. 3. Student spends day in the Reset Classroom after return to school meeting. 4. Interventions/support discussed as part of meeting.	• SLT present in return to school meetings, showing importance, and reducing repeat suspensions. • Help to avoid repeat suspensions, through use of interventions and not just consequences.			
Reduce repeat suspensions	1. Weekly suspension report given to HoY – HoY liaise with SLT link 2. BDY monitoring and updating SLT regarding suspensions on a daily basis. 3. Track interventions for students with multiple suspensions i.e. EHA, Behaviour Support Plan. Ensuring that we're not missing opportunities for wider support.	• BASI meeting – focus on suspension data for each year group. SLT link meeting to discuss suspensions and strategies to reduce repeat suspensions. Ensures all suspensions are followed up with actions. • SLT play a crucial role around the school site and in Reset/Detentions. By being aware of students who have been suspended, extra levels of intervention can be utilised at all times, to avoid repeats. • 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. • Students who have 2+ Suspensions, automatically go on to a Behaviour Support Plan, to help try and avoid further incidents.	On-going	BDY	TMH

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. • Students who have 2+ Suspensions, automatically go on to a Behaviour Support Plan, to help try and avoid further incidents.	On-going	BDY	TMH
Behaviour curriculum	1. We are now onto our second year of the behaviour curriculum. This takes place during one tutorial each week, for every year group. They all have their own booklet to complete for each lesson. 2. Changing to 'Culture Curriculum' in September 2025, with larger focus on politeness and kindness. Planning for this is underway.	• 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. We have adapted the order of delivery at certain points, in response to areas of need.	On-going	BDY	TMH

		- Tutors visit tutpr groups to ensure that the work is happening. They have also collected samples of the booklets from each tutor group to ensure a high standard of work is being achieved. These have been passed on to DL at the end of each term. - Curriculum path visible and in future will enable further ties with morning welcomes, assemblies and PD to reinforce messages taught in the curriculum.			
Praise and rewards	1. Incoporate praise (warmth) into Morning Welcomes 2. Issue reward badges at each relvant point, and place names on tracker to ensure we know which students are at each point. 3. Continue with Golden Tickets, issuing an average of 1 per lesson, plus outisde of lesson times for behaviour that goes above and beyond. 4. Student leadership oppurtunities and student voice, so that the student body feel empowered and listened to.	- 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.	On-going	BDY	TMH
Alternative provision (Internal provision – the Hub)	1. Develop an internal Alternative Provision facility for students currently accessing Academy21 or other agencies off-site 2. Develop a costing plan, to include staffing, to not exceed the EOTAS funding devolved to the academy.	- The cost of support AP students does not exceed the EOTAS funding (so that other parts of the academy do not subsidise the education of AP students - Attendance for AP students increases	Sept 2024 then on-going	BDY/CSW	TMH

	3. Develop an overarching education and curriculum support plan for AP students, particularly those in KS4 4. Utilise the BASI process to identify students who may need additional support as a step in/ step out facility (typically those with higher levels of suspensions). 5. Plan for current Year 10 students, moving into Year 11, who have repeat suspensions.	Better KS4 outcomes for AP students			
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APPENDIX 5



St Ivo Academy

Attendance Improvement Plan 2024-25

Over the course of 2023-254, attendance within Astrea Secondary Academies has improved slightly however, we continue to face ongoing challenges linked to absence rates. Whilst we recognise that this is reflective of a national picture, we are resolute in ensuring that we have high expectations of Students around attendance and recognise that we are unable to drive academic success for the community we serve without positive attendance. Each Student has an individual target of **97%**. Below outlines **St Ivo Academy's** approach to ensuring we reach our attendance target of 96% for academic year **2024-25**.

Key Data and Targets

	2024-25 Year to Date	2024 – 2025 Target		Whole Cohort 2024-25	SEND Cohort 2024-25	PP Cohort 2024-25
Whole Academy Attendance	92.2%	96%	Year 7	95.1%	91.7%	92.5%
PP Attendance	83.6%	90%	Year 8	93.2%	87.9%	90%
SEND Attendance	85.1%	90%	Year 9	91.6%	82.8%	85%
% of Students who are PA	20.8%	15%	Year 10	90.4%	83%	79.2%
% of SEND Students who are persistently absent	36.1%	15%	Year 11	91.1%	82.7%	84.5%
% of Pupil Premium Students who are persistently absent	40.7%	20%	Year 12	95.8%	97.8%	N/A
% and number of Students who are severely absent	3.8% (53)	5%	Year 13	94.5%	95.5%	N/A

	2024-25 Year to Date	2024-25 Academy Year to date	% Difference
National Average	91.9%	92.2%	+0.3%
Local Average	91.9%	92.2%	+0.3%

Autumn Term Focus

Objective	Key actions	Person resp.	Timescale	RAG 1	RAG 2	Evidence of impact The RAG's and this column will be populated as you go through the year, reviewing your progress and providing evidence of your impact against each of the objectives.
Raising the profile of attendance within the Academy.	HOY, SLT, SSAs to receive weekly updates of overview percentages/groups	Attendance manager				SLT link does this daily to all Pastoral team and SLT on daily figures
	Tracking meetings take place fortnightly (Year 8-10, 12&13) and weekly (Year 11) with the HOY/SSA, SLT with responsibility for attendance and the Attendance Manager.	Attendance Manager / SLT link				All timetabled and in action.
	Information about attendance, data, key groups to be communicated with staff at whole staff briefing to raise awareness	SLT with responsibility for attendance				Weekly Stats are included in the weekly briefing notes for all staff.
	Training to be delivered to HOY/SSA and SLT to support the tracking of attendance.	SLT with responsibility for attendance				Ongoing work in this area, some progress need for consistency across all year groups

	Attendance to be a weekly focus in celebration tutor time and tutor team meeting	Attendance manager / SLT with responsibility for attendance				Embedded in all Year group presentations, to be developed to be shown on a slide on entry to assembly, particularly with Y11.
	Pastoral, SEND, safeguarding to be given daily/weekly information about specific students	Attendance manager				Key links between Safeguarding team and Attendance office – shared spreadsheet for priority, biweekly tracker meeting also identify impact
	Key information to be communicated to the HOD curriculum team	SLT with responsibility for attendance				
Improve punctuality	Tackle punctuality more robustly – late gates and communication with all stake holders	Attendance manager				Needs to be tackled during term2/3
Review best practice in areas of compliance	Train new attendance team	SLT with responsibility for attendance				Training taken place, continue to strive for further developments in this area
	Review all attendance procedures in school, to ensure accuracy and efficiency.	SLT with responsibility for attendance				Some major progress in this area, still need to ensure this is efficient.
	Review procedures for CME, EHE and in-term transfers. Review procedures for daily and weekly tracking of attendance.	SLT with responsibility for attendance				Trackers all in place and routines established, by CSW term 1.
Establish Attendance Team	Training of Attendance Manager and new admin staff who will support with attendance	SLT with responsibility for attendance				Still work to be developed in this area
	Daily roles and responsibilities to be clear within the attendance team, on call, SLT, all staff and pastoral team. Procedures to be clear, efficient and used by all staff to ensure a high level of attendance and tracking of it.	SLT with responsibility for attendance				Still work to be developed in this are

**Objectives at the end of a term that remain either amber or red should be moved to the next term. Additional areas of improvement should be added where there is a developing need across the Academy.*

Spring Term Focus

Objective	Key actions	People resp.	Timescale	RAG 3	RAG 4	Evidence of impact The RAG's and this column will be populated as you go through the year, reviewing your progress and providing evidence of your impact against each of the objectives.
Raising the profile of attendance within the Academy.	Training to be delivered to HOY/SSA and SLT to support the tracking of attendance.	SLT with responsibility for attendance				Completed
	Attendance to be a weekly focus in celebration tutor time and tutor team meeting.	Attendance manager / SLT with responsibility for attendance				Completed and embedded in assembly/powerpoints.
	Key information to be communicated to the HOD curriculum team	SLT with responsibility for attendance				Through weekly bulletin
Improve punctuality	Tackle punctuality more robustly – late gates and communication with all stake holders	Attendance Manager				Process of marking on for sanction is undertaken by the attendance team
Review best practice in areas of compliance	Train new attendance team	SLT with responsibility for attendance				Ongoing – input from National Lead
	Review all attendance procedures in school, to ensure accuracy and efficiency.	SLT with responsibility for attendance				Some improvements, need to review for Sept 25

Establish Attendance Team	Training of Attendance Manager and new admin staff who will support with attendance	SLT with responsibility for attendance				Ongoing – attendance networks established between officers.
	Daily roles and responsibilities to be clear within the attendance team, on call, SLT, all staff and pastoral team. Procedures to be clear, efficient and used by all staff to ensure a high level of attendance and tracking of it.	SLT with responsibility for attendance				As per framework – need to maintain as some errors occurring.
Daily/Weekly Reporting and Tracking	Daily absence – Day 1, 2 & 3 to be communicated with relevant teams in school – SLT, Pastoral, SEND, Safeguarding	Attendance Manager				Last seen tracker has been put in place.

Summer Term Focus

Objective	Key actions	People resp.	Timescale	RAG 5	RAG 6	Evidence of impact The RAG's and this column will be populated as you go through the year, reviewing your progress and providing evidence of your impact against each of the objectives.
Establish clear communication within the attendance team to ensure the correct marking of registers every hour	Work with all the team and establish clear lines of responsibility to avoid any gaps	SLT				Some improvements with this and almost at the standard, just a little bit of inconsistency depending on the team member.
Year 10 Attendance is a current problem need to address before end	Year team and attendance team to discuss issues – target specific students	Attendance Manager & Year Team				Communicating with all stake holders re: Mocks initially now that the focus has moved from Y11. Further work to be done this term leading into September.

of term (DFE similar schools' analysis)	Communication with all parents & students of importance for Y11					
SEN attendance is an area for improvement (DFE similar schools' analysis)	Work with the SEN department in conjunction with Tracker meetings to identify key problems.	Attendance Manager & SEND CO				Establishing clear and separate tracker meetings with the SEN team – this is changing so need to transition effectively during summer term.
Improve punctuality	Tackle punctuality more robustly – late gates and communication with all stake holders	Attendance Manager				Lates are monitored by the attendance team but need to establish a strong working relationship between attendance and the reception team so that all take account of late students to school. Clear sanctions in place for both lesson and school lateness as set out in the behaviour policy.
General Strategy for Attendance Improvement	Work with the trust National Lead and other schools to raise the profile and action plan for September	SLT	2 July Meeting			
Last seen tracker to be the key tool for identification of safeguarding students	Attendance team and Safeguarding team to work in collaboration to identify vulnerable/high need student visits.	Attendance Manager & DSL/DDSL				

APPENDIX 6

CPD 2025-6

A supportive culture of continuous progressional development is at the heart of what we do.

Teacher improvement is school improvement

Whole School

Our Values and Culture: A shared understanding of our school values - Respect, Resilience, Scholarship, Tenacity and Curiosity. A culture of supportive professional development for all staff

The St Ivo Way: A shared understanding of our *Classroom Culture* and approach to *Teaching and Learning* based on our Principles of Teaching.

Evidence Informed: Our approach to teaching is based on cognitive science, Rosenshine's principles, Lemov's 'Teach Like a Champion' and other professional knowledge. We use StepLab as a driver for high quality CPD.

Teams

Quality Assurance

Lesson drop ins and book scrutiny empower leaders to identify areas of strength and areas to develop

Teaching and Learning Group

An opportunity to work with colleagues to drive evidence informed practice

Subject Communities

Working with colleagues across the Trust to develop an ambitious curriculum

Intellectual Preparation

Working with colleagues to prepare lessons thoroughly so that all students make excellent progress

Individuals

Personalised CPD

Staff have opportunities to choose the CPD that is most appropriate for their career stage and development needs.

Supportive feedback

Teachers receive positive and constructive feedback after every lesson drop in that helps them to identify priorities for development

Lesson Preparation

Teachers have access to high quality curriculum resources giving them time to focus on how to secure progress for all. Prep for high participation, SEND students, extending students with 'back pocket questions', exemplars, to plug gaps and re-teach misconceptions.

Coaching

Staff have the opportunity to work with lead practitioners/colleagues to develop their practice.

Priorities 2025 – 6.

Whole School

- Launch StepLab as a driver for targeted CPD

SLT

- Data trends from lesson drop ins are a weekly agenda item at SLT
- Provide training for SLT to align their understanding of high quality teaching and to drive consistency in lesson drop in feedback

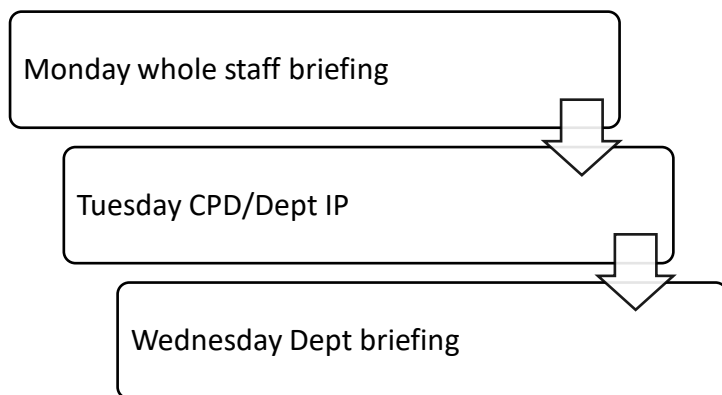
Middle Leaders

- Work with HoDs to deepen understanding of effective IP
- Re-introduce planning documents for IP via SLT links
- Model IP for HoDs
- Ensure effective use of IP to drive lesson preparation

Individual Staff

- Ofsted AFI 1 – *teachers make use of precise strategies to adapt lessons*
- Launch Edukey as a driver for staff ownership of precise SEND adaptations in lessons
- Tighten routines for greater engagement and pace in lessons
- Focus on effective lesson preparation

Outline of goals based on StepLab model of developing teaching. Each goal will be broken down into Steps. Steps will be focused on weekly via:



Term 1	Term 2	Term 3
Securing Attention	Securing Attention	Optimise Communication
Launch StepLab – staff onboarding	Reinforce expectations – narrate links between class and school rewards	Plan well structured lessons – plan lessons around key knowledge
Revisit Edukey inc create and introduce a seating plan	Reinforce expectations – circulate for praise	Plan well structured lessons – make lesson objectives measurable
Entry Routine - expectations	Reinforce expectations – shout out to celebrate	Plan well structured lessons – plan objectives before activities
Entry Routine – build positive relationships	Motivation – explain value	Plan well structured lessons – plan key questions for understanding
Active listening – use a clear routine	Motivation – narrate norms	Plan well structured lessons – plan for structured revisiting of content
Active listening – insist on 100%	Motivation – make starting easy	Plan clear tasks – chunk tasks
Active listening – public corrections	Pace – vary activities	Plan clear tasks – keep questions, tasks and scaffolds visible
Routines – insist on attention	Pace – display countdown timer	Plan clear tasks – provide a model of a quality response
Routines – keep time limits tight	Pace – make every minute count	Plans clear tasks – tailor tasks and scaffolds

01/09/2025	Training Day - Launch StepLab – staff onboarding
02/09/2025	Training Day - Revisit Edukey - create and introduce a seating plan
09/09/2025	Entry Routine – expectations and positive relationships
16/09/2025	Active listening – use a clear routine
30/09/2025	Active listening – insist on 100%
15/10/2025	Routines – insist on attention
HALF TERM	
04/11/2025	Training Day – staff choice of workshops
11/11/2025	Routines – keep time limits tight
25/11/2025	Reinforce expectations – circulate for praise and shout outs
05/12/2025	Training Day – Data Day
16/12/2025	Motivation – explain value
CHRISTMAS HOLIDAY	
05/01/2025	Training Day – staff choice of workshops
06/01/2025	Motivation – make starting easy

13/01/2025	Pace – vary activities
HALF TERM	
03/03/2025	Pace – make every minute count
17/03/2025	Plan well structured lessons – plan lessons around key knowledge
20/03/2025	Training Day – Data Day
EASTER HOLIDAY	
21/04/2025	Plan well structured lessons – plan objectives before activities
HALF TERM	
02/06/2025	Plan well structured lessons – plan key questions for understanding
16/06/2025	Plan clear tasks – chunk tasks
30/06/2025	Plan clear tasks – keep questions, tasks and scaffolds visible
03/07/2026	Training Day – Core Curriculum
07/07/2025	Plan clear tasks – tailor tasks and scaffolds

APPENDIX 7a - Y6 into Y7 Transition Framework: QA June

Academy:	Staff:	Date:
St Ivo	D VAREY	05.06.2025

Action	Who	By when	RAG	Notes:
1. Chase missing families who did not attend Welcome Event / 1-1 sessions. Ensure 100% completion. Optional home visits.	DVY	April / May		Information has been shared a third time to all intake. Getting to know you booklets – returned. To be collated
2. Coordinate data collection and information sharing (Focus on vulnerable scholars including SEND and Safeguarding)	DVY/LBR	April / Ongoing		Update on data collection and information sharing: Enhanced emphasis on for safeguarding, attendance, SEND. All booked in should be completed week beginning 16 June Spreadsheets collecting data – Data manager collating information
3. Plan and coordinate transition events – including Transition Evening / Meet the Tutor Evening	DVY/NLS	June		Events planned: Uniform try on date Thursday 19 th June 2025. HOY to visit 5 key feeder schools to see Y6 students Vulnerable students – extra transition mornings for tour and familiarisation of school and key staff. Information gone to parents via Applica – 2 Days as listed below.
4. Plan and coordinate transition day(s), including booklets and resources	DVY/NLS	July		Transition Day(s): Thursday 10 July – Taster Day in form groups – lessons (all to have at least one Core subject) Friday 11 July – Sports Day
5. Develop strategy “step into secondary” for Y4, Y5 experiences	SLT	Ongoing		Outline Y4 and Y5 experiences / events offered / planned: Conversation with primary Heads and Principal to discuss offer and they are to return with thoughts and opportunities.

Additional Notes:

Holywell – Wednesday 11 June

Wheatfields & Somersham – Thursday 12 June

Spreadsheet to be used to create 8 form groups from information collected from primary schools

Parental return – Applica for Data collection.

APPENDIX 7b – Year 7 Transition Day Booklet - attached separately

APPENDIX 7c –

St Ivo Academy Home-school agreement 2025-2026



We believe that a great school is simply one where everyone is united in a common goal to provide the best educational experience for the students and community we serve. We recognise that St Ivo Academy is in a truly privileged position, being a school for the whole community and helping to shape the future of generations to come. This a partnership between school, students and families, holding the highest aspirations and working together to ensure every child and young person excels. We believe that this partnership is essential in achieving this aim.

Vision: We want all students to be able to learn, thrive and lead successful lives.

Values: Scholarship, Curiosity, Tenacity, Responsibility, Respect

Ethos: Work hard, be kind

Students and parents/ carers can expect the Academy to:

- provide a supportive, inspiring, secure and safe learning environment so that students can fulfil their potential academically and personally
- teach a carefully sequenced knowledge-rich curriculum which is aspirational and accessible to all students, optimising progress;
- promote a positive approach to learning and celebrate all forms of achievement
- review class work and homework and give regular feedback in class and through Progress Review data;
- provide opportunities for parents/ carers to meet teachers, when progress will be discussed
- encourage high standards of behaviour, a sense of personal responsibility and resilience
- let parents/ carers know about any concerns or problems that may affect student learning, behaviour or well-being and offer support when required
- keep parents/ carers informed about Academy activities through letters, newsletters, the website and email
- provide a range of extra-curricular and enrichment opportunities.

The Academy expects students to:

- model the school values and observe the Academy ethos
- uphold the highest standards of behaviour
- take responsibility and complete any sanctions required
- strive to achieve 97%+ attendance and arrive on time to all tutor session and lessons every day
- complete classwork and homework/ coursework on time and to the best of their ability
- bring all the equipment, books and kit needed each day
- wear uniform correctly and take a pride in their appearance
- treat all staff and fellow students with kindness and respect
- switch mobiles phones and electronic devices off during the school day; any phones seen or heard during the school day will be confiscated
- follow instructions first time, every time
- keep the Academy and the surrounding environment free from litter and graffiti
- be a good representative of the Academy in and out of uniform, including with any online activity
- contribute to a safe community by refraining from bringing prohibited items into the Academy and reporting instances of bullying or hate
- embrace extra-curricular and enrichment opportunities, contributing positively to their House, the Academy and the wider community.

The Academy asks parents/ carers to:

- support your child's education as we believe that your involvement is vital for success
- give your full support to the Academy, including supporting all policies and procedures
- support the Academy's behaviour policy and procedures and ensure your child always attends and completes sanctions required by the school
- work in partnership with staff at the Academy in supporting the teaching and learning of students
- support our ethos of mutual respect in all communications with the Academy
- attend meetings with the Academy about my child's education
- ensure that your child completes his or her homework under suitable conditions
- support your child to attend every day and work with the Academy to ensure your child has excellent attendance and punctuality
- ensure that your child has all necessary equipment and full Academy uniform
- inform the Academy of any changes in domestic circumstances.

It is important this home-school agreement represents a genuine dialogue and understanding of everyone's position and expectations. We hope nothing contained within this document is contentious; however, should you wish to raise any points, or seek clarification, we have provided a comment box below to record these views.

By signing this agreement, you are acknowledging that you have read the information contained in the agreement, you have heard any comments others have raised, and you are willing to work in partnership to enable the below named student to learn, thrive and succeed.

<i>Student name:</i>	<i>Parent / carer name (relationship):</i>	<i>Staff name (position):</i>
<i>Student comments:</i>	<i>Parent/ Carer comments:</i>	<i>Staff comments (on behalf of the school):</i>
<i>Student signature:</i>	<i>Parent / Carer signature:</i>	<i>Staff signature:</i>
<i>Date:</i>	<i>Date:</i>	<i>Date:</i>

