



ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

WEDNESDAY 26 March 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, Jane Panter, Clare Webster.

Clerk: Melanie Basson

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

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

Agenda

Item	Timings	Subject	Format
1	5 mins	Introductions and apologies	Oral item – Chair
2	5 mins	Minutes of last meeting, matters arising and actions – 4 December 2024	Papers (pp3-7) - Chair
3	5 mins	Declarations of interests	Oral item – Chair
4	30 mins	Principal's update	Papers attached (pp 8-43) - Principal
5	5 mins	School Visits The Hub visit report – 18.11.24 – HW	Papers (pp 44-45) -Chair
6	10 mins	PAC update - Terms of Reference review - PAC meeting notes 22 January 2025 (PM)	Papers (pp 46-49) – Chair
7	5 mins	Chair's update	Oral item - Chair

8	2 mins	Date of next meeting and future agenda items • 9 July 2025	Oral item - Chair
9	2 mins	Any other business	Oral item - Chair



MINUTES OF THE
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING
WEDNESDAY 4 DECEMBER 2024, 3:30PM
ROOM 2, MAIN BLOCK

Members Present: Philip Speer (Chair), Matt Carnaby, Paul Mumford, Tony Meneagh, Clare Webster, Heather Wood.

In Attendance: Elaine Warriner, Jo Myhill Johnson, Clare Sherwood (Vice Principal), Lauren Ward, (Governance and Executive Services Manager).

Clerk: Melanie Basson

ITEM	
1.0	Introductions and Apologies
1.1	Apologies were received from Claire Burke, Jane Panter and Tomas Thurogood-Hyde and these were accepted by the committee.
2.0	Minutes of the last meeting, matters arising and actions – 9 October 2024
2.1	The minutes of the meeting 9 October 2024 were approved. Ms Wood informed the committee of her visit to St Ivo, where she met Clare Sherwood and visited The Hub. Ms Wood presented an overview of the visit on 18 November 2024. The Hub is an internal provision on the St Ivo site, accommodating 6-10 students, who have tailor made support following a bespoke timetable. Ms Wood spoke to three students. The aim is that students reintegrate into mainstream lessons as soon as is appropriate. Careers advice is offered and access to core GCSE subjects to provide an opportunity to achieve best outcome for each student. Clare Sherwood and Ms Wood looked at how success would be measured. Action: Ms Wood to submit written report to be shared with the committee by the Clerk before the next LGC meeting.
3.0	Declarations of interest
3.1	No declarations were made in addition to the published register.

4.0	Principal's Report
4.1	Noting the report circulated in advance and taking it as read, the committee noted that questions had been sent to the Principal in advance of the meeting and responses received – further discussions took place on the following topics: <u>Behaviour</u> <u>When asked about follow up regarding the serious sexual harassment reported on page 7,</u> the Principal reassured the committee this was dealt with very seriously and was reported to necessary external authorities. The academy is offering support for those affected. <u>Astrea Reads</u> <u>When asked about the academy's approach with high ability students 17+ during Astrea reading sessions,</u> Ms Warriner explained the reading sessions offer a range of themes which aims to widen students' exposure to literature at all levels. Ms Warriner acknowledged there has been some pushback on ruler reading from higher ability students, but it has proved ruler reading is a positive and useful tool for all ability levels. Following text whilst the teacher reads aloud keeps students on task and assists in maintaining students reading ability. Ms Warriner added, now there is more consistency, and teachers have NGRT abilities for each student, the academy is introducing 'Control the Game', which encourages expert readers to increase their involvement in reading sessions. Regarding the Regional Directors visit, around the consistency of using rulers during reading sessions, <u>Mr Mumford asked whether this demonstrates the overall approach is working well enough that the academy is ready to introduce 'Control the game'.</u> Ms Myhill-Johnson explained where rulers are not being used to follow the text or students are disengaged, this can cause disruption. Reassuring the committee that inconsistency is not widespread and the academy is addressing it where inconsistencies are present. <u>When asked whether there is more work needed to address Year 7 students reading ages being below than their chronological age.</u> Mr Carnaby informed the committee that, nationally, 25% of students transitioning from Year 6 to Year 7 are below their chronological reading age ability. Ms Sherwood added the academy look at other aspects when assessing student abilities and provide focused support accordingly, where average CAT scores are below 100. <u>Ofsted</u> The Principal informed the committee that since the time of writing the Principals Report, the academy received an Ofsted qualifying complaint which he had addressed, and the outcome letter will be shared with the committee in due course. <u>Staffing</u> The committee congratulated Elaine Warriner on her new appointment as Vice Principal for Quality of Education at St Ivo Academy. The committee discussed the annual staff turnover rate, noting it is above the Trust benchmark. The Principal reassured the committee that staffing turnover has settled and all posts are filled. <u>Community engagement</u>

	The Principal informed the committee that members from the Town council have arranged to visit the academy for a tour on 17 December 2024 and are expected to speak with the Principal, staff and students. The Principal informed the committee the academy team continue to engage with primary schools around teaching and learning and transition. The Committee discussed the recent article in local independent publication 'Riverporter', around the importance of clarifying the accuracy of information published in the local area and improving public perceptions. <u>AIP – Sixth Form</u> The Principal presented the AIP Objectives for the Sixth Form. <u>Admissions</u> <u>The Chair enquired regarding the impact on Sixth Form student numbers for next academic year.</u> The Principal explained the deadline is 14 January 2025, for students to complete their preferences on MyChoice, so hopes to have a more accurate picture in January of expected numbers for the Sixth Form next academic year. Students voice was sought to determine how they felt the Sixth Form could be improved and these have been considered. The Principal announced there will be significant investment into the Sixth Form. The Trust, academy are architects are collaborating on how the investment could improve St Ivo Sixth Form as a more aspirational place. Considerations will include how to utilise the site better outside school hours/terms, in potentially become a community hub. The Principal aims to announce the plans before Christmas 2024. <u>Ms Wood enquired of the reasons why students chose to return to St Ivo Sixth Form after attending other Sixth Form providers.</u> Ms Yates stated some students reported travel experience issues, the move to another setting was overwhelming for some and staff experience in that St Ivo Sixth Form staff were known to them and students found them more supportive. <u>Mr Mumford enquired whether the academy could share detailed plan for the Sixth Form,</u> to which the Principal said the plans would be shared once finalised. The Trust's Sixth Form Strategy document had not yet been published. The Chair thanked the Principal, Clare Sherwood, Patrick Braybrook, and Clare Webster involved for their considerable efforts to improve recruitment into Y12 for the next academic year.
5.0	Parents Advisory Council (PAC) Update
5.1	Mr Mumford informed the committee that St Ivo PAC met for the fourth time on 20 November, and discussed the following areas: • Communication of St Ivo Sixth Form plans • Masterclasses – request that reasons for holding these are communicated • Parent consultations – host face to face meetings as well as online was welcomed. • Uniform – recommendation to introduce non branded black joggers to the PE uniform. • Student mental health • Recruitment of members to represent Year 7 Mr Mumford informed the committee that he aims to contact other PAC Chairs of local Astrea schools.

	Ms Ward left the meeting. Mr Mumford confirmed the PAC has an email address which invites direct correspondence between parents/carers and the PAC. The committee discussed the purpose of the PAC and its Terms of Reference. The committee recognised the role of the PAC is to discuss issues likely to impact all students with a view to improving the academy. It was agreed that it was not appropriate for issues raised by any parent concerning a specific student to be shared with the PAC. Acknowledging the PAC invites one seat assigned to a liaison member of the St Ivo Parent Forum, with a view to offering a voice on improvement of the school. The Principal raised concern of the public facing voice of the St Ivo Forum. The Chair reiterated responsibility around expectations of LGC and PAC members with regards to working together professionally to represent the school appropriately and accurately. It was agreed that the Principal and Mr Mumford should remind PAC members of their responsibilities in this connection. Action: The committee agreed to review PAC TOR at next meeting. Ms Sherwood and Ms Wood left the meeting.
6.0	Chair's Update
6.1	The Chair gave feedback from the Cambridgeshire Chairs monthly meeting where he met with other local governance Chairs in the Trust, hosted by Mr Thurogood-Hyde. Sixth Form Expectations from the Trust of what academies will, may and should do. The Chair also reported that he had met a prospective new community member of the LGC with the Principal and the Regional Director, who had been in the academy that day on a planned visit. All had considered the candidate to be suitable for appointment. The Clerk was asked, accordingly, to issue an application for membership to the candidate.
7.0	Date of next meeting and future agenda items
7.1	The next St Ivo LGC meeting is scheduled to take place on 5 February 2025.
8.0	Any other business
8.1	Mr Carnaby gave an overview of 'St Ivo shaping futures', which aims to identify more employers to offer work experience, mentors, and interview experience for students. Action: Mr Carnaby to share information with the Clerk to circulate to the committee. The Chair sent apologies for next LGC meeting and had arranged for Ms Wood to chair in his absence.

Minute Reference	Summary of action required	Responsible	Status
19 th June 2024 Item 2.1	To invite the PAC's membership's view on publishing their names and the year group of their child or children.	Principal	Complete
19 th June 2024 Item 7.1	To consider and approach relevant contacts with a view to supporting recruitment of the new community member.	All	Complete

19 th June 2024 Item 9.1	To provide Principal with further inputs on examples of reading inputs in primary.	Ms Burke	Complete
9 October 2024 Item 4.1	Publish statutory information 2024-25	Clerk	Complete
9 th October 2024 Item 3.1	The Principal to share the RD visit dates which Members are invited to join.	Principal	Complete
9 th October 2024 Item 8.1	Dates of future meetings to be confirmed	Clerk	Complete
4th December 2024	Share The Hub visit report with the committee	HW/Clerk	Spring 1
4 th December 2024	Share 'St Ivo Shaping Futures' information with the committee.	MC/Clerk	Spring 1
4th December 2024	Review PAC TOR	All	Spring 1

The LGC agreed the above to be a true and accurate record of the meeting on: 18 December 2024



Principal's Report

Spring Term Two

2024-2025

St Ivo Academy

Tony Meneagh

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Safeguarding

Introduction and contextual Information about the school

The St Ivo Academy is a large, well-above-average sized, school of 1510 students with 145 in the sixth form. Current numbers are below those of the last three years listed in the school's IDSR of around 1755 and 309. The school has a below average percentage of students in receipt of free school meals (FSM) and with an Education Health Care Plan (EHCP). However, we have an above average percentage of students receiving SEND support and an above average level of student movement stability. The percentage of students for whom English is a second language is close to the national average. The school has a small number of students with social care support, either because of child protection concerns or for children in care compared to other schools nationally.

As of writing this report on 3 March 2025, 228 offers were sent out on 1 March 2025 by the local authority. Our September 2025 Year 7 cohort is due to reduce according to the local authority's own forecasts based on the number of students in the area in Year 6; this is the 238 cell below.



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

St Ivo Academy

		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13			
School Year	Primary 10 Yr Olds	11 Yr Olds	12 Yr Olds	13 Yr Olds	14 Yr Olds	15 Yr Olds	16 Yr Olds	17+ Yr Olds	11 - 15 Yr Olds	16+ Yr Olds	Total School
2023/2024	276	289	273	270	280	280	111	124	1,392	235	1,627
2024/2025	249	272	291	267	266	281	122	101	1,377	223	1,600
2025/2026	255	238	274	285	263	267	123	111	1,327	234	1,561
2026/2027	259	243	239	267	280	263	116	111	1,292	227	1,519
2027/2028	245	248	245	233	263	281	115	106	1,270	221	1,491
2028/2029	243	235	249	238	228	263	123	104	1,213	227	1,440

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.

Mental health remains the highest trend at St Ivo. Over the past academic year we have had 208 incidents reported and supported these students throughout. This year to date, we have had 262 incidents of mental health. 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 counsellors has proven a positive resource. Our Astrea counsellors are able to provide individual counselling as well as offer, group work and workshops around Anxiety and resilience, Self-Esteem, anger, Grief and loss, and low mood.

St Ivo completed and published a Mental health booklet last academic year; this booklet is being 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.

Astrea Trust have commissioned Anna Freud (<https://www.annafreud.org/>) to conduct an audit of mental health offered and delivered in schools. The audits were either face to face or via online. St Ivo was selected as one of the schools for a face-to-face audit. This took place on 6 February 2025. The initial feedback received was complimentary of the school's strengths around partnerships with agencies, the knowledge we impart to students and parents/ carers via our student services booklet, a sense of belonging/ community spirit and the good culture within the school around mental health. An area of improvement is to focus more on the processes we have in place to support our students, and the use of the language used around mental health and how we communicate mental health to our students. Once we have received the report, we will be able to share the findings with you. The auditor was able to impart some valuable information in regard to our student services booklet and this will be incorporated within the new version we are currently seeking to update with other DSL colleagues within our Cambridgeshire Trust schools.

Our Safer Schools Officer (SSO), Hannah Watkins is going on maternity leave in March. We will have another Safer Schools Officer assigned to us whilst she is on maternity leave. This is great news as the support provided by our SSO is invaluable and this will ensure continuity of support for our students.

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. During summer term 2 in 2024 we were fortunate to work on a pilot program around Ethnicity, Diversity and Inclusion. Our PD Lead worked with the Targeted Support Manager to facilitate this, with two Young People's Workers delivering the programme. It was successful and we will be working with the Early Help team to discuss this being repeated this year. Our students who participated in the pilot scheme were excited and delighted with the results of the programme and were rewarded this term with certificates and vouchers in celebration of their achievement. The finished product will be used within other Cambridgeshire Early Help teams and shared with local schools. Transforming lives and Impact are two further programmes being offered to the school in the autumn and spring terms.

On 6 November the Trust 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. I am now able to advise that 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.

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

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

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made	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	

since the last safeguarding audit	Online safety self-review, plan and actions to be implemented. Plan from 2023/2024 requires updating and in line with recommended narrative. Online Safety risk Assessment to be updated. 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. DSL to review current safeguarding posters. Installation of posters advising staff how to report low-level concerns of staff advisable following safeguarding review.	relevant staff and requested completion. Create an internal working group and formulate clear action plan. Currently completed to 49%. DSL, PD Lead and IT to meet and update further. DSL to liaise with IT team to address this and present to principal for agreement. Our current safeguarding posters are large and require remodelling and streamlining, whilst retaining important content. Reporting of low-level staff concerns – new posters to be created and placed in staff areas.	
Trends in School	Mental health (anxiety, self-harm, suicidal ideation) remains the most prevalent issue and can impact attendance. Increase in referrals to Astrea academy counsellor has significantly increased. This is a valuable resource for students 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. Due to an increase in a students becoming more involved in concerning activities outside of school. We need to ensure out	School is working in partnership with Nessie to improve attendance of our most impacted students. Use of Astrea Counsellor is now only 1.5 days a week. One counsellor left summer term 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. The Trust PD Lead and key PD personnel in school have collaborated to	Trust to recruit further counsellor. DSL has asked the TSO for an update in this regard. Regular contact and consultation with PD trust Lead to support us share and embed information and knowledge with our students.

	students are educated about the impacts of knife crime. We have recently seen an increase in DV notifications from MASH.	deliver a powerful and impactful assembly in March from an outside provider. 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.	
Update on significant cases (anonymised)	Confidential	Cases to be reviewed with Principal during safeguarding meetings	
Summary of referrals made	12 x CSC referrals (10 individual students and 3 siblings) 5 x EHA referrals EHAs are offered to families routinely.	8 x Physical abuse 2 x Neglect 2 x Exploitation EHA: 4 x FW, 1 x YPW	
Ofsted Qualifying Complaints	1 (no response yet)		

Welfare profile

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

Children at risk and children in need	Current (1500)	Previous Report (End of HT1) 1492	This time last year (end of spring term one) 1629
Number and % of PP	288 (19.6%)	287 (19.24%)	299 (18.35%)
Number and % of LAC	5 (0.33%)	5 (0.34%)	4 (0.245%)
Number and % of young carers	28 (1.86%)	24 (1.61%)	39 (2.39%)
Number and % of scholars privately fostered	0 (0%)	0 (0%)	2 (0.12%)
Number and % of scholars with CP plan	4 (0.27%)	3 (0.20%)	0 (0%)
Number and % of CIN	1 (0.07%)	3 (0.20%)	3 (0.18%)
Referrals made for early help	5 (0.33%)	0 (0%)	1 (0.06%)
Family support assessments conducted	17 (1.13%)	5 (0.34%)	0 (0%)
Proportion meeting threshold	15 (1.00%)	4 (0.27%)	0 (0%)
CP meetings attended	4 (0.27%) CP mtg	5 (0.34%)	0 (0%)

	10 (0.67%) CG mtg		
Number and % of scholars with an EHCP	22 (1.46%)	25 (1.68%)	23 (1.4%)
Number and % of scholars with serious medical conditions	0 (0%)	0 (0%)	0 (0%)
Number and % of scholars receiving external support: CAMHS	43	9 (0.60%)	13 (0.80%)
Number and % of scholars receiving external support: behaviour support	0 (0%)	0 (0%)	0 (0%)
Number and % of scholars 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

Bullying (end of year comparisons):

Aspect	2022-23	2023-24	2024-2025 YTD
All bullying Incidents	89	146	190
Racist incidents	28	76	33
Cyber bullying	0	18	15
Homophobic bullying	3	38	20
Transphobic bullying	3	19	4

Analysis and next steps
The data could seem quite alarming when looking at the bullying records as our YTD figures reflect a continuing increase. However, it is good to note that bullying related to protected characteristics appears to trend towards a static level compared with 2023/2024. The increase has come about from unkind incidents not relating to protected characteristics. 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. This mirrors the work undertaken this year in training students to be upstanders rather than bystanders. My expectation is for our incident numbers to increase due to the changing culture at St Ivo that bullying, racism, and any protected characteristic incidents are deemed unacceptable. The numbers above do indicate this rise is occurring. 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. When external visitors talk our students, they are quite pragmatic about bullying. They repeatedly say that it doesn't happen often, but we are a normal school so it would be wrong to say it never happens. They report that when it does happen, staff take the matter seriously and respond appropriately. Getting the message across to students that any form of bullying, racism, homophobic comments is totally unacceptable and not welcome in our school, community or society, is critical. We will continue to get the message across to all our students.

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
Verbal Sexual Harassment	0	0	4	2	0	10	0	1
Physical Sexual Harassment	0	0	2	0	1	9	0	1
Sexual Violence	0	0	1	1	1	1	1	1
TOTAL	0	0	7	3	2	20	1	3

Analysis and next steps

We have seen an 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. Parents/ Carers 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.

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 11 & 13 Maximising achievement plans

Please attach your updated MAP(s) as **Appendix 1**.

Please RAG your plans

Insert any key points to note regarding actions you have taken in light of RAB meetings and your next steps.

- Focus on high-quality sprint plans for year 11 and 13 with detailed curriculum provision, homework and assessment. Submitted to VP for QA – improvements needed communicated with HoD via SLT link.
- Exemplar sprint plans provided to support with the above.

Year 11 sprint plans have been reviewed by the Vice Principal before being discussed at Senior Leadership Team meetings. These plans have been further examined and challenged during line management meetings with Heads of Department. In addition, the new RAG meetings provide a platform to focus on how the sprint plans can be

improved to better support the goal of raising achievement. During these meetings, specific strategies are discussed, and key areas for improvement are identified to ensure that all year 11 & 13 students receive the targeted support they need to maximise their potential and achieve their academic goals.

February half-term interventions:

	Year 11			Year 13
Mon 17 Feb	Art & Textiles 9.30am-2.30pm (30 students)	Computer Science Paper 1 1:30 - 3:30pm		Media Studies Paper 1 9.30am-3pm
Tue 18 Feb	Art & Textiles 9.30am-2.30pm (60 students)	Geography 9am-1pm (invite only)		Media Studies Paper 2 9.30am-3pm
Wed 19 Feb				
Thu 20 Feb	Drama 9am-11am	English 1.30-3.30pm	Computer Science Paper 2 9 am - 11 am	Drama 11am-1pm Computer Science 12pm to 3pm

Easter Interventions (planned):

	Year 11 (1)	Year 11 (2)	Year 11 (3)	Year 13 (1)
Mon 7 April	Dance 10am-2pm	*Drama 10.00am - 3.00pm*	English	Computer Science P1/P2 10am - 3pm
Tue 8 April	Computer Science Paper 1 10 am - 3 pm	*Drama 10.00am - 3.00pm*	Geography 9am - 1pm	
Wed 9 April	PE 10am-12pm	Computer Science Paper 2 10am-12pm		A level PE 10am-12pm
Thu 10 April				

The new RAG meetings are now being held every day to closely monitor and evaluate the progress of year 11 and 13. These meetings are attended by the Principal, Vice Principals, Assistant Principal, Heads of Department, and Link Senior Leadership members. A key challenge discussed during these meetings is the effective implementation of the sprint plan and its impact on supporting targeted students. The meetings focus particularly on individual students who are not meeting expected progress levels. Support measures are being put in place, including tailored interventions, additional resources, and personalised learning strategies, to ensure these students receive the necessary help to achieve academic success.

The next steps to be taken include the analysis of Year 11 Spring mock data, which is due 7 March 2025. Once submitted, this data will undergo thorough analysis and be discussed at RAG meetings, SLT meetings, and line management meetings to ensure that the correct students are being identified and targeted for intervention. In parallel, Year 13 students are currently sitting their mocks, and once their data is inputted, a similar forensic analysis will be conducted. This analysis will be used in SLT, RAG, and line management meetings to ensure that appropriate support strategies are implemented, targeting the right students to maximise their chances of success in the final exams.

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

Feedback from RD visit has been enacted:

- Move to booklet teaching in KS4 History to improve consistency - KS5 in process
- Support from Deputy Nat lead English to implement consistent revision curriculum with centralised resources to improve quality of teaching

Analysis of drop in data: (271 records to date)

- Areas requiring improvement; silence is golden, use of visualiser, turn and talk, teacher circulating room. Staff will be held to account via fortnightly SLT line manager meeting starting 10-03-25. Dept evaluation of T&L will be tested via paired learning walk.
- HoDs expected to complete two weekly cycle of drop ins focusing on Y11 teaching and drop in forms to be completed
- SLT drop ins co-ordinated centrally and drop in form completed to ensure a spread of data on quality of T and L
- Refresher staff training on key elements of Means of Participation have been delivered spring term 1.
- Update of Sharepoint with T and L page providing easy access to staff training materials
- Staff encouraged to move from route 1 to route 2 for appraisal – only 2 teaching staff remain on route 1

Equipment checks and loan system being trialled for Year 7 from w/b 10/03/2025

Fluency:

- 15 question mixed subject weekly tutor quizzes introduced for Years 7 – 11
- 10 question min retrieval quizzes in lessons – minimum every 2 – 3 lessons – future work to align this with materials from National Leads (not received yet).
- 100 question retrieval quiz to be in place spring term 1 - further liaison with National Lead team required as they may have fluency questions in place.
- Focus on revision techniques including staff training, form time sessions for students and videos sent home (flash cards, Leitner, Look Cover Write Check)
- Continued focus on Sparx and Carousel for homework to improve consistency and focus on retrieval

Behaviour and culture

Behaviour data

Behaviour events from Autumn Term 1:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	5081	5139	4730	4575	4910	24443
Reminders	440	734	718	781	363	3036
Detentions	169	562	676	794	749	2950
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 Autumn Term 2:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	4968	5253	4617	4460	4490	23788
Reminders	549	835	713	695	283	3075
Detentions	396	644	921	825	595	3381
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 Spring Term 1:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
House Points	4082	4447	3681	3570	3608	19388
Reminders	475	763	588	509	172	2507
Detentions	403	456	691	805	701	3056
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 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.
- We are aware that there are a few anomalies with Year 10 behaviour (a small number of students), which we are addressing.
- 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 are also due to visit other Trust schools, to see how their internal provisions work and to share good practice.
- Year 7 have made a very positive start. This is reflected in fewer suspensions, year on year, compared to last years' cohort.
- Further information around improvements, can be found in 'next steps', below.

Suspensions

	All Scholars	PP Scholars	SEND Scholars	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	147	71	64	7	19	38	45	39	0	1
% Of Cohort	9.5	23	26.7	2.8	6.3	14	16	13.4	0	0.9
Total Days	305	143.5	127.5	10	37	82	87	88	0	1
Suspension Rate	10.44	22.83	28.64	2.78	6.25	13.97	15.85	12.84	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 140 suspensions, so we are up by 7 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.

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 in particular being a concern. Looking at the other behaviour data (detentions and resets), this is a pattern with Year 10.

Suspension Reduction Plan - see **Appendix 2**.

Next steps

- We have a new full-time SSA starting after half-term, who will be working with Year 10. We have had staffing issues within the pastoral team for this year group, which has had an impact on interventions and support.
- 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.

- 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.
- New Reset Classroom work expectations, through a new work booklet and regular book checks. This will help us to raise expectations of students who are in reset and will hopefully allow us to close any learning gaps for those students who are not in their lessons.
- Politeness and kindness booklet to be rolled out and completed in the Behaviour and Culture curriculum slot, during AM reg. This is to be launched on the Reboot Day (24 Feb), via assemblies for all year groups led by TMH and BDY.
- BDY and MFR to visit other Astrea schools, to see what good practice and resources we can implement in The Hub.
- 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.
- 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).
- New anti-bullying policy and training for pastoral staff on how to deal with bullying issues.
- School stops/ transitions relaunch with all staff (including support staff).
- New, weekly pastoral meetings have been set-up, to begin w/b 3 March. 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, underway.
- House system – all five houses, now have a Head of House in position. DWN is working with the HoH and student leadership group, to devise a plan for the relaunch of the system. DWN to also arrange a meeting with BDY, to learn from past experiences.
- Weekly focus for whole staff briefing, led by TMH. Week 1 was politeness and kindness (to fit in with behaviour curriculum and re-boot) and staff role modelling this. Week 2 is transitions and corridors

Attendance

The whole school Y7 to Y13 overall is higher than this time last year, significant gains have been made in attendance of both Y12 & Y13

Whole School Attendance: 7-11

	Key attendance target	This time last year	Year to date: End of spring term one
Whole school	96%	91.3%	92.2%
Individual student	96%		
Pupil premium	90%	85.8%	83.6%
SEND	96%	87.1%	85.1%
% of students who are PA	15%	25.1%	20.8%
% of PP students who are PA	20%	40.5%	40.7%
% of SEND who are PA	23%	37.4%	36.1%

Whole School Attendance: Year 12 & 13

	Key attendance target	This time last year	Year to date: End of spring term one
Whole school	96%	89.7%	94.9%

Attendance for Year 11: Class of 2025

	Key attendance target	This time last year	Year to date: End of spring term one
Whole school	96%	90.2%	91.1%
Individual students	96%		
Pupil premium	90%	85.8%	84.5%
SEND	90%	87.11%	82.7%
% of students who are PA	15%	25.1%	21.2%
% of PP students who are PA	20%	40.5%	39.7%
% of SEND who are PA	23%	37.4%	38%

Attendance for Year 13: Class of 2025

	Key attendance target	This time last year	Year to date: End of spring term one
Whole cohort	96%	85.5%	94.5%

Whole School Attendance – Year breakdown

	Whole Cohort 2024-25	SEND Cohort 2024-25	PP Cohort 2024-25
Year 7	95.1%	91.7%	92.5%
Year 8	93.2%	87.9%	90%
Year 9	91.6%	82.8%	85%
Year 10	90.4%	83%	79.2%
Year 11	91.1%	82.7%	84.5%
Year 12	95.8%	97.8%	N/A
Year 13	94.5%	95.5%	N/A

Whole School Attendance – YTD Comparison

	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%

Attendance next steps:

- Utilising EBSA external support for school refusers
- Explore the dip in PP and SEN students and target intervention
- Planning to use ELSA strategies for September 2025
- Weekly attendance tracker meeting with SLT responsible for attendance, HoY, SSA and the attendance manager. Discuss whole cohort attendance, SEND, PP, individual attendance, support that can be offered to help improve attendance and letters to be sent.
- Daily attendance is tracked, phone call home to students who haven't arrived in school.
- Daily attendance update is sent to SLT, HoY, SSA, SEND, safeguarding.
- Pastoral team mentoring and supporting students daily.

Attendance for Year 11 & Y13

- Tracker meetings with SLT link for sixth form and HoY/Deputy HoY. Discuss whole cohort attendance, and support that can be offered to help improve attendance.
- Daily attendance is tracked, phone call/email home to students who haven't arrived in school.
- Daily attendance update is sent to SLT, HoY, SSA, SEND, safeguarding.
- Pastoral team mentoring and supporting students daily.
- Detailed planning for exam period to include clear revision strategies
- Year 11 Passport to Prom to be explored with half termly targets

APPENDIX 3 – Attendance Improvement Plan

Progress towards Academy Improvement Plan for 2024-25

Academy Improvement Plan for 2024-25

Provide attach a copy of your reviewed **RAG'd** AIP for 2024-25 (end of HT 3 as **Appendix 4**

Curriculum

Curriculum Planning and Model for 2025-26

An update of the 2025-2026 curriculum plan will be shared once the CLFP process is complete, and all heads of department have been made aware of the changes.

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

Our major improvement project is the planned changes to the Sixth Form areas. These includes a complete redesign of the common room (new furniture, carpets, ceiling etc), new facia and redesigned foyer space to include a café area.

Over the Easter break, we are replacing the asbestos based flooring tiles in the art corridor and C14, as these are starting to degrade.

Subject to funding, we have also identified a number of other projects that would improve our facilities: an expanded dining hall seating area, an expanded canopy area on the craft playground and improvements to make main block toilets open plan (similar to works already undertaken in N and craft blocks).

Any other site or operational matters

Please provide details of any further site or operational matters relevant to your academy.

NOR Update

Please provide updates below of current NOR.

Current NOR: 1510

PAN: 296

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
March 2025	246	290	261	277	291	38	107	1510
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 th 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 st 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	9	8	9	6	1	1	37
Leavers in spring term 2024	5	3	4	3	0	1	3	19
Leavers in summer term to date 2024	16	24	12	6	2	4	0	64
Total number of Leavers 2023-24	17	28	21	16	6	4	4	96
Leavers in autumn term 2024	8	8	7	3	4	2	1	33
Leavers in spring term 2025 to date	1	4	6	3	1	0	0	15
Joiners in autumn term 2023	4	12	6	6	2	3	0	33
Joiners in spring term 2024	2	5	3	8	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	20	14	17	2	3	0	70
Joiners in autumn term 2024	4	6	5	8	4	1	0	28
Joiners in spring term 2025 to date								

Elective Home Education:

(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
EHE Autumn term 2023	1	2	1	0	4	0	0	8

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 to date	0	0	3	1	1	0	0	5

	2022-23		2023-24		2024-25 YTD	
	Number	% of cohort	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	15	0.9	23	1.4	19	1.2
Of which did not join the academy at the start of Year 7	5	0.3	2	0.1	4	0.3

Regional Director Formal Visit Actions

Share the key actions from the most recent RD formal visit, including what steps have already been taken to address these and what are planned for the next half term.

Raising Achievement Visit – 17 Jan 2025

Any other Academy matters

We have several trips coming up this term. At time of writing, 74 students are about to embark on the February half term ski trip to Italy. In March we have 55 Year 10s going to Paris, 90 Year 10s going to Ypres and over 100 Year 11s going to London for required geography fieldwork. We are also fortunate to have secured funding to take students to several local careers events.

The Careers & Aspirations Fair took place in the Burgess Hall in early January 2025. Students from Years 8 – 13 had an opportunity to meet representatives from over 35 companies, further and higher education establishments. This is a significant development on previous years events in terms of both companies/ organisations present and the range of year groups invited to participate. Student voice work has been very positive and planning for next year's event has already commenced. The aim is to include Year 7 next year as well.

Work continues to develop the range of clubs within the academy. Over the autumn term 2024 there were 35 clubs running and seven trips. In the autumn term 2023 there were 27 clubs running and five trips so there is positive development. Analysis shows that the clubs on offer provide access for all year group, sexes and that PP and SEND students are also attending. The Student Council continues to become more influential within the academy and a

new Law & Politics club has started in January 2025 due to the work from this group. They have also been involved with meeting representatives from Impact Food Group to provide feedback on the canteen provision and have met with Helen Parks, the academy Careers Lead to provide feedback on the Careers Fair. There has been a real effort to ensure that the group have tangible impact rather than a 'talking forum' so that the student leadership opportunities are real. Going forward, we now have appointed a Head of House for all the 5 houses so there can be a re-launch of the house system. The Student Council will be looking at ways of working with year representatives to further develop student leadership opportunities.

The new-look Year 10 work experience, Shaping Futures, has started with all Year 10 students having the chance to apply for an advertised role and then have a mock interview with a guest in the academy from business. They will also be involved in an assessment centre group task delivered by industry representatives.

APPENDIX 1a

Year 11 Maximising Achievement Plan September 2024: Feb '25 Update

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

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Year 11 overall attainment	Exam analysis meetings (for 2024 cohort) to include targets for "Sprint" to mocks and summative examinations. Exam analysis meetings to ensure focus and removal of barriers - Coursework subjects to have time given back post-mocks - Art to focus on key students during P3 of mock weeks (when no exam in timetabled)> amended to "drop down" days - Specialist support in subjects where there have been significant staffing changes eg Film/Media; H&S Care - Food NEAs moved to support department planning - Additional support for staffing changes eg. Film, Childcare Disruption-free learning Attendance focus	Ongoing. Collation of targets eg: - Maths post-mock "conferences": one completed and two planned - English moderation through No More Marking - English grade boundaries for mocks - Additional support requested from Foreign Language Assistant to support speaking exam confidence - Planning for planned staff absence - Planning to support non-specialist teachers Increased "On Tour" focus on Year 11; AIY shares Y11 rooms with SLT every morning and assigns SLT to room visits

	• Line ups for exams were far more effective in ensuring we could identify and collect missing students • “Catch Up” exams seemed to have a detrimental impact – address phrasing for mocks to ensure students understand impact of missing final exam RAG meetings included in Directed Time • English and Maths crossover • “War Room” board of A8 scores + Eng/Ma crossover • SPI of each subject ranked and shared at each meeting • SEND and PP student analysis at the foreground of discussions • Previous A8 data and understanding shared with HODs as this will be key focus for next two years 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 Year 11 progress evening • SLT meeting key students and parents • Sharing of revision resources Weekly revision resources shared through tutor time (Thurs AM) External CPD for leaders with less experience (PE – new HOD; Drama – new exam board) Supporting students to achieve qualifications in additional languages • Exams officer sourcing appropriate contacts for speaking exams	• HOY and RSL met with key low-attenders at the end of year 10 and ongoing • HOY, RSL and SSA have made phone calls and held meetings with low attenders in first week • Bespoke timetables for minority of students in AP or with medical needs • Curriculum VP now overseeing Sprint Plans on a 1:1 basis • VP (CSW) leading daily RAG meetings with Principal, link SLT and individual HODs •
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	HOY and MFL team to ensure all applicable students are supported All Y11 cover lessons to be covered by subject specialist or SLT Principal challenging all leaders to have P6/lunch interventions Mentoring of key groups of underperforming students once lunchtime changes have occurred Reduced amount of time students are out of lessons Summer/Christmas/Easter work set by all departments	- Increase in P6s - Increase in holiday interventions Trips/extra-curricular: to be approved by SLT if involving Y11 (eg. Drama will invite in a performance rather than taking students out of school for a day) Quality QA-d by RSL
Year 11 PP attainment	Focus for RAG and attendance meetings as well as revision resources Seating plans HODs to identify specific actions they are taking to support PP students	- calculators in Maths - Revision guides - Ingredients in Food HODs to ensure all staff have PP5 and are aware of their PP students As part of exam analysis meetings, then share good practice for Sprints and RAG meetings - Eg. Maths will focus on PP/SEND students for the most-mock and pre-exam drop down Maths "conferences"
Improved 9-5 and 9-4 English and Maths	Intervention for crossover students "War board" as a visual reminder to be visited weekly by leaders (includes A8, EM crossover and photograph of student) Calendar the year 11 Maths drop down "conferences" - SLT to lead some groups - Create conference feel with resources/refreshments RSL to provide crossover data to EM HODs, HOY and SLT links post-mocks	- HODs having targeted intervention PM reg or P6 with crossover pupils - TMH and EDS both lead groups along with maths dept - Excellent feedback from students and parents
Improved grades in under-achieving subjects	All subjects to show year-on-year improvements	Exam analysis meetings held with all HODs CPD for HODs on creating successful DIPs/"Sprint" documents

		Half-termly HOD meetings to share good practice Weekly RAG meetings to ensure laser focus Coursework dates moved forward to ensure exams have enough lead-up time to moderate appropriately – moderation day for INSET on calendar
Greater accuracy of predictions	Ensuring accurate predictions - further investigate following summer results Cross-Trust moderation to be planned for subjects where predictions were -0.5 or above	Working alongside the Central assessment team to ensure consistency of mock exams (eg no unlocked papers; papers all taken from same series) > need to feedback re, for example, Geo and English HODs to receive more support on moderation, particularly in English, Media, D&T, Music, computing and Geography, where results were -0.5+ from predictions. Reduced reliance on predictions, using mock data to inform interventions instead
Ensuring excellence in coursework subjects	All students with a coursework element to be at or exceeding their target in coursework	• Timetabled NEA days • Use of mock data and RAG meetings to highlight students who will need additional support to achieve target grade in coursework • Film, Music, Art, Textiles, Tech, Food, Drama to have off-timetable days post mocks
"Hearts and minds"	Year 11 slogan and motivational assemblies Saving prom motivation to correct part of the year Interlinking interventions and rewards	• Working with HOY and SSA on positive phrasing • "Attitude, not aptitude, determines altitude"! • "Passport to Prom" linked to Spring/Summer behaviour, attendance and attendance to P6

Next Steps:

Completion of exam analysis

Year 11 Information Evening – booklets, links,

Revision techniques made bespoke to subjects

RAG meetings, particular focus on PP, SEND, EM crossover and A8 scores

AP students: potential additional qualifications

Sprint plans

Ensuring PLCs are up-to-date for second round of mocks

Planning for collapsed timetables post-half term in summative exams

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”

Targeted interventions eg Maths and English; Foreign Language Assistant

Broader interventions for Open Bucket subjects

Utilising Lead Practitioner

APPENDIX 1b



Year 13

Maximising Achievement Plan

February 2025

Overview

- Attendance in year 12 and 13 continue to be the highest in the school – variety of strategies and new culture created by Sixth Form team
- Support will be ongoing for some subjects where there are staffing changes – Media, Drama, Health and Social Care, Psychology
- Action plans and parent meetings have taken place, with further meetings and actions being taken for a small minority of students
- Supervised Study is fully operational
- Consistent and experienced Sixth Form team

Year 13 Actions – whole school

- Exam analysis meetings – Sept 24
- Sixth Form and Senior Leadership teams to continue to ensure that enough extension work is set for students and that lessons are purposeful through student voice, drop-ins and checking of work set in supervised study [ongoing]
- SLT to utilise On Tours to visit Year 13 lessons
- Focus on moved deadlines for coursework to ensure there is better planning, particularly for subjects who ran too close to the deadline in 23-24

RAG meetings held with each HOD/subject lead on a weekly rotation

- RAG meetings now lead by VP who also has responsibility for Sixth Form
- Sprint plans now in place for year 13 – lead by curriculum VP
- Each HOD reflecting on performance, SEND, PP
- HODs to name specific areas to improve and weaknesses to be addressed in lead up to exams as part of flight path
- Subject leads and staff to address gaps through individualised support and intervention
- Sample actions for year 13:

	Year 13	Year 13	Year 13
Maths	Emailed home for all; parents in for underperforming students; additional resources; logged students on to website; computer lesson to model effective revision.	Individualised mock revision timetables	AM tutor time support 3 times per week for all under-performing students

MFL	Utilisation of Foreign Language Assistant to support oracy and exam preparation	Reflection of areas for development using downloaded exam papers from 23-24 cohort and close analysis of data	Mock boundaries to be examined to create more challenge for students to ensure focus to end point of exam
Science	Monday P6 intervention		Use of "planbook" to plan lessons and ensure rigorous focus; HOD has liaised with all staff to ensure teaching is focused on weaker areas from summer mock
History	Focus on chronological content to allow for thematic interpretation of Ireland which was key to success in 23-24	Practice essay structures every lesson; high quality resourcing and teaching.	Use of A grade essays to model and annotate for revision - extremely experienced team have built up bank of resources for all essay questions

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Moving C= grade to B-	Exam analysis meetings to ensure focus and removal of barriers Morning form to be supervised independent study 1:1 Fortnightly mentoring in PM reg for all students	Parent meetings/calls with Sixth Form team for any student significantly underachieving Exam booster sessions offered to all students prior to exams Supervision of study periods is rigorously protected Y12 students have sat an initial "assessed" piece of work with RSL supporting newer members of staff eg Film
Reduction in U grades	Attendance and targeted support increased	Parent meetings with Sixth Form team for any student significantly underachieving Sanctions for any student not attending additional interventions Use of teachers and subject-specialist TAs to support individual students
Improved grades in under-achieving subjects	All subjects to show year-on-year improvements	Exam analysis meetings held with all HODs

		Additional work set for all students to support revision Weekly timed essays with prescribed focus to support focused revision Revision guides purchased and additional revision material set Focus on organisation of folders for all Sixth Form students – lead by HODs/Sixth Form team and checked by SLT
Greater accuracy of predictions	Ensuring accurate predictions	Mock exams to be full papers with exception of Economics due to staff absence SLT to lead discussion with HODs following gap analysis from EDS showing correlation between mocks and outcomes in previous year Working alongside the Central assessment team to ensure consistency of mock exams ALIS training offered to all HODs
Ensuring excellence in coursework subjects	All students with a coursework element to be at or exceeding their target in coursework	Timetabled NEA days Use of mock data and HOD meetings to highlight students who need additional support to achieve target grade in coursework CPD audit for HOD/teacher for coursework

Suspension Reduction Plan 2024-2025

St Ivo Academy

(Reviewed 18/11/2024)

APPENDIX 2

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.	- 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. Student spends day in the Reset Classroom after return to school meeting. 3. Interventions/support discussed as part of meeting.	- Suspension investigation sheet completed before suspension. HoY completes return to school sheet, sheet uploaded to CPOMS and merged with suspension letter. - SLT present in return to school meetings, showing importance, and reducing repeat suspensions.	On-going	BDY	TMH

		• 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. DL 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. HoY voice over the PowerPoint each week (distributed by DVY), so that HoY have ownership for their own year	• 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	On-going	BDY	TMH

	group and can tailor it to the needs of the relevant year. 3. QA of work/booklets 4. Map onto curriculum document	delivery at certain points, in response to areas of need. - Tutors visit tutor 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. Incorporate praise (warmth) into Morning Welcomes 2. Issue reward badges at each relevant 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 outside of lesson times for behaviour that goes above and beyond. 4. Student leadership opportunities 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	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. 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).	• 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 • Better KS4 outcomes for AP students	Sept 2024 then on-going	BDY/CSW	TMH
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Member Visit Record

Name	Heather Wood
Date of Visit	18.11.2024
Focus of Visit	To view the newly set up Hub
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. Visit included a meeting with Clare Sherwood, a tour of the Hub classrooms and outside area and the opportunity to speak to three pupils on an individual basis.	
What I have learned as a result of my visit The Hub was set up ready for the start of the 24/25 academic year. It is a form of internal provision to support behaviour instead of sending some pupils to offsite Alternative Provision (AP). The Hub is set up at the edge of the school site – it consists of two classrooms, an office and an outside area with lunch benches and table tennis facilities. The provision can accommodate up to 10 pupils. There are currently 6 pupils enrolled in the hub. Pupils attending generally have complex or challenging circumstances (either in terms of home life or in terms of health matters) and have struggled to regularly attend and participate in mainstream school. Some pupils were already accessing other AP. Referral to the hub is by agreement. The Hub is led by a member of staff who had previously supported the same group of pupils at various offsite AP. There is regular liaison with family members and external support agencies such as Young Persons Workers. Staff working in the hub have all undertaken training in the Strengthening Minds program. In terms of the teaching – some lessons are led by staff onsite and other lessons are undertaken remotely through Academy 24.	
Positive comments about the focus The three pupils I spoke to all had very different aims; one pupil is due to re-integrate into mainstream schooling. The other two pupils were gradually starting to access some mainstream lessons, but are not likely to attend full time. For them, the targets are ensuring they pass Maths, Science and English GCSEs and that the Year 11 Student can access careers advice to reduce the likelihood of becoming NEET. The plan for each pupil is bespoke based on their needs. One child I spoke to had previously attended the Bridge but was now able to attend the hub and also start to reintegrate into one mainstream subject. This child felt the provision in the Hub was similar to the provision they had accessed previously at the Bridge. Another child had been completing Academy 24 at home prior to attending the Hub and was very clear that they did not return to being schooled at home due to the isolation factor.	
Aspects I would like clarified No clarification but it would be good to see how successful the Hub has been at the end of the academic year. Success will be measured by whether individual pupils have been able to sustain their own targets and aims. For example, a Year 11 child is hoping to be able to sit and pass their GCSEs in English, Maths and Science, another child is hoping to maintain their lessons in the hub and also reintegrate into mainstream maths.	

In addition, the expectation is that there will a cost saving on external AP.
Ideas for future visits A further visit or report at the end of the 2024/5 academic year on the achievements/outcomes for the pupils attending the hub. (For example – had each pupil been able to fulfil their bespoke objectives).
Any other comments Thank you to Claire and to the pupils who met with me – they were honest about their reasons for attending the Hub and it was helpful to understand these.

St Ivo Academy PAC constitution

This document is the constitution of the St Ivo Academy Parents Advisory Council.

Article 1: Name and purpose

1.1 Name: The official name of this organisation shall be the St Ivo Parents Advisory Council, hereinafter referred to as the "PAC."

1.2 Purpose: The purpose of the PAC is to foster open communication and collaboration between parents, the school leadership and the local governance committee (LGC). The PAC will serve as an advisory body with the goal of providing input on matters crucial to the school community, including curriculum, policies, substantial changes, and fundraising activities.

1.3 Fundraising: The PAC will lead fundraising efforts for the school, with priorities identified by the school's leadership.

Article 2: Membership

2.1 Composition: The PAC shall consist of members appointed by the school's leadership and two self-nominated parents from each year group, selected by the school's LGC.

2.2 Appointment of Members by School Leadership: The school's leadership shall appoint up to six members to the PAC.

2.3 Parent Representatives: Two parents from each year group shall be allowed to self-nominate to become PAC members. The final selection of these parent representatives shall be made by the school's LGC, who will aim to secure maximum representativeness.

2.4 Term of Office: Members shall serve a term of two years, with the possibility of reappointment for an additional term. In the case of a vacancy, the school's leadership or LGC, as applicable, shall appoint a replacement for the remainder of the term.

2.5 Resignation and Disqualification: A member of the PAC may retire at any time by giving notice in writing. A member ceases to be a member of the PAC if they no longer have a child enrolled at the school, where the member has failed to attend three meetings out of any six, or where their continued membership is agreed by the Principal and Chair of the PAC to be inconsistent with the PAC's aims and good functioning. The school's LGC may, at its discretion, retire a member of the PAC.

Article 3: Meetings

3.1 Frequency: The PAC shall meet at least six times per academic year, and additional meetings may be scheduled as needed.

3.2 Attendance and Quorum: A quorum for PAC meetings shall be a majority of its members. The Principal and any member of the LGC may attend a meeting. Staff may attend at the Principal's invitation.

3.3 Agenda: The agenda for PAC meetings shall focus on key areas of advisory input, including but not limited to curriculum, policies, substantial changes, and fundraising activities. Members may submit agenda items in advance.

3.4 Secretarial: The agenda and any documents for each meeting will be prepared by the secretary, who will be a member of the school's staff. The secretary will maintain a written record of proceedings which will inform a summary reported to all parents of the school through the Principal's newsletter or equivalent.

Article 4: Advisory role

4.1 Decision-Making Powers: The PAC shall have no formal decision-making powers. It serves solely in an advisory capacity to the school's leadership and LGC.

4.2 Areas of Advisory Input: The PAC shall provide valuable input on critical matters such as curriculum development, policy formulation, substantial changes affecting the school community, and strategies for effective fundraising. The school's leadership and LGC will consider this input in their decision-making processes.

Article 5: Code of conduct

5.1 Professionalism: PAC members shall conduct themselves in a professional and respectful manner during all interactions within the PAC and with the school's leadership, LGC, and other stakeholders.

5.2 Working in Partnership: PAC members shall work collaboratively with the school's leadership, LGC and the wider trust, recognising the importance of a partnership approach. Members will seek opportunities to act as ambassadors for the school. Members will avoid conduct and activity outside the school – including online – which disparages the school or trust or brings the school or trust into disrepute.

5.3 Communication: Members shall communicate openly and transparently with each other, the school's leadership, and the LGC. Constructive feedback and input are encouraged.

5.4 Confidentiality: On occasion, an item might be deemed in advance to be confidential, in which case only communication agreed by the Principal should be shared after the meeting. This is intended to facilitate openness in discussions, including of various options, and is not to be used to limit discussion of the PAC's work unnecessarily.

Article 6: Officers

6.1 Chairperson Election: The chairperson of the PAC shall be elected by a majority vote of the PAC members during the first meeting of each academic year. Any member of the PAC is eligible for nomination as chairperson.

6.2 Nomination Process: Nominations for the position of chairperson may be made by any PAC member, including self-nominations. Nominees may provide a brief statement outlining their interest and qualifications for the role.

6.3 Voting Process: Voting shall be conducted by secret ballot if there is more than one nominee. The nominee receiving the majority of votes shall be elected as the chairperson.

6.4 Term of Chairperson: The chairperson shall serve a term of one academic year and may be re-elected for additional terms.

6.5 Responsibilities: The chairperson shall preside over meetings, represent the PAC in interactions with the school's leadership and LGC, and coordinate the activities of the PAC.

6.6 Succession: In the event that the chairperson is unable to fulfil their duties, the PAC shall hold a special election to elect a new chairperson to serve the remainder of the term.

Article 7: Amendments

7.1 Amendments: This constitution may be amended by the LGC, subject also to the Principal's agreement. Proposed amendments must be submitted in writing before the meeting at which they will be considered.

Article 8: Ratification

8.1 Ratification: This constitution shall be considered ratified upon approval by the school's leadership and LGC.

This constitution was adopted on Wednesday 1 May 2024 by the LGC.

Update to St Ivo LGC from PAC meeting Weds 22nd January 2025 – Paul Mumford

PAC discussed **homework**, raising concern that there is too much homework for year 11s 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 Children's 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.

TM 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 - Concern expressed that in encouraging students to come the Ivo 6th 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 **TM / 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 that TM 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 TM - **TM to prepare, share web page and make live on school website.**