



**ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE**

**THURSDAY 30 NOVEMBER 2023 at 3.30p.m.**

**ROOM 2, MAIN BLOCK**

**ST IVO ACADEMY**

**Membership:** Claire Burke, Paul Mumford, Philip Speer, Heather Wood, Tony Meneagh, Tomas Thurogood-Hyde, Matt Carnaby

**Clerk:** Melanie Basson

**In Attendance:** Clare Sherwood (Vice Principal), Ben Daly (Vice Principal), Mike Craig (Vice Principal), Jo Myhill-Johnson (Regional Director), Dave Varey (Assistant Principal), Amanda Crellin (Lead Practitioner for Personal Development)

<b>Minute Reference</b>	<b>Summary of action required</b>	<b>Responsible</b>	<b>Status</b>
4 October 2023 Item 5.1	Committee members to notify Mrs Newell when they have viewed the safeguarding PowerPoint.	All	Complete 22 November 2023
4 October 2023 Item 5.1	Committee members are required to complete all mandatory safeguarding training by 20 October 2023.	All	Complete 22 November 2023
4 October 2023 Item 6.3	Mrs Newell to circulate Sixth Form dress code to the committee.	EN	Complete 22 November 2023
4 October 2023 Item 6.3	Mrs Newell to circulate Behaviour Policy (updated for September 2023) to committee members.	EN	Complete 22 November 2023
4 October 2023 Item 7.1	Mrs Newell to add SEF and Academy/Rapid Improvement Plan to the November 2023 agenda.	Clerk	Agenda item 5

**Agenda**

<b>Item</b>	<b>Timings</b>	<b>Subject</b>	<b>Format</b>
1	5 mins	Introductions and apologies	Chair
2	5 mins	Minutes of last meeting, matters arising and actions – 4 October 2023	Chair Papers attached (pp3-9)
3	5 mins	Declarations of interests	Chair

4	30 mins	<p>Interim Principal's report</p> <ul style="list-style-type: none"> <li>• Interim Principal's highlights from the report; focus on attendance, behaviour and rewards</li> <li>• Committee questions on report; report circulated in advance of the meeting Questions may be provided in advance to the Clerk to ensure additional information can be made available for the meeting if required</li> </ul>	Papers attached (pp10-42) with oral contributions from leads
5	10 mins	Self-Evaluation Framework and Academy/Rapid Improvement Plan	Chair
6	10 mins	Personal development update, including governor feedback on the proposed RSE policy	Paper with oral contribution from lead
7	10 mins	Chair's update	All
8	5 mins	<p>Membership and visits</p> <ul style="list-style-type: none"> <li>• Reports and feedback</li> <li>• FN</li> </ul>	Chair
9	2 mins	<p>Date of next meeting: <b>24 January 2024 Room 2, Main Block, St Ivo Academy</b></p>	All

The LGC agreed the above to be a true and accurate record of the meeting on: 13 November 2023



**MINUTES OF THE  
ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE MEETING**

**WEDNESDAY 4 OCTOBER 2023, 3:30 p.m.**

**INTERIM PRINCIPAL'S OFFICE**

**Members Present:**

Philip Speer, Claire Burke, Paul Mumford, Frank Newton, Heather Wood, Tony Meneagh, Matt Carnaby, Tomas Thurogood-Hyde (joined via Teams)

In Attendance: Jo Myhill-Johnson, Regional Director, Mike Craig, Clare Sherwood, Ben Daly, Dave Varey

Emillie Newell (Clerk, joined via Teams)

ITEM	
<b>1.0</b>	<b>Election of Chair</b>
<b>1.1</b>	The committee raised no objections to the re-appointment of Mr Speer as Chair for the St Ivo Academy LGC. Mr Speer was appointed as Chair. Mrs Newell handed over proceedings to Mr Speer.
<b>2.0</b>	<b>Introductions and Apologies</b>
<b>2.1</b>	Mr Meneagh as the new Interim Principal was introduced to committee members, together with Mr Thurogood-Hyde, Assistant CEO, and Mr Carnaby, Director of Curriculum and Assessment, both were appointed to the committee in September 2023.
<b>2.2</b>	No apologies received.
<b>3.0</b>	<b>Minutes of the last meeting, matters arising and actions – 28 June 2023</b>
<b>3.1</b>	Minutes of the last meeting were circulated to the committee in advance of the meeting. The committee adopted the minutes as a true and accurate record.
<b>3.2</b>	<b>Matters arising and actions</b>  28 June 2023 – Item 4.7 Mr Speer requested that the updated Self Evaluation Form and Rapid Improvement Plan is presented to the committee at the next meeting of the LGC – 15 November 2023.  2 June 2023 – Item 7.1. Mr Speer informed the committee of a very positive and constructive meeting with representatives of the Parent Forum on 3 October 2023. Another meeting will be held just after half term. The committee discussed keeping the lines of communication open between the Parents Forum and the school.

4.0	<b>Declarations of interest</b>
4.1	Mr Mumford declared an interest.
4.2	Mr Speer reminded all committee members to return any outstanding annual declarations to Mrs Newell.
5.0	<b>Safeguarding training</b>
5.1	<p>Mr Meneagh advised committee members to complete the annual safeguarding module available via The National College. The link has been shared with all committee members.</p> <p>Safeguarding training with a local context focus will be circulated via a PowerPoint, created by Mr Varey, Designated Safeguarding Lead. Committee members are required to confirm that they have viewed the presentation.</p> <p><b>ACTION: Committee members to notify Mrs Newell when they have viewed the safeguarding PowerPoint.</b></p> <p><b>ACTION: Committee members are required to complete all mandatory safeguarding training by 20 October 2023.</b></p>
5.2	Mr Meneagh informed the committee of the plans for a non-teaching Designated Safeguarding Lead role within the school.
6.0	<b>Interim Principal's Report – committee questions on the report which was circulated in advance of the meeting</b>
6.1	<p><b>Safeguarding</b></p> <p>Mr Meneagh informed the committee <b>that mental health issues impacting students</b> is a continuation of post-Covid and is not representative of an increase when making a comparison to the previous year. In terms of the where St Ivo is compared to other schools nationally, St Ivo is slightly below national, although this is higher than 2017. There is a commitment to supporting all students with mental health issues, with Astrea Counsellors as well as support provided by other agencies.</p> <p><b><u>Mr Newton questioned whether there were any barriers for students getting the support that is required.</u></b></p> <p>Mr Daly advised that referrals made are subject to waiting times, although, in some cases, referrals can be fast tracked dependent on need.</p> <p><b><u>Mrs Burke made reference to the personal development curriculum focussing on whole school mental health. The committee confirmed that they were aware of the personal development curriculum changes.</u></b></p> <p><b><u>As mental health link committee member, Mrs Wood questioned whether there was a specific focus for mental health visits this year.</u></b></p> <p>Mr Meneagh advised that the most appropriate focus for mental health will be agreed once the Trust Safeguarding review document has been shared with the committee. Mr Thurogood-Hyde informed the committee that he was involved in the student voice work as part of the review. Students were well represented (SEND, reset base students and students with suspensions) and all said they felt safe in school, but not all students felt happy. Based on this, further work will be undertaken outside of the review and improvements will be made to reporting procedures for students to raise any concerns students may have.</p>

	<p><b><u>Mr Mumford questioned whether the survey responses from parents in June 2023 together with responses from students have been considered alongside each other to gain an increased understanding of how students and parents feel or whether different information was being collected from both of these groups.</u></b></p> <p>Mrs Myhill-Johnson advised that extensive student voice work was undertaken from a broad range of students in years 7 to 13.</p> <p><b><u>Mr Speer requested that the results of the summer 2023 parent survey are shared with the committee.</u></b></p> <p>Mr Meneagh advised that the analysis of the data will be communicated to the committee and parents in due course.</p>
6.2	<p><b>GCSE results</b></p> <p>Mr Meneagh advised that generally, progress this year since 2019 is very good, although there was an underperformance in maths at the upper end. A significant number of re-marks have been requested for GCSE and A-Level and although there is a significant cost implication, re-marks have been requested by the school for every grade two marks short of the grade boundary; costs are not incurred for uplifted grades. In terms of subjects, the most grade increases have been seen in mathematics. Mrs Myhill-Johnson informed the committee that nationally there has been a significant uplift in grades following re-marks by exam boards. Dr Craig commented on the impact of uplifted grades for students and the improved opportunities for their futures.</p> <p>Miss Sherwood informed the committee that re-marks have also been requested by students and parents for GCSEs and A Levels in addition to those requested by the school.</p> <p>Mr Meneagh explained that overall headline measures are good, although variations can be seen across some subjects. Department subject reviews meetings are continuing and once complete, the committee will be provided with an update at a later date. As GCSE results are not finalised at this stage, a final Progress 8 figure will be available in January 2024.</p>
6.3	<p><b>A Level results</b></p> <p>Progress for Sixth Form is not as expected. Mr Meneagh informed the committee that the summer 2023 cohort did not sit exams in year 11 but were subject to Teacher Assessed Grades, as a result, some students may not have been ready for Sixth Form, or they may not have met the entry requirements for their chosen subjects had they sat exams.</p> <p><b><u>Mr Newton referred to the high number of students taking a gap year (20) and this being a significant jump compared to previous years and the concern that may be difficult to return to education after a year.</u></b></p> <p>Mr Meneagh advised that students taking a gap year were doing so for financial reasons to support their future studies.</p> <p><b><u>Mrs Wood questioned whether the entry requirements for Sixth Form published on the website is likely to change.</u></b></p> <p>Miss Sherwood advised that the information on the website is up to date with students. Mr Meneagh added that it is essential to attract the right students, to the right courses based on their prior attainment, in order to ensure achievement.</p> <p><b><u>Mr Newton referred to the competition in the area and necessity to retain students as well as attract new students as this has an impact on revenue.</u></b></p> <p>Mr Meneagh advised that this is part of the strategy to rapidly improve the Sixth Form as presented in the Academy Improvement Plan.</p> <p><b><u>Mr Speer questioned whether there was strong leadership in place for the Sixth Form.</u></b></p>

	<p>The committee was advised that Miss Sherwood line manages the Sixth Form team which now consists of a Head of Sixth Form, Head of Year 12, and Head of Year 13. Mrs Myhill-Johnson added that Miss Sherwood is part of a working group to develop the Sixth Form strategy across Astrea, with the first meeting taking place on 5 October 2023.</p> <p><b>Mr Daly left the meeting: 16:32.</b></p> <p><b><u>Mr Mumford commented that St Ives deserves a better Sixth Form and acknowledged that the numbers for Sixth Form are falling. In terms of transition from GCSE into Sixth Form, Mr Mumford asked what more can be done to support those students who do not achieve the grades they need. In addition to this, Mr Mumford asked when students would be informed that chosen subject would not be running due to the lack of numbers.</u></b></p> <p>Miss Sherwood advised that students will be advised that having a place offered to them in Sixth Form will be dependent on results, in relation confirming that courses will be running, students will be informed before sitting public exams. Year 11 into 12 students are required to complete summer work for their chosen subjects. The work is reviewed, and a decision is made as to whether they have chosen the correct course for them. Subject assessments are also undertaken at the end of September, again to gauge whether the chosen subject is appropriate. Mr Meneagh advised that plans for the year will be communicated to parents, highlighting milestones and with the aim of parents being informed in order to provide support throughout the year.</p> <p><b><u>Mrs Burke questioned the relevance of comparing St Ivo Sixth Form to other Astrea schools and working on a strategy when the competition is from other local Sixth Forms.</u></b></p> <p>Mrs Myhill-Johnson clarified that the Astrea schools working together to provide the best Sixth Form by working on a collective Sixth Form strategy. In relation to competition, Miss Sherwood advised that the Sixth Form team attended other Sixth Form Open Evenings in the area to promote St Ivo Academy Sixth Form.</p> <p><b><u>Mr Newton questioned whether there had been any thought to justify running courses by merging with Longsands Sixth Form.</u></b></p> <p>Mr Meneagh informed the committee of the difficulties of facilitating movement between schools due to the geographical distance.</p> <p><b>Sixth Form Dress code</b></p> <p>The committee was informed that the Student Leadership committee has had significant input into dress code. Three meetings have taken place between Mr Meneagh and the Student Leaders, their views and concerns regarding the wording and phrasing of the dress code have been listened to and the code has been re-written. All parties have agreed to the ban on students wearing joggers/leggings.</p> <p><b>ACTION: Mrs Newell to circulate Sixth Form dress code to the committee.</b></p> <p><b><u>Mrs Burke enquired as to whether students have been given time to purchase clothing.</u></b></p> <p>Miss Sherwood advised that where necessary, students have been given the time they require.</p> <p>Mr Thurogood-Hyde informed the committee that the student voice work with year 13 students was very positive, with students feeling trusted, respected, and well supported by staff.</p> <p><b><u>Mr Mumford referred to the Home School Agreement discussed last year and the response from the committee and parents that the agreement would not be signed. In view of this, Mr Mumford, expressed his surprise that Sixth Form students have been sent the same agreement. In the agreement, the commitments made by the school are very vague but are very specific for parents and students. Mr Mumford questioned whether the agreement would be rolled out across the whole school or not.</u></b></p> <p>Mr Meneagh advised that the agreement has been implemented across the whole school as it feeds into the behaviour policy. Mr Meneagh advised that the agreement would be reviewed.</p> <p><b>ACTION: Mrs Newell to circulate Behaviour Policy (updated for September 2023) to committee members.</b></p> <p>Miss Sherwood explained that there has been slight amendments made to the behaviour policy, including corrections and rewards and celebrations during form time once a week. Feedback regarding policy can be considered during the annual review.</p> <p>Miss Sherwood informed the committee that since the start of the academic year, 36,000 house points have been awarded, with some students already hitting key milestones.</p>
6.4	<p><b>Curriculum</b></p> <p>Mr Meneagh informed the committee that where a decision was made not to run certain subjects with only one student, meetings took place with parents and students, and apologies were made for the short notice, having been told on the first day that their chosen subject would no longer be on offer.</p>

	<p>For Key Stage 4 four options will be available for 2024. This will be reviewed as necessary, but it is not anticipated that there will be a change.</p> <p><b><u>In relation to options for Key Stage 4, Mr Mumford referred to the commitment the arrangement in place for one school year, the issue was due to the short notice of communicating the changes to parents.</u></b></p>
6.5	<p><b>Teaching and learning</b></p> <p>The committee discussed coaching and light touch support for members of staff who have either volunteered or who have been identified as needing support. This is managed through quality assurance of the curriculum, Heads of Department analysing Principles of Teaching and feeding into what is happening in the subjects.</p> <p><b><u>Mr Newton asked whether there is a plan in place to support identified members of staff.</u></b></p> <p>Mrs Myhill-Johnson advised that staff identified will be commencing with ‘light touch coaching.’ Other members of staff have volunteered for ‘light touch coaching’ for guidance with particular aspects of pedagogy. Mr Meneagh added that Lead Practitioners (once recruited) will also offer support in their departments.</p> <p><b><u>Mrs Burke questioned whether this process is based on existing data, or data that has been collected since the start of the academic year and whether it includes Teach First and reading sessions.</u></b></p> <p>Mr Meneagh advised that this was based on previous data, but updated data is required due to the need for the school to improve rapidly. In terms of department grading, statistics and exam results provide a factual, robust evidence base for other aspects.</p> <p><b><u>Mrs Burke commented that she was pleased to see a balance in the report at this stage.</u></b></p>
6.6	<p><b>Behaviour</b></p> <p><b><u>Mrs Burke enquired as to the tariff for suspensions.</u></b></p> <p>Mr Meneagh advised the tariff is designed to provide consistency and fairness when issuing suspensions, this has been created and rolled out across the trust. If a student’s behaviour constitutes a suspension, they will be suspended, regardless the impact this will have on increasing suspension figures for St Ivo Academy. Mrs Myhill-Johnson added that suspensions for St Ivo last year were the lowest across the trust and acknowledged that they were lower than they perhaps should have been when taking into account the implementation of the new behaviour policy.</p> <p><b><u>Mrs Burke commented that she was disappointed to read that students are not actively engaged in their learning.</u></b></p> <p>Mr Meneagh referred to Tom Bennett’s presentation in school on 4 October 2023, where he stated that a “lack of misbehaviour does not mean good behaviour”. For students to be engaged in lessons, they need to be communicating in lesson. Dr Craig added that students need to focus and actively participate, in order to engage with learning.</p>

	<p>Miss Sherwood informed the committee that the session had generated positive feedback from pastoral staff, who found the session very valuable, engaging, balanced, and believed that it could support St Ivo moving forward.</p> <p><b><u>Mrs Wood advised that she would be interested in attending a session with Tom Bennett, and if there was another opportunity in the future it would be beneficial for committee members to attend.</u></b></p> <p>Mr Meneagh and Mrs Myhill-Johnson agreed to invite committee members to any future sessions.</p> <p><b><u>Mr Mumford questioned why there is a focus on using the work of Tom Bennett rather considering other educational trainers.</u></b></p> <p>Mr Carnaby advised that the benefits of Tom Bennett’s classroom techniques are well evidenced across the country and the world. Mrs Myhill-Johnson added that children thrive in calm safe, schools where there are structures and routines.</p> <p><b><u>Mrs Burke questioned what is being taught during reading sessions with tutors or are children hearing a book being read to them.</u></b></p> <p>In response, Mrs Myhill-Johnson advised that children are hearing and reading the book at pace. The reading strategy focus is evidence based; children being read to aloud for twenty minutes each day significantly impacts their reading age and ability.</p> <p><b><u>Mrs Burke stated that teaching children reading would make the sessions more beneficial.</u></b></p> <p>Mrs Myhill-Johnson advised that this is a separate strategy and takes place during English lessons.</p> <p><b><u>Mrs Burke considered this to be a missed opportunity and questioned how useful the 2.5 hrs per week are.</u></b></p> <p>Mr Carnaby referred to how reading is taught beyond phonics and research has shown the benefits of reading aloud, improving reading, fluency, use of vocabulary, explaining and decoding vocabulary.</p> <p>Mr Speer advised that this area of focus would be revisited later in the year.</p>
6.7	<p><b>HR Operations</b></p> <p>Mr Meneagh advised that the ratio of SLT members to the number of students is below national average based on DfE guidance.</p> <p><b><u>Mrs Wood advised that there is a perception amongst parents that St Ivo is top heavy in terms of SLT and questioned whether there is enough capacity to drive forward the improvements required. Mrs Wood added that it would be beneficial to communicate this to parents in the newsletter due to the misconception.</u></b></p> <p>Mr Meneagh advised that SLT requires additional members and there are plans in place to recruit an additional Vice and Assistant Principal; if and when there is an appointment, the information will be communicated to parents.</p> <p><b><u>Mrs Wood questioned how the number of leavers at the end of the summer term compares nationally.</u></b></p> <p>Mr Meneagh advised that national report are based on teachers leaving the profession and not moving between schools.</p> <p><b><u>Mr Speer advised that having seen the number of staff leavers over a long period of time, the number of leavers last summer was not exceptional and in line with previous years.</u></b></p>
6.8	<p>Mr Meneagh provided the committee with an update having had a number of positive meetings with the unions. This has been achieved through providing clarification due to previous misunderstandings and misconceptions.</p> <p><b><u>Mrs Wood questioned whether there will be any future learning taken from this in terms of the communication and what would be done differently.</u></b></p> <p>Mr Meneagh advised that having a permanent Principal in post would have supported good relations and communication. Discussions are now focused on a way forward.</p>



	<b><u>Mr Mumford commented that the strong feelings of staff should not be underestimated in view of the threat of a strike.</u></b>
<b>6.9</b>	Mr Meneagh advised that there will be a consultation to review the reduced school day. In addition, a consultation will also take place regarding uniform, in particular, the ability for students to wear their PE kit on the days they are timetabled to have PE. Mr Newton made a request for non-parent committee members to be provided with the information sent to parents.
<b>7.0</b>	<b>Self-evaluation framework and Academy/Rapid Improvement Plan: annual overview</b>
<b>7.1</b>	This item will be discussed at the next meeting of the committee in November 2023. <b>ACTION: Mrs Newell to add SEF and Academy/Rapid Improvement Plan to the November 2023 agenda.</b>
<b>8.0</b>	<b>Chair's update</b>
<b>8.1</b>	Mr Speer informed the committee that he made contact with Mr Caston in relation to joining the committee. Unfortunately, Mr Caston has accepted an offer from another school.  Mr Speer acknowledged that the committee is lacking in staff representation and is hopeful that this is addressed during this academic year.
<b>9.0</b>	<b>Member visits</b>
<b>9.1</b>	Mr Newton advised that he has an outstanding report to submit for a visit he carried out in the summer term.
<b>9.2</b>	Link roles to remain the same this year as follows:  Mr Newton - SEN Mrs Burke - Pupil Premium Mr Speer - Safeguarding Mrs Wood - Mental health and well-being. Mrs Wood also expressed an interest in being a link for Sixth Form also. Mr Mumford – Communication. Mr Mumford will arrange a meeting in due course.  Mr Thurogood-Hyde and Mr Carnaby as members of the Central Team were not allocated specific roles.
	<b>Meeting closed 17:38</b>



# Astrea Academy Trust

INSPIRING BEYOND MEASURE

**Principal's Report**

**Autumn Term Two**

**2023-2024**

**St Ivo Academy**

**Tony Meneagh**

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## Safeguarding

### Introduction and contextual information about the school:

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

The safeguarding team comprises of a full-time, non-teaching DSL, DDSL (starting in January 2024), the Principal and 7 others from SLT, sixth form and attendance supporting the safeguarding team.

Mental health remains the highest trend at St Ivo. The Astrea school counsellors are a lifeline to the students. To increase capacity would be valuable given the exponential rise in requests for mental health counselling. St Ivo has access to 2.5 days a week of a School based counsellor, provided by the trust. The DSL is undertaking the L3 mental health training in January 2023. St Ivo will host a mental health forum for parents in a joint approach by the PD lead and DSL. Mental health booklets to be commissioned for parents/carers and students.

Recently the school has been allocated a Safer Schools Officer (SSO) for one day a week. The SSO has supported the school considerably, talking and working with students and families. The Police alongside USAF personnel have developed a program to support students who are risk of making poor life choices. The first introductory session has been completed in school and will be followed up by students spending a day 'on base' taking part in team building exercises.

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. There are further plans to work alongside targeted support to create and deliver a pilot program around Ethnicity, Diversity and Inclusion. Our PD Lead is working with the Targeted Support Manager to facilitate this.

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

### Summary Update:

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

	Update	Next Steps and Further Actions	Any Trust Actions
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	<p>Trust safeguarding review completed September 2023. The review was positive and an improvement on the previous year. There were some areas to improve further, some of these are captured below:</p> <p>School to benefit from full-time, non-teaching DSL.</p> <p>School to recruit DDSL to strengthen the Safeguarding capacity</p> <p>DSL to circulate list of vulnerable students weekly to VP/Principals</p> <p>DSL to share updated list of vulnerable students with Attendance Manager.</p> <p>Further student voice to explore positive working relationships with some staff</p> <p>Further student voice to explore inconsistencies in the management of behaviour during lesson time.</p> <p>Some inconsistencies with actions on CPOMS and effectiveness of 7 day reporting</p>	<p>DSL to work on structure, strategies and systems for best practice at St Ivo.</p> <p>DSL to plan for the effective use of the DDSL by end of Autumn term. DSL to consider the training needs of the new DDSL.</p> <p>DSL now emails weekly vulnerable bulletin</p> <p>Spreadsheet to be set up and updated weekly</p> <p>Internal student voice conducted November 2023. The results indicate a more positive outcome for working relationships and further work required to build more consistent behaviour management in lessons. Further student voice planned.</p> <p>Pastoral team advised. 7 day reporting scrutinised. Further CPOMS training required for staff.</p> <p>Further PD sessions planned for 23/24 to reinforce learning.</p>	<p>TSO setting up DSL to visit Astrea schools in Sheffield</p> <p>Training as required</p> <p>TSO to assist with CPOMS training</p>
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	Student's articulation of sexual harassment is weak.		
Trends in School	<p>Mental health (anxiety, self-harm, suicidal ideation) remains the most prevalent issue and can impact attendance.</p> <p>Increase in referrals to Astrea school counsellor has significantly increased. This is a valuable resource for students</p> <p>Bullying, racism and homophobic concerns have increased. The increase is due to the way we report issues and awareness has increased due to the PD program.</p>	<p>Mental health is taught as part of the PD program. PD lead and DSL working to raise awareness and plan a parent forum.</p> <p>DSL attending Astrea level 3 mental health course January 2024</p> <p>Use of Astrea Counsellors for 2.5 days a week.</p> <p>DSL to create a mental health booklet for students / parents to signpost to services.</p> <p>Staff to continue to support student concerns. Member of staff dedicated to supporting protective characteristics has had a positive impact.</p>	<p>Trust SEND Officer provide training</p> <p>Trust to consider increasing counsellor days to help meet need.</p> <p>PD National Lead working with School PD Lead</p>
Ofsted Qualifying Complaints	None		

### 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 1632	Previous Report (Autumn term 1) 1638	This time last year
Number and % of PP	302 (18.5%)	311 (19%)	304 - 21.7%
Number and % of LAC	4 (0.25%)	4 (0.2%)	7 - 0.4%
Number and % of young carers	36 (2.20%)	46 (2.8%)	52 – 3.1%
Number and % of students privately fostered	2 (0.1%)	2 (0.1%)	No data recorded in Aut 2 2022 report
Number and % of students with CP plan	1 (0.06%)	0 (0%)	0 - 0%
Number and % of CIN	5 (0.31%)	6 (0.4%)	4 – 0.2%

Referrals made for early help	1 (0.06%)	2 (0.1%)	9
Family support assessments conducted	6 (0.37%)	0 (0%)	0
Proportion meeting threshold	6 (0.37%)	N/A	4 still in process
CP meetings attended	1 (0.06%)	N/A	4
Number and % of students with an EHCP	23 (1.4%)	23 (1.4%)	20 – 1.2%
Number and % of students with serious medical conditions	0 (0%)	0 (0%)	4 - 0.2%
Number and % of students receiving external support: CAMHS	7 (0.43%)	6 (0.4%)	7 – 0.4%
Number and % of students receiving external support: behaviour support	0 (0%)	0 (0%)	3 – 0.2%
Number and % of students receiving external support: S and L	0 (0%)	0 (0%)	0
Referrals to Channel	0 (0%)	0 (0%)	0

#### SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned.

A review of the SCR was completed by me, Tony Meneagh, on Thursday 28/09/2023. I can confirm that all checks have been completed and documentation is in place (or risk assessments are in place for any missing part).

#### Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
National College Annual Safeguarding Module 23/24	4/9/23 17/11/23	164 173	National College
Teach First Trainees – school safeguarding training	16/11/23	3	D Varey – DSL trained
Cambridgeshire DSL Advanced 2 day course 1 day refresher course	November 2023 October 2023	1 Principal 1 Vice Principal 1 HOY (12)	CCC – LSCP - Safeguarding team

#### Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	61	5	5
Racist Incidents	18	3	2

Cyber Bullying	7	0	2
Homophobic Bullying	12	2	1
Transphobic Bullying	7	0	0
Other	17	0	0

### Analysis and Next Steps

The reported figures above indicate a rise in incidents, however around 98% of these are low level concerns. This data is a better indication of where we are as a school as data recorded is more accurate. This is due to staff being informed of the correct logging of incidents. Awareness around bullying and protective characteristics is higher for staff and students. **Therefore, we take the increase in the number of bullying incidents as a better reflection of what is actually happening, and thus correctly reported, rather than a real increase in incidents.** The historic and current PD sessions have highlighted these issues, thus raising awareness, enabling students to recognise unacceptable behaviours and report to staff. Further PD sessions with more focus on these areas will raise awareness again. Even more focus is required to embed the knowledge and reinforce the delivery of these key topics through the PD programme. Our PD Lead is working with the National Lead for PD, to re-engage students regarding the bullying using the program and materials of 'this stops now' campaign.

The current systems in place for managing and actioning safeguarding concerns will be reviewed in the spring term. We need to ensure the systems and procedures are efficient and robust, and we are utilising the right staff to ensure the outcomes for the students are positive.

Pastoral staff would benefit from further CPOMS training. We are looking to deliver this in January 2024. This will build confidence within the team ensuring correct categories, dates and information is entered within the CPOMS system.

The recent allocation of a full-time, non-teaching DSL in October 2023 and a DDSL in January 2024 will strengthen the safeguarding capacity and allow new developments and strategic operations to excel.

### Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	4	0	No data recorded in Aut 2 2022 report	0
Verbal	1	0	As above	0
Physical	3	0	As above	0



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### Analysis and Next Steps

Sexual harassment figures have increase slightly since the last report. Sexual harassment education has been delivered through PD lessons to raise awareness of this issue. Following the Safeguarding Review in September 2023, it was noted that “students’ ability to articulate what may constitute an example of sexual harassment requires attention”. The school will need continued development and learning opportunities to embed their knowledge and understanding, so that this element can be addressed further. The PD curriculum will give students the opportunity to do this throughout this academic year. I feel it is worthy to note, following an internal student voice in November 2023, found that years 8-13 were able to successfully explain what sexual harassment was.

## Year 11 (& 13) Maximising Achievement Plan Update

### Year 11 Maximising Achievement Plan Update

Include an update of the progress made to date on areas of your Year 11 Maximising Achievement Plan.

#### Context and Intent

Summer '23 results for GCSE were promising, with a +.21 P8 score. This was significantly above the final predictions for this cohort and measures were taken to support this year group through their exams, with SLT invigilating a group of students for each exam to ensure that all exams ran smoothly and were distraction-free.

From the summer results, we are aware of gaps for PP students as well as the 9-4 and 9-5 measure for English and Maths. Exam analysis meetings with each subject lead, the Principal, link SLT and Year 11 RSL have ensured a purposeful start to the year, as this has allowed both senior and middle leaders to analyse results and address concerns from the outset.

Current Y11 cohort:

Year 10 Summer mocks had A8 at 41.77 with predictions at 51.44, some distance short of the 60.02 target, but above 2023 results

27.9% achieved 5+ EM; 56% are predicted a strong EM pass, 27% below target. However, English are predicting 68.6% and Maths 63.8, so there are significant gains to be made from these “crossover” students. Similarly, 80% of students are predicted to achieve 9-4 in both English and Maths.

For EBacc measures, 48.8% of students are predicted to achieve a standard pass; 33.9% a strong pass. Languages are predicted very strong results, so some work will need to be done to ensure that any “crossover” students here are prioritised by Humanities, English and Maths if there is one weaker element for a specific student.

Attendance has been a concern this term, especially during the November mocks.

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

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Year 11 overall attainment	<p>Improved revision – earlier in academic year and of a higher standard</p> <p>Exam analysis meetings to ensure focus and removal of barriers</p> <p>Supporting students to achieve qualifications in additional languages</p>	<p>Preparing for Year 11 evening had an excellent turnout and was well received by students and parents</p> <p>November Mock guide for all parents and students ensured focused revision</p> <p>Just In Time sessions held for majority of subjects prior to mocks</p> <p>Subject leads have created PLCs</p> <p>RAG meetings for HODs/SLT</p> <p>HOY and Head of MFL are collating a list of students who speak an additional language</p>
Year 11 PP attainment	Focus for RAG and attendance meetings as well as revision resources	<p>All HODs aware of additional support available on a case-by-case basis: for example, this has been utilised as free peripatetic music lessons for year 11 PP and SEND music students</p> <p>PP focus for book checks/MAF for HODs and SLT</p>
Improved 9-5 and 9-4 English and Maths	<p>Specific intervention for crossover students</p> <p>RSL to provide crossover data to EM HODs, HOY and SLT links post-mocks</p>	<p>Intervention is already utilised once per week for targeted students</p> <p>After Christmas, PM registration will be used for intervention for core subjects</p>
Improved grades in under-achieving subjects	All subjects to show year-on-year improvements	<p>Exam analysis meetings held with all HODs</p> <p>Subjects streamlined in some places to ensure teachers can focus on specific areas</p> <p>CPD for HODs on creating successful DIPs</p>

Greater accuracy of predictions	Ensuring accurate predictions	Both Maths and Science are trialling models for predictions based on their accuracy last year; looking to roll this model forward for some subjects following Spring mocks  Working alongside the Central assessment team to ensure consistency of mock exams (eg no unlocked papers; papers all taken from same series)
Ensuring excellence in coursework subjects	All students with a coursework element to be at or exceeding their target in coursework	Timetabled NEA days
		Use of mock data and RAG meetings to highlight students who will need additional support to achieve target grade in coursework

**Next Steps:**

Provide details of next steps or any revisions and/or additions to your plan.

“PLCs” to be finalised by December and issued to students in December to support revision for Spring mocks

Mock timetable for Spring to be finalised once Central team have confirmed requirements

Year 11 Attendance Plan to be created by Emma Egginton, Dave Varey and Emma Silverthorne; plan for students who are not on time for mocks/exams in lieu of a minibus

Parents Evening planned for December; HOY to ensure contact home has been made for parents who have not signed up, prioritising PP students

PP lead to ensure that PP students have the required revision materials

Post-mock analysis of major gaps, particularly focusing on AP students and persistent absentees

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## Year 13 Maximising Achievement Plan

If relevant to your academy, please present the above for Year 13 also.

### Context and Intent

Summer '23 results for A'level were behind where we had hoped, with an average grade of "C" and an average APS of 29. The Disadvantaged average grade was D+.

A significant number of students struggled with the demands of the course following the disruption of the pandemic and the TAG process. The lack of exam experience hindered attainment for some students.

Following the exam results analysis meetings with HODs, more students on "the right courses" this year. The Sixth Form team are carrying out a rigorous programme of mentoring, which is ensuring that students are more focused.

Sixth Form team have already ensured that students have plenty of work set and additional study work is provided to promote independent learning.

### Next Steps:

RSL for year 13 to meet with SLT post-mocks to provide exam analysis and key priorities moving forwards:

- Key student focus - Key departments

RSL to create checklist for HODs to ensure support is given to students in a timely and staggered approach

Sixth Form team to meet with RSL to create a targeted list of students who need more support, whether through tutoring, online study support, in-person study, attendance or revision strategies

Sixth Form team to closely monitor mentoring and study sessions for Year 13s who need additional support, with students being given more directed time to support their studies as required

Training to be given to support HODs with ALIS to ensure greater accuracy of predictions and therefore targeted support

## Curriculum

### Key Stage 4 Core Curriculum

The focus in this report will be the Core curriculum in Key Stage 4. Please provide details of the development of your KS4 core curriculum in your academy over the last academic year and your next steps for 2023-24.

You should consider the implementation/use of:

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

Subject	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the Curriculum and Assessment secondary team
English	<p>The department is led by an experienced leader who supports and monitors teaching at KS4 through regular lesson drop ins, book monitoring and student voice responses.</p> <p>KS4 lesson content is more consistent through the use of core lessons for every exam question. 'Golden time' is being embedded in Y10 and Y11 lessons which gives students extended writing tasks and live marking in every lesson.</p> <p>The Fluency framework involves two key aspects:</p>	<p>KS4 classes are taught by the more experienced staff members. The HoD has assigned Y11 classes to colleagues with proven examination success. Where needed, team members receive coaching on specific elements of their practice, so aiding consistency in effective delivery of the curriculum. All the team participate in online moderation for our GCSE assessments and the HoD runs training on moderation of exam questions for our ECT/Teach First colleagues. There are four exam board markers in the department currently. This is further underpinned by regular Department</p>	<p>Embedding golden time and live marking in every KS4 lesson. To embed a new approach to independent work through the new homework initiative and regular testing of independent study.</p> <p>Intellectual Preparation and Deliberate Practice continue to be used regularly to support and develop staff.</p> <p>Means of participation: Use of Mini-white boards has been at times inconsistent in frequency. Going forward, all English staff have them permanently on student desks ready to use e.g. for Do Nows, identifying gaps in knowledge</p>	<p>English curriculum review by the National Lead is being planned to occur Autumn two 2023; Guidance has been provided on exam papers, moderation and standardisation for Y11 mocks Nov 2023.</p>

	<p>Regular practice prepares students for success. Frequent retrieval practice through low-stakes methods. English seeks to practice exam style questions to identify assessment objectives coverage, errors, misconceptions, and the habit of sustained writing. Frequent retrieval occurs through use of Do Nows, and regular classroom use of Knowledge Organiser on Language and Literature techniques. The 2023 exam performance was partly due to this repeated practice.</p>	<p>Intellectual Preparation and Deliberate practice.</p>	<p>and misconceptions. IP/DP to be used for raising consistency on effective MWB questions.</p>	
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<p>Mathematics</p>	<p>Quality of content and sequencing, we follow the Edexcel SOW and therefore this has been created externally by a panel of experts and links directly to the expected exam.</p> <p>Small note books introduced to all Key Stages for students to be able to make concise notes and become more independent learners.</p> <p>Means of participation of students on a regular basis is good in math's, with the</p>	<p>There is a significant disparity between staff members' delivery in the team. 2 team members are on coaching, to help move forward in their approach to delivering content.</p> <p>Some team members are unsure of how to break down concepts and need regular reassurance on how to deliver new content. Booklets are a possibility here, however this does not address the fact that certain staff members will still not be able to</p>	<p>Recruit higher level mathematicians who can deliver higher content mathematics.</p> <p>Team members to all use STEPS in their initial teaching of the new concepts.</p> <p>IP is being used to help staff members break down new concepts and show them how to deliver the content. The whole hour in teams would be more beneficial.</p> <p>Regarding means of participation, some team members need to be more "punchy"</p>	<p>My line manager is always trying to help move the team forward, we are avidly trying to recruit suitable new members of the team.</p> <p>There is little support from Astrea central, when asked for help in the past to cover lessons, the answer has always been no.</p> <p>I would like the assessment team to not split the series of papers for mocks, as this causes issues for intervention and predicting grades accurately.</p> <p>More time given over to schools from the maths leads, so that they can support in</p>
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	<p>variety of possibilities that can be delivered on white boards, which aid, in themselves, participation.</p>	<p>pick up on misconceptions.</p>	<p>with the use of whiteboards and ensure that they are asking the correct diagnostic questions.</p>	<p>the movement forward of the team weaknesses. As there is only a small portion of time a week that I am able to get into classrooms.</p>
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<p>Science</p>	<p>Curriculum sequencing is generally sensible, adapted from central plans as needed to account for differing curriculum time/lesson length.</p> <p>Clear schemes on planbook.</p> <p>Started to implement booklets.</p>	<p>Clear schemes for staff. Most teachers are confident with booklets if quality exists. Teachers are confident with mini whiteboards / Visualisers, modelling etc (means of participation). Confident with ways to use IP time but more needed – we are 3 subjects, chem/bio/phy. Do now and core routines are in place. Starter roulette/low stakes quizzes are in booklets/schemes we have created (fluency framework). We are good at creating high quality resources – some excellent subject specialists who have created good schemes in past and could create excellent booklets if allocated time.</p>	<p>Create Y10 booklets for AQA spec as we transition</p> <p>Booklets provided have insufficient spaced learning/guided practice/low stakes quizzes</p> <p>Use of LI/SC in booklets could be improved.</p> <p>Y8 and Edexcel spec Y11 left- capacity issues)</p> <p>More department IP time to support teachers</p>	<p>Continued ability to make as needed adjustments to teaching order sequences</p> <p>Continued use of planbook for schemes and shared planning (paid this year from money school allocates to paper planners_</p> <p>Continued access to examwizard/Kerboodle to create better quality resources/booklets. We are happy to share across trust, but other Trust schools can vary in quality and availability of supplementary resources e.g PPT, quizzes.</p> <p>Funding to maintain MWB/visualisers/replacement pens.</p>
<p>Geography</p>	<p>The HoD has reflected on exam results and there is a focus on paper 3 for GCSE (results analysis show this is an area for improvement) The department is redesigning KS4 coursework to focus on Stratford, London</p>	<p>There are 4 specialist geographers who are confident to deliver the KS4 curriculum. The Sendco is also a Geography specialist and can teach (currently has Year 11). There is a nonspecialist supply teacher with a Year 10 GCSE class. KS4</p>	<p>The HoD does not have a Geography degree so meeting with other curriculum leaders in the Trust would be very beneficial for him. CPD e.g. NPQML would also help. The department work well as a team and there are discussions</p>	<p>Support in ensuring that the new approach to GCSE coursework is rigorous and gives the students the best chance of success would be helpful. LM has given examples of activities that can be usefully done in IP sessions. These need to be more structured and the HoD is aware of this. Support from IY could be beneficial.</p>



	with a local physical study. Re-launch of Iceland field trip (Year 10) with extra capacity. Hopeful that this will increase uptake at GCSE	lessons are confidently delivered (learning walks) Lessons are centrally planned and high quality revision materials are provided by the National Lead.	surrounding Means of Participation but these are not embedded yet (one member of the department does not work Tues and does not attend IP – the HoD needs to ensure consistency). The HoD has started to send a weekly email bulletin to staff which is beneficial for updates on the KS4 curriculum and will aid consistency. The department urgently needs to recruit a specialist geography teacher.	The department would be open to use of booklets at KS4 but would need support to develop these. The LP role is being re-advertised and this would give needed additional capacity for curriculum development
History	The sequencing is logical. Medicine Through Time and EEE are taught first followed by Cold War and then the USA. This makes sense chronologically but also in terms of being able to build up skills needed for the various exam question types. The course is also taught in Paper order which makes sense to the students.	Teachers are confident in delivering the curriculum though experienced teachers have taken on several year 11s due to staff changes this year. This should ensure that results remain good and above the national average. Three first year ECTs are teaching year 10 but IP sessions are used to discuss the question types and content. They are supported.	Mock results will be reviewed and this will help inform the revision programme after February half term. The revision programme for Y11 is then the next step: the revision booklets need to be reviewed and possibly amended and a detailed programme will be sent out to parents in January.	None needed at present. National Lead is available, and has been liaising with the department.

MFL	The KS4 curriculum is designed to provide students with a sound understanding of core grammatical structures. The curriculum map is kept as simple as possible in order to focus on our objectives. In the most recent Ofsted deep dive, the	Most KS4 staff have an excellent subject knowledge and understanding of GCSE requirements. The concepts are confidently taught, and staff make good use of retrieval practice tasks throughout lessons. Members of the department teaching KS4 for the first time	The curriculum is being adapted for the new GCSE (current Y9), key changes such as reading out loud and dictation are being introduced. End of module assessments are being altered such as changing rubrics in English throughout all skills. The use of the target language by	No Astrea National Lead in MFL. The Assessment secondary team was contacted about Y11 mock exams.
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	<p>inspector was complimentary about our KS4 curriculum. A good knowledge of regular and common irregular present, past and future tenses is key as well as a number of other GCSE structures such as use of the conditional, pluperfect, negative, modal verb, opinion phrases etc. These key structures are carefully and coherently sequenced so they can be recalled and creatively used in year 11. In KS4 students are taught the tools and understanding of exam techniques to enable them to expand their communication skills. Curriculum overviews, knowledge organisers are all available for students in KS4. Booklets are currently being designed and used in Y11 German on a termly basis. Core routines and means of participation are evident in most MFL classrooms, new staff members are receiving CPD to aid embedding.</p>	<p>are supported with all PowerPoint lessons are provided as well as classroom management support if/when needed.</p>	<p>staff has been an ongoing area for development. In the new GCSE the use of target language in the classroom will raise student confidence when reading out loud as well as recognizing key phonics. Y7-9 schemes of work are being adapted in light of the new GCSE requirements as well as the change in MFL allocation and subject availability. Booklets created in Y11 German will be reviewed and we aim to create similar booklets for Y11 if time allows.</p>	
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Personal Development	Responsive curriculum – discussions between	Teachers are overall very confident in delivering PD.	Embed and develop the role of student leaders and house	Continued excellent support from Charlotte Cooper and the PD team across Astrea,
	<p>VPs, PD lead, DSL and AP Pastoral/Inclusion fortnightly to discuss concerns – these are responded to in assembly and tutor PD sessions.</p> <p>Regular opportunities for PD parent forum meetings to discuss a range of different topics e.g RSE.</p> <p>High quality CPD is planned and delivered to PD teachers and to all staff.</p>	Booklets are being used to support the delivery of PD and regular CPD is being delivered to support this.	reps. Create more localised focus in booklets and assemblies. Ensure TutorPD delivery is consistently high quality	through network meetings, centre visits and regular communication

Core RE	<p>The Core RE curriculum is high quality with high expectations of students. It follows and supplements the content and sequencing of the full GCSE course we teach. Subject topics are interesting and students are engaged. Booklets are high quality, covering a range of tasks. Reading and longer writing tasks are included. Vocabulary is age appropriate and aimed at improving understanding of higher level core vocabulary. Means of participation include Do now tasks, SMB's, Think pair share, longer writing tasks in answering a key question,</p>	<p>The course and booklets were designed with this in mind, especially as 4 non-specialists teach the course. staff feedback will be collated from a questionnaire before printing the next booklet for the Spring Term.</p>	<p>Two new booklets for the Spring and Summer terms are in development.</p>	N/A
	<p>evaluation and analysis.</p>			

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## Teaching and Learning

### Next Steps:

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

- Astrea reads in running across Years 7-11 (year 11 suspended around mocks). All students have 30 minutes reading time. This is an important part of ensuring literacy is seen as an integral part of the curriculum for all staff in all subjects.
- The school has refined its QA processes, in line with the Trust Expectation Variance framework and through union negotiation, to develop a more robust, data rich and holistic overview that is understood by all stakeholders. QA processes are allowing us to identify our 'heroes' and what the weak points are in the delivery of the process by tutors (see supplementary "Three remaining issues" document). Further CPD is planned for later this term to help address these weaknesses along with one-on-one conversations; this has already started with SLT and HoDs. Deliberate practice will be used as part of the CPD program.
- Heads of Department articulate (to SLT and their team) what best practice in their areas looks like in relation to the Astrea Principles of Teaching. They routinely carry out drop-ins and engage in an on-going dialogue with their SLT link about the steps they are taking in response to lesson visits. Drop-ins form part of a QA cycle where the focus is driven by the content of CPD provision.
- Disciplinary literacy will be the next focus of our CPD provision so that the Secondary Astrea Reads Framework is being fully delivered.

## Behaviour and Culture

### Embedding B&C Framework and curriculum:

Provide details of your scholar reboarding plan and activities for the start of Autumn term 2:

- 55-minute assembly slots for Year 7-10, throughout the first day back after half-term. These were delivered by DL, SW and VA, and supported by the pastoral team for each year group, plus subject staff (full details in table, below).

October half-term reboot		
Areas of focus / priorities	Strengths	Areas for development
<p>The foci for each assembly:</p> <p>Meet and greet</p> <p>Detentions</p> <p>Reset expectations</p> <p>Communication (positive interactions)</p> <p>Pastoral &amp; safeguarding support</p> <p>Uniform – expectations</p> <p>Rewards</p>	<p><b>Consistency of message</b> Having 3 senior leaders deliver each assembly allowed for consistency and clarity of message. We know that every student heard the message, as it wasn't left to form tutors, where there can sometimes be a disparity in how it's delivered.</p> <p><b>CPD training for staff</b> As well as students hearing key messages, we had many staff in each assembly, who were also hearing the same messages.</p> <p><b>Key themes from half-term 1, identified and discussed</b> Leadership, pastoral and PD meetings, prior to half-term, allowed us to identify and prioritise key themes that needed to be discussed.</p>	<p><b>Negativity of lots of info</b> Although we were mindful to finish each assembly with messages around praise and rewards, there was a lot of 'do this, don't do this' in the other themes.</p> <p><b>Adaptation for different year groups</b> To move this on even more in the future, we could make each assembly bespoke to the individual needs of each year group. Our delivery differed between year groups, but the topics were the same.</p> <p><b>Staff ownership</b> Mindful that we need all staff to take ownership of B&amp;C, so SLT assembly delivery might not be the best model for every reboot.</p>

- What has been successful in autumn term one?
- What are your next steps/key priorities for autumn term 2?

Culture – core routines, behaviour, systems and routines	
Strengths	Areas for development, challenges, issues?

Entry and exit routines. Detention process.	Break and lunch times (lunchtime staffing in particular) Cancelling MW due to weather
Rewards (new badges and certificates) Behaviour curriculum launch (weekly tutorial activity)	Corridors (consistency of staff being out in between lessons) Uniform – PE kit on PE days (new challenge of maintaining standards across two sets of uniform) Manners (work to be done on how we all greet each other) Staff buy in (minority of staff, but still an issue)

#### Behaviour Data:

In whatever format you find easiest, please provide a summary of the data for logged behaviour incidents for Autumn term one.

#### Behaviour events from Autumn Term 1:

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

*8 positive events to 1 negative!*

#### Suspensions:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Suspensions (number of students)	8 (3)	8 (3)	18 (7)	11 (8)	8 (5)	53 (26)



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## **Behaviour interventions and escalations:**

- What worked well?
  - New Reward system is having a positive impact. The data shows that staff are issuing 8 positives to 1 negative. 265/293, Year 7 students have already achieved the House Badge (50 house points) reward. Several students from all year groups have achieved Bronze (75 HPs) and Silver (100 HPs).
    - Monitoring daily/weekly behaviour data is allowing us to escalate and support students, who are repeating poor behaviour.
    - Feedback from tutors around the introduction of the weekly, Behaviour Curriculum, has been positive. DL will be implementing some of the feedback/changes, at the beginning of the Spring term, when there will be a new BC booklet.
    - Weekly BC slot has allowed SLT, Pastoral and PD teams, to be able to react to emerging issues. For example, the change in uniform expectations (introduction of PE kit on PE days).
    - Morning Welcome has a 'friendlier' and more positive feeling to it, then last term (Morning Address). The changes have come as a result of student and staff voice. There is a lot more emphasis on praise and rewards now.
  - What is the climate for learning like within the academy?
    - On tour feedback suggests that the climate for learning, in general, is strong across the school. Most lessons are calm and focused. The behaviour policy/system allows teachers to deal with incidents of poor behaviour, quickly and efficiently, so that learning time is not wasted.
  - What plans are in place to tackle any challenges that the data identifies.
    - Work to be continued with a small number of students (see suspension analysis and summary) who are repeat offenders with high level behaviour. This includes accessing support (EHAs), working with our Education Inclusion Officer (IEO), Gemma Evans around possible Managed-moves. And through our Alternative Provision pathways.
    - Year 11 Behaviour escalations: the data suggests that Year 11 have the highest number of behaviour events. No Period 6 has had an impact on meaning the escalations through detentions and Reset, happen quicker. DL to review Year 11 pathways.

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## Suspensions:

Please provide an overview in the table below of suspensions for **Autumn term one**.

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	53	35	19 E = 1 K = 18	8	8	18	11	8	0	0
Number of Students	26	15	12	3	3	7	8	5	0	0
% Of Cohort	1.6	4.9	4.9	1.0	1.1	2.6	2.9	1.8	0	0
Total Days	95.5	67.5	28.5	16	19.5	30.5	17	12.5	0	0
Suspension Rate	0.05	0.15	E = 0.04 K = 0.12	0.04	0.04	0.08	0.05	0.05	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

## How does this compare to the same point last academic year? Suspension analysis and commentary:

At the time of writing (including some of term 2) we have 71 suspensions, against a total of 55 to the same point last year. Whilst this does suggest a 29% increase, it has to be read in the context of a very low number last year.

31 of the 53 suspensions are attributed to seven students, one of these has had seven suspensions, with all the remaining six having received four suspensions each. One student reached 15+days total in a term which triggered a Suspension Review.

## Suspension Reduction:

Please provide an updated suspension reduction plan for how you are planning to reduce the number of suspensions within your academy for 2023-24.

As the numbers for suspension are very low in the school, and a lot of these are repeat offenders, our approach is an individualised one, with bespoke support for each student.

## Behaviour and Culture Analysis and Next Steps:

- With the recent change in PE kit being worn on days, students have PE, we are currently having a big push on standards/expectations of PE kit. The main issues we currently have are:
  - Students wearing PE kit on non-PE days.
  - Non-St Ivo, hoodies being worn.
  - Leg wear not being the correct colour (should be black or navy)
- We have adapted the behaviour curriculum, for w/b 20/11/23. DL has produced a voiced over PowerPoint, that will be shown in this tutor slot, for this week.
- SLT rota for attending Morning Welcome en masse, to help support and model expectations. This includes confiscating non-PE items.
- DL also sharing which students/form groups/year groups, should be in PE kit every day, so that HOY can monitor.

- Longer term step is to create a 'smarter' PE uniform, that promotes more consistency. This may include a quarter-zip top, and logoed tracksuit bottoms/leggings.

## Attendance

### Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of Autumn term one
Whole School	96%	94.2%	92.4%
Individual Student	95%		
Pupil Premium	90%	89.9%	86.7%
SEND	90%	92.2%	87.3%
Maximum % of pupils who are PA:	15%	15.4%	19.6%
% of PP pupils who are PA:	20%	29%	34.5%
% of SEND pupils who are PA:	23%	22.1%	32.1%

### AP Student Attendance

External AP	Yr 7	Yr8	Yr 9	Yr 10	Yr 11
Number of Students	0	0	2	3	3
Attendance	0	0	42%	73.60%	46%
Internal AP	Yr 7	Yr8	Yr 9	Yr 10	Yr 11
Number of Student	1	1	0	1	0
Attendance	33%	0	0	21%	0

### Students moving to EHE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE Autumn term 1 2023	1	1	1	1	4	0	0	8
EHE Autumn term 1 2022	1	1	0	0	0	0	0	2
EHE End of Year 2022-23	1	2	9	1	1	0	0	14

### Attendance for Year 11: Class of 2024

	Key Attendance Target	Year 11 2022-23 Autumn 1	Year 10 2022-23 Autumn 1	Year 11 2023-24 Autumn 1
Whole School	95%	92.3%	93.4%	90.2%
Individual Student	96%			
Pupil Premium	90%	86.3%	88.4%	82.9%
SEND	90%	90.3%	90.9%	82.3%
Maximum % of pupils who are PA:	15%	23%	16%	25.2%
% of PP pupils who are PA:	20%	38.2%	33.9%	36.4%
% of SEND pupils who are PA:	23%	24.5%	21.2%	45.1%

Provide details below of the progress made to date on areas of your Attendance Action Plan.

Objective	Key Actions	Update and summary of impact to date
Raising the profile of attendance	HOY,SLT,SSAs to receive daily updates on attendance	Daily attendance data is sent to HOY,SLT and SSA. Attendance is discussed and acted upon with year teams
	SSAs meet with Attendance Manager on a weekly basis	Meetings take place weekly and discussions lead to early identification of attendance issues. Attendance interventions are put in place earlier.

### Data from FFT Aspire:

Week commencing	YTD	04 Sep	11 Sep	18 Sep	25 Sep	02 Oct	09 Oct	16 Oct	30 Oct
Pupils		1,404	1,400	1,399	1,398	1,399	1,398	1,396	1,396
School attendance	92.2%	95.4%	94.8%	92.8%	91.8%	90.1%	92.0%	91.1%	91.4%
FFT National Attendance	92.0%	94.1%	93.7%	92.4%	91.1%	91.1%	91.7%	91.0%	91.9%
Difference	+0.2%	● +1.3%	● +1.1%	+0.3%	+0.7%	● -1.0%	+0.2%	+0.1%	-0.5%

### Attendance Next Steps:

#### Year 11 attendance

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- Attendance target of 93% has been set for those wishing to attend end of year Prom.
  - 95 “Soft” attendance letters sent to students with less than 92% attendance in October 2023
  - 49 Letter 1 letters were sent to 49 students at the beginning of November for those students not demonstrating an improvement in their attendance.
  - Four formal attendance meetings have taken place and attendance targets set. These will progress to penalty notices being issued if students fail to meet targets and have not engaged in interventions.
  - Daily phone calls and weekly home visits are being performed for persistent absentees
  - Weekly attendance breakdowns are being sent each Friday to parents. These demonstrate weekly overall attendance and attendance at each subject lesson.
  - Merits are being given each week to students who attain 100% attendance for that week or demonstrate resilience in attending school.

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## Review of Catch Up and Intervention Programmes

In whatever format you find easiest, please provide a summary of the intervention and catch-up programmes taking place in your academy. Please include:

### **Fresh Start**

- Eleven Year 7 students involved – 2PP
- Four Year 8 students involved – 2PP
- Ten Year 9 students involved – 0PP
- Two Year 10 students involved – 1PP

The programme is mainly focussed on Year 7 students, students who haven't completed the programme previously, or students with EAL (hence the Year 9/ 10). All students are tested to ensure progress is being made in a measurable way and the data is used to determine entry and exit from the scheme.

A part-time English teacher is deployed to the running of this intervention. This continues to build on the strong data from previous years in terms of impact.

### **Year 11 interventions**

These are focussed on English and mathematics and run on a six-week cycle, based on analysis of prior assessments. Students are extracted from either their tutorial or PE lessons, depending on capacity and availability of tutors. In English, additional teaching capacity is directed to support other Year 11 lessons. We will be able to evaluate the impact of these sessions once they are completed using assessments and mock exams.

### **Additional SEND interventions**

The following interventions are in place for individual students, based on their need and suggested support detailed in their EHCPs:

- Touch typing – Year 7, 8, 9 where their EHCPs highlight the need for typing or assisted technology
- LINGO – speech and language support
- Zones of regulation – SEMH support

Our SEND department would like to also incorporate the following interventions, subject to staff (including teacher assistant) availability:

- Corrective maths
- Social skills
- LEGO therapy
- Handwriting
- Sensory circuits
- Fix it – next step after Fresh Start (not started yet),

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## HR, Operations and Site Update

We are delighted to have appointed an Assistant Principal (behaviour and attitudes), who is a very experienced Assistant Principal who will be a great addition to the current senior leadership team. We have also appointed an experienced Teacher of Maths and a Caretaker. All these appointments should be in post by 1<sup>st</sup> January. We are also pleased to welcome back former student who has recently started his Teach First training with us as Teacher of Languages. In addition, a PE teacher and Head of Year returns from maternity leave at the end of term.

Following the identification of a need for a non teaching Designated Safeguarding Lead, we have appointed someone to this role and they have joined the senior leadership team. One of the site staff has also been promoted to Buildings Officer. Three TLR holders have been promoted to Lead Practitioner in their subject areas from January – one in Languages, one in History and one in Science. These appointments will greatly enhance our curriculum team.

We were saddened to hear of the death in service of our HR Officer, after a long battle with cancer. We have had four recent resignations – an Administrator, our Attendance Manager, a Student Support Assistant and a teacher of Maths is leaving on 31 December 2023. Interviews will take place week beginning 13 November 2023 for two Admin Assistants and a Deputy Designated Safeguarding Lead, we are also advertising for an Attendance and Welfare Manager, Attendance Officer, Pastoral Support Officer, Teaching Assistant, part time Teaching Assistant in French and part time Science Technician. We are continuing to advertise our vacancies for Teacher of Geography, Teacher of Maths, Lead Practitioner in Maths and teacher of Food.

Staff attendance continues to be a focus for the school, with sickness absence trends being monitored and staff supported through our sickness absence policy. We currently have a few staff at stage 1 of the policy, no staff are at stage 2. However, the latest October HR metrics report shows the staff sickness absence is far lower than our benchmark compared with other schools.

Over half term all student lockers were cleared and cleaned, together with PAT testing taking place. Fire escape remedials have now been completed, with fire door remedials to follow shortly. Snagging work for the refurbished toilet blocks in N and Craft blocks has also been completed. We are delighted to have received additional funding for improvements to the environment for student break and lunch times. New seating is now in place in the school canteen, new picnic benches have been delivered for the playgrounds together with outdoor table tennis tables. A giant chess set will soon be setup.

## Number on Roll Update & Projections for September 2023

Please provide updates below of current NOR.

**Current NOR: 1632**

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
<b>October 2023 Census</b>	<b>291</b>	<b>271</b>	<b>273</b>	<b>278</b>	<b>281</b>	<b>112</b>	<b>125</b>	<b>1631</b>
4 <sup>th</sup> September 2023	<b>288</b>	<b>270</b>	<b>273</b>	<b>282</b>	<b>284</b>	<b>108</b>	<b>124</b>	<b>1629</b>

July 2023	272	277	283	285	107	125	1	1350
January 2023	269	278	287	282	295	131	138	1680
October 22 Census	268	276	288	277	294	127	140	1670
1 <sup>st</sup> September 22	268	279	289	280	294	122	142	1674
October 21 Census	284	292	287	292	292	156	153	1756

#### Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
<b>Leavers in autumn term 1 2023</b>	1	6	5	8	5	0	0	25
Leavers in autumn term 1 2022	2	7	7	3	0	0	3	22
<b>Joiners in autumn term 1 2023</b>	1	10	2	4	2	0	0	19
Joiners in autumn term 1 2022	0	3	2	6	3	2	0	16

#### Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
<b>EHE Autumn term 1 2023</b>	1	1	1	1	4	0	0	8
EHE Autumn term 1 2022	1	1	0	0	0	0	0	2
<b>EHE End of Year 2022-23</b>	1	2	9	1	1	0	0	14

#### Analysis and Commentary:

This academic year has already seen a significant increase in the number of students being removed from the academy for the purposes of elective home education. The majority of families that are withdrawing their children from mainstream education are doing so due to their child's poor mental health and inability to cope with the day to day of a busy secondary school.



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The school will never recommend that a parent electively home educates their child, we will always do everything we can to remove barriers that could prevent a child wanting to be in the school, and we will always offer the parent a meeting to discuss their concerns and try and find an alternative to them choosing elective home education. The school has a duty to inform the local authority of any student that is removed from roll to be electively home educated.

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## Any Other Academy Matters

School sport teams continue to be successful in district fixtures and various cup leagues – details of these are regularly published on social media.

Our dance show, Ivolution, celebrates its tenth anniversary edition this year with performances on Tuesday 5 and Wednesday 6 December 2023 (tickets on sale through Ticketsource). Students from all year groups have been rehearsing for this, including during half term. Around 150 students are involved.

Planning for residential visits in the spring term is ongoing, including skiing at both February half term and Easter, the Year 10 Paris trip and Year 10 Ypres trip. Information evenings for these visits will be held for families, with the first of these taking place on 15 November 2023 for the ski trips.

The following confidential documents will also be shared to give an overview of the union negotiations to date:

- Agreements to date
- Three remaining issues
- Explaining our approach

In addition, I have provided copies of the two Teacher Tap parent surveys, and a survey-over-time analysis showing the increases and decreases for each area against the Ofsted Parent View questions.