

Dear Parent/Carer

Action plan with regard to HMI John Mitcheson's visit on Thursday 21st May 2015.

We were very pleased with Mr Micheson's recent re-visit to the school. He was full of praise for the amount of progress we have made in so many areas in a relatively short period of time. The document on the next page is simply a letter from John to me. It is not an OFSTED report and it is not a requirement for this to be published or shared. However, in February I promised to report back to parents on his visit, so here it is, unedited. I have also included an action plan (see below) regarding the visit which I hope will also be of interest.

Kind regards

Martin McGarry Acting Headteacher

Action Plan....

Presentation of work

The Curriculum Management Group, involving senior leaders and subject leaders, next meets on Tuesday 9th June 2015. It will discuss common minimum expectations to help students improve the presentation of their work. In addition, '*presentation of work*' will be included in the regular work-scrutiny system which has been recently recognised by Ofsted and HMI as successfully improving the consistency and quality of marking, assessment and feedback across our school.

Bullying

The Pastoral Management Group involving Senior Leaders and Pastoral Leaders, are meeting on Tuesday 9th June 2015. Discussion will be had in relation to supporting the students and the communication of such issues. In addition, year councils will be researching and feeding back concerns that have been highlighted by their year group. Findings from the last student voice survey that involved year 7-11 discovered that most students felt safe in school. See survey below based on a large cross-section of students (The Ofsted Inspector spoke to a group of eight).

<p><i>I am bullied in school.</i> Yes - 71 - 8% No - 785 - 92%</p>	<p><i>I have seen bullying in school in the last 4 weeks.</i> Yes - 298 - 34% No - 566 - 66%</p>
<p><i>I know who to speak to if I am being bullied.</i> Yes - 732 - 85% No - 131 - 15%</p>	<p><i>I feel teachers will take bullying seriously if I speak with them about it.</i> Yes - 646 - 75% No - 212 - 25%</p>

Behaviour

A review of the behaviour policy and implementation will be undertaken during the summer term 2015. This will involve student and staff surveys as well as learning walks by the Senior Leadership team and Middle Managers. During last term over 90% of lessons observed have shown outstanding behaviour.

Schemes of work

Schemes of work are being revised by departments in response to government changes and the arrival of the new examination requirements at key stage 4 and 5. As part of this work, Senior Leader will work closely with heads of department to ensure that all schemes reflect the '5 strands' and that all students, including the most able, are provided with suitably challenging work. The work-scrutiny system, lesson observations, departmental reviews and student voice will form part of the process to confirm the level of challenge that students experience on a day-to-day basis.

Ofsted Note of Visit (schools requiring improvement)

School: St Ivo School	Visit: 2
Date of visit: 21 May 2015	
Acting Headteacher: Martin McGarry	Monitoring inspector: John Mitcheson HMI
<p>Evidence:</p> <ul style="list-style-type: none"> • Meetings with you and your senior team • Meeting with governors • Meeting with middle leaders • Meeting with students • Learning walk to observe teaching and learning • Review of school documentation. 	
<p>Context</p> <p>This was a follow-up visit to the first monitoring inspection in January 2015, following the previous inspection in May 2014. At the time of the first monitoring visit, the academy was experiencing some turbulence following the departure of the previous headteacher, which led to large number of complaints from parents and carers. At the time of the first monitoring visit, leaders and managers were not taking effective action to tackle the areas for improvement identified at the academy's last inspection.</p> <p>Since then, the situation has calmed. This is enabling you and your senior leaders, and your governors to take effective action to improve the academy. A new, substantive headteacher will join the academy in September 2015. Two internal appointments have been made to lead Geography and the sixth form. An external review of governance has taken place and some new members have joined the governing body. You are actively engaging in a Triad with two local schools, Hinchingsbrooke and St Peters as part of an improvement initiative facilitated by Ofsted.</p>	
<p>Teaching and learning</p> <p>My visits to lessons with your deputy headteacher confirmed your own views that you are gaining greater consistency to the quality of teaching. Senior and middle leaders are applying the academy's marking policy more consistently to enable you to monitor the impact of teaching on students' learning.</p> <p>In most lessons visited, I found that marking is more frequent, detailed and generally provides students with good quality feedback. A dialogue between teachers and students is developing well. Increasingly, teachers are engaging students in this process by requiring them to respond in green pen to their comments. This is new, but is working. Some staff give students time in lessons to respond fully, while others expect it to be done in their own time.</p> <p>Not all marking is addressing poor quality presentation of work in books. Too many students continue to write in pencil, do not use rulers or regularly include titles and dates on their work. There appears to be no common, agreed expectations to help students set out their work. Without this, they will not develop clarity or pride in their books.</p> <p>You have recognised the need for further training tailored to the needs of some staff. An 'all</p>	

teaching good programme' is in place to increase the effectiveness of some teachers.

My observations confirmed that teachers are providing the most-able students with suitably challenging work to do. However, some staff in mathematics need further help in raising their expectations of what students are capable of attaining and in providing work that really challenges them. During my meeting with students, they commented that they would like more challenging work to do in mathematics, science and computing. They also said that a minority of teachers need to apply the academy's procedures to manage behaviour in lessons much more consistently, to avoid minor disruption to their learning.

Further training is enabling staff to make greater use of assessment data to monitor students' progress over time. Students spoke positively about the benefits of being able to access this information about their progress.

Leadership and management

You have acted promptly to tackle the issues raised in the last monitoring visit. The concerns of parents and carers regarding the leadership and management of the school have been resolved. An external review of governance has taken place. The actions and impact of senior and middle leaders in raising achievement are being routinely monitored.

You will continue in your role as deputy headteacher next term to enable a smooth transition as the new headteacher as he takes up his role in September 2015.

Regular monitoring of lessons through learning walks and scrutiny of students' books are giving senior and middle leaders an accurate insight into what happens in classrooms on a day-to-day basis. This is leading to greater compliance with policy and crucially, is also providing students with the information they need to improve their work. Staff are beginning to recognise the real value in applying these procedures consistently.

You feel that the new approach to marking is 'work in progress', and that it is hard work but manageable for staff and students. This will need to be fully evaluated in the near future to gauge its full impact and ensure that it is sustainable.

Greater scrutiny of teaching is also contributing to raising achievement. Your current data forecasts close to 70% of Year 11 students will gain at least five or more A* to C grades, including English and mathematics this year.

You feel that middle leadership, especially subject leadership needs to be strengthened further through training to give them a full understanding of their roles in embedding these new procedures and to empower them to drive further improvements. You also feel that these procedures are generating more accountability, openness and discussion within departments about raising standards.

All of the middle leaders I met with feel that teaching in their departments is good or outstanding. Senior leaders need to validate this by checking that day-to-day teaching, the quality of students' work over time and the academy's attainment and progress data all combine to substantiate this view. In addition, a thorough scrutiny of each department's schemes of work would confirm whether teachers in each subject are providing suitably challenging work for your most able students.

Discussions with students revealed that pastoral leaders have more to do to ensure that incidents of bullying, mostly name-calling are dealt with promptly and to the full satisfaction of all students.

Governors have led the process of appointing a new headteacher. They have also taken steps to strengthen links between parents and carers and academy leaders. The latest responses on Ofsted's questionnaire Parent View indicate that this needs to continue to ensure that the majority of parents and carers feel they can recommend the school to others.

The external review of governance has led to clear plan of action for governors to follow. The flow

of information between senior leaders and governors is improving. They have been equipped with a useful document to use as a 'one-stop shop' for information about the academy.

Their roles and responsibilities are clearer. The skills they bring to the academy are currently being audited to assess what else they can contribute to the academy's development. Recent training has given them a fuller understanding of how performance data can be used to gauge whether academy leaders are driving improvement.

External support

The Triad arrangements with two local schools have enabled you to forge stronger relations, learn from others' good practice and work jointly with individual departments to strengthen provision. Currently, staff in your mathematics department are benefitting from support from one of these schools. You have bought-in the services of an external consultant to act as a school improvement partner and are using him to validate the views of senior leaders and governors about the academy's effectiveness.