



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Thursday 30 September 2021

To be held at 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair) Neil Owen (Principal); Barbara Hughes; Dawn Milne; Mark Neesam; Richard Slade; Nathaniel Stephenson; Donna Singleton.

In attendance: Clare Greaney; Deborah Gordon; Alf Lesurf; Julian Merson; James Powell; Gavin Walsh; Isabelle Fox; Stephanie Hills

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
19.05.2021 Item 5	Sixth Form dress code to be considered for review, outcome to be fed back to LECC	Principal	b/f
19.05.2021 Item 5	Anti-bullying policy and Sixth Form Code of Conduct to be published accordingly	Academy	
07.07.2021 Item 2	Amendment to be made to Longsands LECC minutes as recorded 19 May 2021 regarding EBACC option choices.	Mrs Milne/ Clerk	Complete
07.07.2021 Item 5	Behaviour Link LECC Lead to visit the Reflection Room during next visit to the academy.	Dr Larcombe/ S Hills/C Greaney	TBA
07.07.2021 Item 5	Year 11 and 13 examination results to be reported at the next LECC meeting. Clerk to add to agenda.	J Merson Clerk	Complete - Agenda item 6
07.07.2021 Item 5	Longsands response to Ofsted Report into review of sexual abuse in schools and colleges to be presented to the LECC. Clerk to add to agenda.	J Powell Clerk	Agenda item 11
07.07.2021 Item 5	LECC members to have a tour of the school prior to next LECC meeting.	Principal/Clerk	Arrange
07.07.21 Item 5	Year 12 mock examinations to be added to next agenda	Clerk	Complete – Agenda item 8
07.07.2021 Item 6	Policies adopted at this meeting to be published and shared with staff.	Principal	Complete
07.07.2021 Item 8	Homework policy to be reviewed, to include parental and student consultation, to be presented to the LGC in due course.	J Merson	Autumn term

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair - MY	Clerk
2	2 mins	Introductions and apologies <ul style="list-style-type: none"> New Link Trustee – Julie Bloor 	Oral item - Chair
3	2 mins	Terms of Reference (p3-8) and Scheme of Delegation	Papers attached - Chair
4	2 mins	Declarations of interest (annual declarations) (p9-10)	Papers attached - Chair
5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 7 July 2021 (p11-17)	Papers attached - Chair
6	25 mins	Principal's report and questions (p18-30)	Papers attached - Principal
7	5 mins	SEF update	Oral item - Principal
8	10 mins	<ul style="list-style-type: none"> Year 11 update Year 12 mock results 	Oral item – JM
9	5 mins	Policies to be reviewed <ul style="list-style-type: none"> Safeguarding policy 2021-22 Attendance policy 2021-22 Early Career Teacher guidance 2021-22 	Papers attached – CG DG
10	5 mins	Child Protection annual monitoring report 2020-21	Papers attached – CG
11	5 mins	Ofsted Report into Sexual abuse in schools and colleges – Longsands response	Oral item – JP
12	5 mins	SEND Update	Oral item - AAL
13	5 mins	Member Training <ul style="list-style-type: none"> Annual Safeguarding training: <ul style="list-style-type: none"> Child Protection in Education Equality and Diversity Sexual Violence and Harassment between children Prevent Duty– Safeguarding Lead Keeping Children Safe in Education – Part 1 	Oral item – Chair Attached
14	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> Next LGC meeting 8 December 2021 	Oral item - Chair
15	2 mins	Any Other Business	Oral item - Chair
16	15 mins	Part B (Confidential): HR updates Longsands LGC Impact statement	Principal ALL

Astrea Local Committees Terms of Reference

With effect from 1st September, 2021.

Introduction

As a charity and company limited by guarantee, the Trust is governed by a board of trustees (the **Board**) who have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust.

In order to support the effective operation of the Trust and the Academies, the Board has established a number of committees to which it has delegated certain powers and functions. These terms of reference set out the constitution, membership and proceedings of the Trust's local committees.

In summary, the Board has established two different types of committee:

- main Board committees which are established to deal with Trust-wide matters such as Education and Standards; Finance and Budget; People and Remuneration; Audit and Risk Assurance (**Board Committees**); and
- local committees which are established by the Board to support the effective operation of the Academies.

Local Governing Bodies outlined under the articles appointed pursuant to Articles 100-101A and 104 will be known in practice as Local Governance Committees (LGCs).

The Board will review these Terms of References together with the membership of the local committees at least once every twelve months.

These Terms of Reference may only be amended by the Board. The functions, duties and proceedings of LGCs set out in these Terms of Reference shall also be subject to any regulations made by the Board from time to time.

1 Establishing the Committees

The Board has resolved to establish local committees for its Academies each as a separate committee of the Board. A local committee may act in respect of two or more Academies.

For schools in need of a high level of support and direction from the Trust, a Trust Management Board (TMB) will be established and employees of the Trust will be assigned to be included as members. The functions of these Boards will mirror those of the Local Governance Committees (LGCs) though its members will – by virtue of their position within the Trust – exercise greater direction than an LGC.

Local committees have five core accountabilities:

1. To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
2. To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
3. To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained.

4. To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
5. To identify, understand and report to Trustees any strategic risks facing the school.

2 Membership

- 2.1 All local committee members are formally appointed by the Trust, including in circumstances where they are elected by a stakeholder body or co-opted by the committee.
- 2.2 The Trust may appoint such independent persons as it deems fit to be members – including the Chair - of Trust Management Boards, provided that the numbers in each category do not exceed those indicated for LGCs.
- 2.3 Each LGC operating in respect of one Academy shall, unless the Board resolves otherwise, have a minimum of five members and a maximum of twelve members.
- 2.4 Each LGC operating in respect of two or more Academies (a “joint LGC”) shall, unless the Board resolve otherwise, have a minimum of seven members and a maximum of fourteen members
- 2.5 The membership of each LGC (each an LGC Member) shall be as follows (unless the Board resolve otherwise):
 - Up to two parent members;
 - Up to two staff members;
 - The Academy Principal;
 - Up to seven persons appointed by the Trust;
- LGC2.5.1 The membership of each joint LGC shall be as follows (unless the Board resolves otherwise):
 - Up to 1 parent member per Academy
 - Up to 1 staff member per Academy
 - Up to 1 Principal per Academy
 - Additional persons appointed by the Trust so that a minimum membership of 7 is achieved, subject to a maximum of 14
- 2.6 The Trustees shall:
 - 2.6.1 determine all matters relating to an election of parent local committee Members, including any question of whether a person is a parent of a registered pupil at an Academy. When a vacancy arises, the Principal(s) will write to all parents at the Academies in question seeking parents to nominate themselves for the vacancy. Nominees will be asked to provide a personal statement identifying their skills and suitability for the role. In the event that the number of suitably experienced nominees equals or is less than the number of vacancies on the LGC, the LGC can choose to appoint all (or any) of those nominated. If there are more nominees than places available, the Principal(s) will write to all parents at the Academies in question asking them to vote for their preferred candidate.
- 2.7 The LGC may co-opt two staff members whose experience, skills and attributes would benefit the committee.
- 2.8 The term of office for any LGC Member appointed on or after 1st September 2021 shall expire on the last day of December, March or August, being the first of these dates to fall four years after a member is appointed, save that this time limit shall not apply to a Principal. Subject to remaining eligible, any member may put themselves forward for re-appointment or re-election (as the case may be). For illustrative purposes, this means that a

committee member appointed on 10th October 2021 shall reach the end of his or her term of office on 31st December 2025.

3 Chairs

3.1 The term Chair refers to the person appointed under this paragraph as chair of the relevant local committee.

3.1.1 the LGC Members shall at the first meeting of each academic year appoint an LGLGC Member to act as Chair of the LGC;

3.1.2 the LGC Members will elect a temporary replacement from among the members present at the meeting in the absence of the Chair;

3.1.3 the Trust shall appoint the Chair of a TMB.

4 Authority, remit and responsibilities of the local committee

4.1 Each local committee shall be responsible for the matters as set out in the Scheme of Delegation and below in Appendix A.

4.2 Each local committee is authorised by the Board to:

4.2.1 Carry on any activity authorised by these Terms of Reference; and

4.2.2 Seek any appropriate information that it properly requires to carry out its role from any senior employee of the Academy and all senior employees shall be directed to co-operate with any request made.

4.3 The establishment of any new sub-committees other than ad hoc working groups required to deal with specific issues, must be agreed in advance with the Trust CEO.

5 Proceedings of local committee meetings

5.1 The local committee will meet as often as is necessary to fulfil their responsibilities but at least six times a year (unless otherwise resolved by the Board), and to review the frequency of meetings as necessary or on the advice of the Trust.

5.2 Meetings attended by three or more full members of the committee shall go ahead. Where fewer than three members attend, the Chair may determine whether the number of members attending a meeting is sufficient for the committee usefully to discharge its responsibilities.

5.3 The relevant Principal(s) shall ensure that a clerk is provided to take minutes at meetings of the committee.

5.4 Any resolution at a meeting of a LGC must be determined by a majority of the votes of the members present and voting on the matter.

5.5 Each committee member present in person shall be entitled to one vote.

5.6 Where there is an equal division of votes the Chair shall have a casting vote.

5.7 A register of attendance shall be kept for each committee meeting and published annually on the relevant Academy's website.

5.8 Local committees may invite attendance at meetings from persons who are not members to assist or advise on a particular matter or range of issues. Any member of the Executive Board may also attend and speak at local committee meetings.

- 5.9 References to the “Chair” shall in the absence of the Chair be deemed to be references to the chair of the relevant committee meeting.

6 Conduct of Committee members

- 6.1 All committee members shall observe at all times the provisions of the Code of Conduct.

7 Members’ Interests

- 7.1 Local committee members are required to declare any business or other interests in any item being discussed at a meeting.
- 7.2 Each committee member, if present at a meeting, disclose their interest, withdraw from the meeting and not vote on a matter if:
- 7.2.1 there may be a conflict – or the appearance of a conflict – between their interests and the interests of any of the Academies or the Trust;
- 7.2.2 there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or
- 7.2.3 they have a personal interest (this is where they and/or a close relative will be directly affected by the decision of the committee in relation to that matter) in a matter.

8 Disqualification & Removal of Committee Members

- 8.1 A person shall be ineligible for appointment to a local committee and, if already appointed, shall immediately cease to be a member if the relevant individual:
- 8.1.1 is or becomes disqualified from holding office under the Trust’s Articles of Association;
- 8.1.2 is or becomes disqualified from holding office as a governor of a school or academy;
- 8.1.3 is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- 8.1.4 is barred from any regulated activity relating to children;
- 8.1.6 is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);
- 8.1.7 has been fined for causing a nuisance or disturbance on school/academy premises during the 5 years prior to or since appointment or election as a Committee member;
- 8.1.8 refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check;
- 8.1.9 commits a serious breach of the Trust’s Code of Conduct or any standing order or protocol implemented by the Board, as determined by the Trust;
- 8.1.10 is absent without the permission of the committee from all their meetings held within a period of six months;
- 8.1.11 resigns his/her office by notice in writing to the relevant Chair;
- 8.1.12 in the case of a Principal, they cease to be the Principal;
- 8.1.13 their term of office expires and they are not re-appointed.

- 8.2 The Trustees shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any committee member by written notice to the member and the relevant Chair.
- 8.3 The suspension from employment duties of any committee member who is an employee of the Trust shall have the effect of suspending their membership of the committee.
- 8.4 Any committee member who is subject to a banning order issued by the Principal shall be deemed to be suspended from the committee for the duration of the ban.
- 8.5 The CEO may suspend a local committee member where it is necessary to undertake an investigation into any alleged breach of the Code of Conduct.

9 Reporting Procedures

- 9.1 Within 5 working days of each meeting, the Clerk will produce draft minutes of the meeting;
- 9.2 Within 15 working days of each local committee meeting, the draft minutes will be received by its members and agreed as a final, accurate record of the meeting;
- 9.3 Once ratified at the subsequent meeting of the committee, the final adopted committee minutes will be held by the Central Governance Team and the Academy Office as an official record.
- 9.4 The Chair of the local committee shall meet, or arrange for a deputy to meet, the Link Trustee and will report on the committee's work.
- 9.5 Each committee shall conduct an annual review of its work and shall communicate its finding to the Trust.

Appendix A: Remit and Responsibilities of the local committees

The powers and functions delegated by the Board to the committees are set out in detail in the Trust's Scheme of Delegation as approved by the Board and in summary include the following which should be read in conjunction with the scheme of delegation:

- 1 To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
- 2 To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
- 3 To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained.
- 4 To monitor and advise on the running of the Academy in terms of learning, standards, safety and wellbeing. This includes identifying committee members that take on a special link responsibility in the following areas: Safeguarding, SEN, Grants (PP/PE/COVID Catch-up).
- 5 To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
- 6 To support the Academy's senior management staff to deal with parental complaints pursuant to the Trust policy on parental complaints and support Principal(s) in recruitment and selection, grievance and disciplinary processes where appropriate.
- 7 To review the decisions of Principals of other Academies within the Trust in exclusion cases where appropriate and, if requested, recruitment panels.
- 8 To record visits to the Academy/Academies both during school hours (with prior arrangement with the Principal) and for evening events.
- 9 To identify, understand and report to Trustees any strategic risks facing the school. To draw any significant recommendations and matters of concern to the attention of the Trust Board via the Link Trustee.

Astrea Local Governance Statutory Information: Longsands Academy 2021-22:

First Name	Last Name	Appointed	Term End Date	Attendance 2020/21	Employment, Appointments and Directorships	Non-profit Membership	Gifts and Hospitality	Related Party Transactions or Contractual Interests	Other Education Appointments
Neil	Owen	01.04.20	31.03.24	6/6	Principal, Longsands Academy	None declared	None declared	Author of two published History books 'My Revision Notes', used within the Longsands Academy History department	None declared
Mark	Young	14.01.20	13.01.24	6/6	Diamond Learning Partnership Trust	Diamond Learning Partnership Trust	None declared	None declared	Diamond Learning Partnership Trust
Barbara	Hughes	10.12.20	09.12.24	3/4	Financial Conduct Authority	None declared	None declared	None declared	None declared
Lee	Larcombe	14.01.20	13.01.24	6/6	Applied Exomics Ltd. nexaSTEM Ltd. Septima Therapeutics Ltd. reMASTer Therapeutics Ltd.	None declared	None declared	None declared	Chair of Governors, John Donne CE Primary School, Blunham. Empanelled Tutor: Cambridge University ICE Honorary Snr Lecturer: School of Medical Sciences, Bangor University. Lead Apprenticeship Assessor: National School of Healthcare Science, Health Education England.

Dawn	Milne	14.01.20	13.01.24	6/6	Oldrids and Co Ltd	None declared	None declared	None declared	Crosshall Junior School Governor
Mark	Neesam	01.09.19	31.08.23	0/6	Vice Principal, Ernulf Academy. Team leader, AQA	None declared	None declared	None declared	Ernulf Academy TMB
Nathaniel	Stephenson	18.01.21	17.01.25	4/6	Longsands staff	NEU	None declared	None declared	None declared
Richard	Slade	14.01.20	13.01.24	6/6	Studio Mobius Ltd. Neotists	Neotists	None declared	None declared	Bedford College
Donna	Singleton	01.07.21	30.06.25	1/1	King James Academy Royston. Pearson.	Member Chartered College of Teaching National Council of Teachers of Mathematics. Mathematics Association of America. Member -The Mathematical Association.	None declared	None declared	None declared



LONGSANDS ACADEMY

Local Education Consultative Committee (LECC) Meeting

Wednesday 7 July 2021

Held through virtual meeting platform (Microsoft Teams)

MINUTES – PART A

Members Present:	Mark Young - Chair; Neil Owen - Principal - Longsands Academy Lee Larcombe - Vice Chair; Barbara Hughes; Dawn Milne; Richard Slade; Nathaniel Stephenson; Donna Singleton.		
In Attendance:	Melanie Basson (Clerk); Clare Greaney – Vice Principal; Deborah Gordon - Assistant Principal, Curriculum and Professional Development; Alf Lesurf - Assistant Principal, Inclusion; Julian Merson - Assistant Principal Assessment and Moderation; James Powell - Assistant Principal, Personal Development; Stephanie Hills - Assistant Principal, Pastoral; Isabelle Fox - Assistant Principal Literacy Development; Claire Chilton - Head of Computing, David Thomas - Regional Director for Education.		
Minute Reference	Summary of action required	Responsible	Status
19.05.2021 Item 4	Attendance data – column for double disadvantaged students, PP & SEN to be added to the table in the Principals Report	Mrs Greaney	Complete
19.05.2021 Item 5	Sixth Form dress code to be considered for review, outcome to be fed back to LECC	Principal	Autumn 1 meeting
19.05.2021 Item 5	Anti-bullying policy and Sixth Form Code of Conduct to be published accordingly	Principal	To be completed
19.05.2021 Item 7	SLT and LECC Lead Links to be put in touch to arrange school visits.	Clerk SLT/LECC	Complete
19.05.21 Item 8	Meeting dates to be proposed and finalised at the next LECC meeting	Clerk	Complete

19.05.21 Item 8	Items to be added to the next LECC agenda <ul style="list-style-type: none"> • Year 10 mocks exams • Early career framework 	Clerk	Complete
07.07.2021 Item 2	Amendment to be made to Longsands LECC minutes as recorded 19 May 2021 regarding EBACC option choices.	Mrs Milne/ Clerk	
07.07.2021 Item 5	Behaviour Link LECC Lead to visit the Reflection Room during next visit to the academy.	Dr Larcombe/ S Hills/C Greaney	
07.07.2021 Item 5	Year 12 mock examination results to be reported at the next LECC meeting. Clerk to add to agenda.	J Merson Clerk	
07.07.2021 Item 5	Longsands response to Ofsted Report into review of sexual abuse in schools and colleges to be presented to the LECC. Clerk to add to agenda.	J Powell Clerk	
07.07.2021 Item 5	LECC members to have a tour of the school prior to next LECC meeting.	Principal/Clerk	
07.07.2021 Item 6	Policies adopted at this meeting to be published and shared with academy staff.	Principal	
07.07.2021 Item 8	Homework policy to be reviewed, to include parental and student consultation, to be presented to the LECC in due course.	J Merson	
07.08.2021 Part B	Longsands Impact Statement to be reviewed by all, with a view to agreeing a final version at the next meeting.	All Mrs Milne/Clerk	

1) Introductions and Apologies

The meeting started at 5.30pm. Introductions were made and staff were welcomed.

The Principal informed the LECC of changes to SLT and the LECC welcomed James Powell as Assistant Principal – Personal Development, Stephanie Hills as Assistant Principal – Pastoral, Alf Lesurf as Assistant Principal – Inclusion, Isabelle Fox - Assistant Principal Literacy Development.

Donna Singleton was welcomed as a newly appointed member of the LECC.

David Thomas was welcomed as the Regional Director of Education in Cambs.

Apologies for absence were received from Mr Neesam and these were accepted by the committee.

2) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LECC meeting held on 19 May 2021 were circulated to committee members and ratified in advance of the meeting.

The committee reviewed matters arising and noted all actions as recorded in the action tracker.

Matters arising

Mrs Milne to send Clerk amendment to account of EBACC option preferences as recorded in the minutes of 19 May 2021. Clerk to action amendment with a view that minutes are adopted on this basis.

The committee adopted the minutes as a true and accurate record of the meeting.

3) Declarations of Interest

There were no declarations of interest made on any agenda item.

4) Head of Computing presentation

The Head of Computing, Ms Chilton, presented the Computing provision at Longsands Academy and highlighted the following points:

- Intent of Computer Science provision and curriculum vision
- Implementation of changes to subject
- Staffing configuration
- Interventions
- KS3 – Computing, KS4 Computer Science
- External links with local companies to support student projects
- Refining sources and delivery of subject
- Increased allocation of two hours per week for KS3
- Booklets introduced in KS3 for students
- Workbooks integrated in KS4 for students Increase in uptake of female students, in line with national average
- Celebration of enrichment competitions and achievements of students
- Career support and advice, work experience and career opportunities, apprenticeships
- GCSE Computer Science, ICT 3, A Level Computer Science, BTEC Computing (double) outcomes
- Future aspirations for subject delivery and computing department

Questions were invited:

The Chair questioned how LECC members might help in establishing links with local companies. Ms Chilton informed the LECC that the academy would welcome support with identifying companies who are able to support students by offering opportunities regarding the impact on computing on society. Ms Chilton explained that students are required to analyse statistics and can support in developing company's social media status. LECC members were invited to inform the academy of potential local companies who may be able to offer opportunities.

Ms Chilton was thanked for her presentation.

5) Principal's Report and questions

The Principals report was circulated to the committee in advance of the meeting highlighting the following points:

- Leadership and Management
- Behaviour, safety and wellbeing (incl safeguarding)
- Attendance
- Quality of Education
- Personal Development
- School Business update (incl finance)

The Principal and SLT expanded on the report and invited questions.

Leadership and Management

The Chair questioned how links with primary settings were progressing with regards to students transitioning to Longsands Academy in September 2021. The Principal reported the academy was able to accommodate successful

transition days for students this year, within COVID guidelines. The academy invited feedback from students on the day and primary settings with a view to improve transition processes in the future.

Centre Assessed Grades (CAGs)

The Principal reported the process for awarding grades this summer has been completed, with grades quality assured both internally and at Trust level, and sent off in accordance with the timetable/requirements laid down by JCQ (Joint Council for Qualifications). Subsequently, at exam board level, requests were received for samples of work from AQA in maths, chemistry and A Level Biology, for BTEC level 2/3 sport, level 3 Performing Arts (Stageworks); WJEC – level 1 and 2 Construction, for which the academy currently awaits any outcome from these requests.

Behaviour

Mrs Milne, regarding the use of C3, behaviour sanction, questioned what assurances the academy can offer to ensure students are not missing out on education or falling behind due to time spent in the Reflection Room (RR). Mrs Greaney reported that students are set work to complete whilst in isolation, which aligns as closely as possible to the work being delivered in lessons. Mrs Hills and Mrs Greaney plan to review this provision in the next academic year, to monitor its effectiveness. Mr Stephenson informed the LECC that teachers follow up with students who have missed a lesson due to being put in RR to identify any learning gaps. Mrs Greaney informed the LECC that RR is a short term facility, where students are reintegrated as soon as possible, and has low levels of re-occurrence for most students. Mrs Greaney invited the LECC Link Lead for Behaviour, Dr Larcombe, to visit in the Autumn term, where the RR provision can be seen in practice.

Attendance

Mrs Greaney reported regarding attendance for all year groups, which is 94% to date, this academic year.

Dr Larcombe identified lower attendance levels for the SEN student cohort, and sought explanation as to why this is high compared to other student cohorts, and questioned what are the academy doing to improve this. Mrs Greaney reported that the SEN cohort attendance levels are affected more so, by long term illnesses and mental health issues, which prove difficult to influence attendance for. However, assured LECC members the academy work closely with parents and all students to address individual student attendance with a view to improve it in accordance with its Attendance policy.

Safeguarding

The Chair questioned how the move from Safeguarding platform 'MyConcern' to 'CPOMS' is going. Mrs Greaney reported a smooth transition of implementing CPOMS, and explained through weekly overviews available to SLT, monitoring concerns and targeting needs of students is easier to achieve.

Wellbeing

In view of student wellbeing, Mrs Milne questioned what plans the academy have regarding enrichment by way of school productions, events and trips for the next academic year. The Principal reported activities week is scheduled in the school calendar, along with plans for (depending on COVID), Year 7-8 trip to London, termly music concerts and a Christmas concert.

Mr Powell reported that Sports Day is scheduled to take place next week, students have been working hard to achieve House points all year, and the academy will be awarding the House Cup.

The Chair requested that Year 12 Mock examination results are reported at the next LECC, Clerk was asked to add to next agenda.

Quality of Education

Ms Gordon reported regarding the quality of education and invited questions.

Mr Young acknowledged student knowledge organisers as a valuable resource and questioned what plans the academy have for next year regarding resources supporting the curriculum. Ms Gordon reported the academy will continue to work on curriculum modelling where students can access rigorous content which form a scaffolding for student knowledge.

Personal Development

In light of the Ofsted report into the review of sexual abuse in schools and colleges, published 10 June 2021, Mr Young asked what the academy's response is in light of this. Mr Powell reported the academy has reviewed the Sex, Relationships Education (SRE) policy, which has been presented to the LECC for review, with a view to adopt at this meeting. Mr Powell informed the LECC that the academy communicated a response to the report, informing parents and students that the SRE policy and Personal Development (PD) curriculum comply with the findings of the Ofsted report, which has been positively accepted by the school community. In September 2021, with this subject evermore pertinent the academy plan to refresh and embed the SRE policy through the PD curriculum.

The Clerk was asked to add Longsands response to the Ofsted report of the review of sexual abuse in schools and colleges, to the next LECC agenda.

Mrs Milne suggested that in light of improvements to the Longsands site, LECC members are offered a tour of the school in September 2021. The Principal agreed that it would be advantageous for LECC members to have a tour of the school, to see what changes have been made to the school since the COVID lockdowns prevented LECC members visiting since 2019. Academy to arrange tour of the school for LECC members, prior to next LECC meeting.

The Principal and SLT were thanked for their reports.

6) Policies

The following Longsands academy policies were circulated in advance of the meeting, and were reviewed by the LECC:

- Longsands Academy Drug policy
- Longsands Sex Relationship Education (RSE) policy
- Longsands Home Visits policy and procedure
- British Values policy
- Longsands Supporting Medical Conditions policy
- Home Academy agreement

Questions were invited:

The LECC identified that the Supporting Medical Conditions policy referred to an Appendix regarding staff trained to use defibrillators, but was not included in the policy shared with LECC members. Mrs Greaney advised that this appendix will be added to the policy in September 2021, accurately recording staff names who are trained to use Defibrillators.

The LECC accepted that the Relationships, Sex Education (RSE) policy will be known as Relationships, Sex and Health Education policy (RSH) policy, Clerk was asked to amend references in the policy, prior to publishing.

These policies were adopted by the LECC and the academy will publish accordingly.

7) SEND Audit

With a focus on the objectives set out in response to the Ofsted report of October 2019, regarding the SEND provision at Longsands, Mr Lesurf reported that Nic Crossley, Director of Inclusion, along with Mrs Greaney, Mr Lesurf and the SENCO carried out a recent audit of the SEND provision at the academy.

The audit assessed whether lessons are delivered effectively to support SEN students sufficiently. Mr Lesurf reported that a survey has been completed, establishing views from Teaching Assistants and Teachers, identifying areas for CPD training. Objectives will be addressed in a five-week action plan, with a view to encourage and support quality lesson planning for all teachers to provide quality, appropriate support to students with identified SEN.

The Principal reported that Mr Lesurf has been appointed to have strategic oversight of the SEND provision at the academy in line with his responsibility for Inclusion.

Mr Lesurf was thanked for his report.

8) Year 10 mock exams

Mr Merson reported regarding the mock examination results for current Year 10 and invited questions:

- Headline results for current Year 10 students across all cohorts; disadvantaged, non-disadvantaged girls/boys, SEN and EBACC for English, maths and science.
- Current Progress 8 figure is currently 0.27, and is on an upward trajectory.
- Focus on subject trends, where lower grades are predicted based on last academic year, for Art, Photography and PE. However, these predictions are based on data from the last 3 academic years, 2018, 2019 and 2020.
- Next steps include:
 - focus on mock results rather than predictions
 - matrix approach - forensic analysis of basics: Maths/English
 - raising achievement meetings
 - focus on work with SEND/PP students
 - extra tuition introduced for Year 11
 - rewards focus approach
 - revision of Homework policy to propose commitment quality homework per week
 - further mocks in November 2021

The LECC raised the following questions:

Mrs Milne suggested that changes to the academy Homework policy need to be carefully managed in consultation with parents. Homework policy to be presented to the LECC in due course.

Mr Merson was thanked for his report.

9) Early Career Framework

Mrs Gordon reported regarding reforms of the Early Career Framework (ECF) from September 2021, where the government funds entitlement to a structured two-year package of professional development for early career teachers, to access high quality professional development at the start of their career. Mrs Gordon outlined how the academy plan to offer support of an induction tutor, mentor and time with an external support professional. New teachers will continue to be assessed in accordance with teaching standards.

Mrs Gordon was thanked for her report.

10) Longsands LECC proposed meeting dates 2021-22

The committee accepted the proposed LECC meeting dates for 2021-22:

- Thursday 30 September 2021
- Wednesday 8 December 2021
- Thursday 3 March 2022
- Wednesday 18 May 2022
- Monday 4 July 2022

11) Future agenda items

- Sixth Form dress code
- Year 12 mock outcomes 2020-21
- Longsands response to Ofsted Report regarding the review of sexual abuse in schools and colleges
- Longsands Academy Homework policy
- Longsands Academy LECC Impact Statement 2020-21

The next meeting is scheduled to take place on 30 September 2021.

12) Any Other Business

Attendees were thanked for their contribution and SLT members left the meeting, LECC members remained for confidential items under Part B.

The meeting finished at 7.35pm.

The LECC agreed the above to be a true and accurate record of the meeting on: 21 July 2021



Principal's Update

Longsands Academy

September 2021

Leadership and Management

Highlights since last meeting

- The school's risk assessment was updated in the summer. All new staff had an individual risk assessment and all colleagues were invited to update their risk assessment if they wanted to do so. All subject lessons are now based in their original rooms.
- We have retained the one-way system and the zoning of students at break and lunchtime. Hand sanitising routines at the start and end of lessons continue as they did last year.
- We held a very successful summer school to assist some of our Year 6 students with the transition to secondary school. Each day the students worked on literacy and numeracy based activities and then had an opportunity each afternoon to build their teamwork and social skills by taking part in sporting activities with an art activity on the final day which produced some fantastic pieces.
- The Academy held two successful results days in the w/b 9th August. We received publicity in the local press, BBC Radio Cambridge and BBC Look East. The results and destinations are listed below in this document.
- The Longsands Sixth Form was launched in September 2021. Work was done over the summer to create a new website, social media pages and develop a new prospectus. We have also worked with Cambridge TV to make subject specific videos which will be used on our website and also on our social media platforms. The Longsands Sixth Form Weekly Update is sent out to students and parents/carers each week to share key news, dates and upcoming events.
- Recruitment into the Sixth Form remained as expected this summer. Our current Year 12 cohort is presently numbered at 186 students. The Academy hosted a visit on 17th September with Trustees Dr Tesca Bennett and Chris Rossiter. The visit comprised of student panels, lessons visits and meetings with MY, NDO and SLT.

Behaviour, Safety and Wellbeing (including safeguarding)

Mobility:

Leavers as of 2021:

	Number left	Of which SEN	Of which PP
Year 7			
Year 8	<u>1</u>	<u>0</u>	<u>0</u>
Year 9	<u>1</u>	<u>0</u>	<u>1</u>
Year 10			
Year 11			

1 student to be educated at home (2 were for July 2021 as didn't return in September) Admissions:

	Number joining	Of which SEN	Of which PP
Year 7	0		
Year 8	5	0	1
Year 9	2	0	1
Year 10	5	0	0
Year 11	1	1	1

Attendance

	Cohort	% Attendance	% Persistent Absence	No of Lates
All	1745	94.72%		625
Year 7	293	97.10%		75
Year 8	293	95.33%		91
Year 9	281	95.17%		47
Year 10	277	93.96%		186
Year 11	264	92.54%		101
Year 12	186	94.20%		98
Year 13	151	93.41%		27
Male	871	94.65%		380
Female	874	94.70%		246
SEND	209	92.50%		3.14%

Non-SEND	1536	95.01%		1.59%
Pupil Premium	343	91.20%		194
Non PP	1402	95.58%		1.53%
LAC	7	100%		1.45%
EAL	104	95%		42
Non EAL	1641	94.70%		583

Current Work

- 100% certificates and pin badges issued to students who finished 20-21 on 100% attendance
- Late gate set up and operating to target punctuality
- Year 6-7 transition data reviewed. Identified 34 students to target who had low level issues at Primary and Attendance concerns. Head of Year and Attendance Manager meet with them every 2 weeks and we have set up a link to a community businessman who does motivational speaking and will be coming in next month to talk to students about aspirations/resilience and self-esteem.
- A cohort of students identified in BAS meetings have started a Boxercise intervention running every Monday and Wednesday before school. Establishing community links to a Professional boxer who has his own fitness classes who comes in to run the sessions. The equipment and fitness instructors time are all covered from funding secured from Sports England.

Behaviour

- Further tweaks have been added to strengthen our behaviour management practices at Longsands. We actively promote attendance at C2 after-school detentions first time through positive messages and Period 5 reminder slips. However, if a student does not attend their detention, the sanction is extended to an SLT Friday after-school detention. Previously, students were immediately placed in our Reflection Room for supervised learning the next school day. This change to our procedures maximises time in lessons for our students. For SEND students, detentions are completed in the Library with TA assistance, to ensure that they can access the work and to provide any additional support required to complete homework tasks.
- In detentions, students are making use of their knowledge organisers and can practice revision strategies. Alongside this work, for those students who have not met our expectations relating to excellent behaviour, reflective work is completed to ensure that the sanction is a learning opportunity and to reduce the likelihood of the student continuing in this manner. We are currently looking at the extending the work done with students in SLT detentions to include activities which contribute positively to our school community.
- Tutor Review Meetings: On Wednesday 29 September parents and carers are invited to a virtual appointment with their child(ren)'s tutor(s). The purpose of the meeting is to provide an opportunity to the child(ren's) wellbeing at the start of the academic year. Students who have an EHCP will also be invited to attend a second appointment with a member of the SEND department team. This gives parents and carers the

opportunity at the start of the academic year to raise and concerns or queries and to establish or build upon a positive working relationship between the school and home.

- Welcome to Evenings: Each Head of Year hosted a virtual 'Welcome to the Year Evening' on Wednesday 15th September. Each Head of Year introduced themselves and key members of staff. Information was shared in relation to key aspects of the academic year, specific to each year group. The presentations were recorded and remain available on the school website so that all parents and carers can access and refer to them at their own convenience. Key contact details were shared to enable parents and carers to direct questions to the appropriate member of staff.

Year	7	8	9	10	11	12	13
Number of views on the night the presentation was shared	142	125	102	154	175	91	87

Exclusions

Exclusions for the current academic year can be seen in figure 1 and the previous year's exclusion figures have been included for a comparison (figure 2). **Figure 1 (02 Sep 2021 – 22 Sep 2021)**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	1	1	1	0	2	0	0	5
Total Days	1	0.5	1	0	10	0	0	12.5
Maximum Duration	1	0.5	1	0	5	0	0	5
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

Figure 2 (01 Sep 2020 - 22 Sep 2020)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	3	0	2	1	8	1	0	15
Total Days	3	0	1.5	2	9	1	0	16.5
Maximum Duration	1	0	1	2	2	1	0	2
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

Safeguarding

Safeguarding data return	HT1	HT2	HT3	HT4	HT5	HT6
Referrals to Social Care	0					
Cases picked up by Social Care	0					
Early Help Assessments submitted/ cases opened at TAC level (or equivalent)	0					
Child Protection Plans currently in place	1					
Subject to Child In Need Plan	3					
Supported by TAC Plan/EHA or equivalent	16					
New: No. of children on EHCP	27					
New: No. of children on the edge of receiving support from social care or in process of being referred	0					
New: No. of those at risk of NEET (not in employment, education or training)	0					
New: No. in temporary accommodation	1					
Discriminatory incidents	1					
Bullying Incidents	0					
Recorded Restraints	0					
Prevent Concerns	0					
Prevent Referrals	0					
Previous LAC	6					
Current LAC	7					
Current no. on reduced timetable	5					
Current no. on reduced timetable exceeding a half term	4					
No. removed from roll to EHE	3					
No. of staff allegation this academic year so far	0					
No. of LADO referrals this year so far	0					

As it is early in the year there is little to report in terms of safeguarding. It is worth noting that we have received 3 domestic abuse notifications in the first two weeks and a concerning child protection case within the new Year 7 cohort. One of our LAC students left at the end of Year 11 and we have had a new one joining us in Year 7 so it's important to note that whilst the number is the same as last year, there has been a change in students.

Quality of Education

- Year 11 results

			Attainment 8			Progress 8				
	students	KS2 prior	all	Eng	Ma	Eng	Ma	EBacc	Open	Overall
2021	283	4.81	52.00	11.28	9.94	0.6	0.42	0.74	0.24	0.50
2020	281	4.79	50.39	10.3	9.9	0.1	0.39	0.59	0.16	0.33
2019	285	4.81	48.77	10.2	9.7	0.01	0.22	0.33	-0.05	0.14
2018	287	4.70	45.68	9.7	9.2	-0.08	0.19	0.13	-0.27	0.00

	Eng	Ma	Basics*	Eng	Ma	Basics*	Science	
	4+ %			5+ %			4+ %	5+ %
2021	86.6	80.6	78.1	73.9	58	54.8	86.3	68
2020	86.5	79	77.2	64.4	56.9	48.8	80.3	62.3
2019	79.3	80.3	71.6	62.8	55.8	47.4	73	50.4
2018	76	73.7	66.2	59.9	47.7	41.5		

	EB acc		5+ strong EM
	4+ %	5+ %	
2021	32.9	49.5	51.6%
2020	16.7	17.4	47%
2019	15.8	22.5	45.6%
2018	16	22.6	39.7%

Commentary about 2021 results:

- 2021 and 2020 results were derived from, respectively, Teacher assessed and Centre assessed processes.
- Whilst the outcomes demonstrate strong, positive improvements in all respects, we expect the 2022 cohort to return to traditional examination processes. Any future assessment results will not include data from these two year cohorts.

We currently expect national standards in 2022 to return to the benchmarks set in 2019. In order to meet this challenge, a number of additional initiatives are helping to drive further improvements in progress. These include:

- Extra tuition: three hours per week of extra tuition for all Year 11 students in Maths, science and selected optional subjects. Initial uptake for this is very promising, with 84% of students on roll (94% of those attending lessons on the same day) attending the first three sessions, w/b 13th September.
- My Tutor online tuition – Additional maths or science online tuition for Disadvantaged and other students not yet achieving grade 5.
- Both of these initiatives are coupled with additional time and resources to meet the well-being needs of students, particularly by recognising the hard work students are being asked to do through rewards and encouragement.

We continue to use and refine existing initiatives for improving results, including:

- Mentoring for students who are currently not achieving the 'basics' measure (English and Maths, both at grade 5)
- Weekly raising standards meetings, for students with low progress figures, and not being mentored.

- Year 11 Destinations

	2021 (283 students)		2020 (288 students)		2019 (284 students)		2018 (287 students)	
Longsands Sixth Form	136	48.1%	114	39.58%	179	63.03%	152	52.96%
Other Sixth Form	34	12%	45	15.63%	18	6.34%	23	8.01%
College	99	34.9%	111	38.19%	71	25.00%	98	34.15%
Apprenticeship/employment	7	2.5%	7	2.43%	6	2.11%	5	1.74%
Armed Services	1	0.40%	4	1.39%	1	0.35%	1	0.35%
NEET	6	2.1%	7	2.43%	9	3.17%	8	2.79%

- Year 13 results

	2021	2020	2019	2018	2017
A-level cohort	136	146	123	177	147
A-level ave points	40.09	38.72	30.1	31.95	29.74
A-level Ave grade	B=	B=	C	C+	C
A level VA	0.44*	0.37*	-0.06	0.12	-0.16
Applied cohort	83	82	60	43	66
Applied ave points	35.74	31.83	26.76	28.42	33.91
Applied ave grade	D	D-	M+	M+	D
Applied VA	0.6*	0.29*	-0.11	0.11	-0.51
Tech Level cohort	14	14	3	5	
Tech ave points	45	34.81	21.67	28.21	
Tech ave grade	D*-	D	M-	M+	

- Calculated using 2019 data

Commentary about 2021 results:

- As with GCSE results, 2021 and 2020 results were derived from, respectively, Teacher assessed and Centre assessed processes.
- Whilst the outcomes demonstrate strong, positive improvements in all respects, we expect the 2022 cohort to return to traditional examination processes. Any future assessment results will not include data from these two year cohorts.

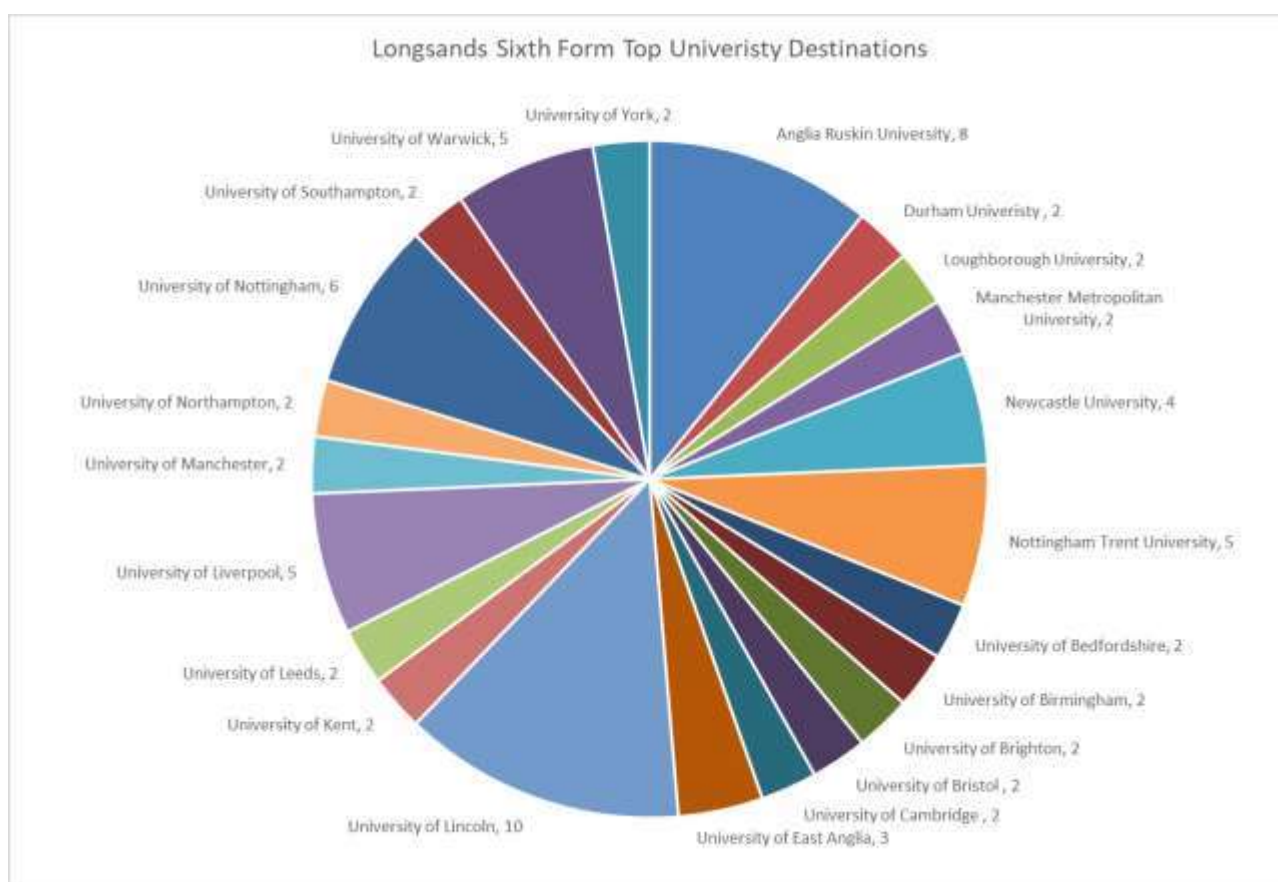
We expect national standards in 2022 to return to the benchmarks set in 2019. In order to meet this challenge, a number of additional initiatives are helping to drive further improvements in progress. These include:

- Extra tuition: through Keystone tutoring, for high performing students (24 students in total) targeting the most difficult courses, eg. Medicine, at high performing (Russell Group) universities.

We continue to use and refine existing initiatives for improving results, including academic mentoring for students by tutors, Heads of Year and support staff.

Year 13 Destinations

	2021	2020	2019	2019
Placed at University	60.1%	65.2%	52.3%	52.3%
Russell Group as % of those going to University	37.8%	30.4%	21.2%	21.2%
Taking up apprenticeships	11.4%	12.2%	14.1%	14.1%
Taking up employment	13.3%	11.6%	18.6%	18.6%
Gap Year	15.2%	9.1%	11.6%	11.6%
Combi into year 14	0%	1.8%	3.4%	3.4%
Total education & employment	100%	100%	100%	100%



- Curriculum highlights

We launched the '7 principles of a Lesson at Longsands' in September 2019 and we have successfully embedded this approach across the Academy, including a transition through 7 principles for remote teaching last academic year. The next phase of implementation is to ensure that the 7 principles are agreed and codified at a subject level. Departments have met together to discuss what the 7 principles look like in their subject area and documented a '7 principles of a lesson in subject X'. Senior leaders and heads of department have undertaken learning walks in departments to evaluate the implementation in the classroom.

We are now in the second year of implementing knowledge organisers and we have extended this initiative to include Years 10 and 11. So now, in addition to students in Years 7, 8 and 9 having a knowledge organiser for each term, students in Years 10 and 11 have a knowledge organiser for each subject that they study. Tutors have led a session where they have taught students how to use the knowledge organisers effectively.

- Continuing Professional Development

We began the new academic year with two Professional Development Days, where we shared the school and departmental improvement priorities for the year ahead. Sessions included safeguarding and ensuring a positive behaviour culture. Teachers participated in an 'Ofsted ready' session with a focus on the quality of education and the curriculum, which was led by Geraint Brown, Director of Teaching.

The first twilight CPD session of the year was led by Izzy Fox, with a focus on literacy development and writing strategies at a sentence level. All teachers have been given a copy of *The Writing Revolution* by Judith Hochman and Natalie Wexler, which underpins the literacy development strategy. Through this we continue to promote the importance of teachers engaging with literature as part of their professional development.

- Early Career Teachers

We have welcomed six Early Career Teachers who successfully completed their Initial Teacher Training in July. The ECTs are participating in a comprehensive new staff induction programme, which also involves more experienced new colleagues where relevant. Alongside this, ECTs and their mentors will participate in a programme of professional development delivered by the Education Development Trust and the Cambridgeshire and Peterborough Teaching School Hub. All new colleagues have a 'buddy' who offers informal support to help the new colleague settle in to Longsands.

- Initial Teacher Training

We have also welcomed a cohort of 14 trainee teachers across a wide range of subjects from four training providers: the University of Cambridge, the University of Bedfordshire, The Cambridge Partnership and the Cambridge Teaching School Network. Our partnership with St Ivo to jointly deliver CPD for trainees has expanded this year to include a greater number of joint sessions in order to share expertise from across the Trust.

- Sixth Form transition

The Year 12 academic enrichment programme was launched last week during 'Enrichment' on Wednesday period 5. Our entire cohort will be completing the 'Skills Booster: Transition to the Sixth Form', as created by Tutor2U. The online booster course is an interactive programme that holds 9 hours' worth of learning time. The course looks to enhance skills focussed on their study habits and how to manage independent time as effectively as possible. Below are the separate 9-hour titles that will be delivered in person:

1. How is Sixth Form different?
2. Acing the Sixth Form academics
3. Perfecting your existing skills
4. Better time management
5. Reflective learning

6. Managing Sixth Form projects
7. Outside the classroom
8. Leadership
9. Resilience

SEND

Students with SEND continue to achieve well at Longsands. Year 11 examination results for 2021 showed a high number of excellent outcomes for EHCP SEND students (compared to their target grades).

Subject	Average Target Grade for EHCP Students	Average Actual Grade for EHCP Students
English Language	3+	4=
Maths	4=	5-
Separate Science	5+	5-
Combined Science	43-	54-
All Subjects	4=	4+

A provision map has been completed to ensure that we can track support for students effectively. Small intervention groups are set up across year groups to support SEND students and reviewed in terms of impact with a focus on Lexonic, Phonics and Corrective Maths. A full and comprehensive SEND quality assurance programme is in place to ensure the SEND student voice, learning walks, attendance, behaviour and exclusions, and progress/attainment aspects of a SEND students school life are monitored, evaluated and refined. Three times within the school year, parents/carers of students with SEND are invited to meet with the SENCO to discuss any aspect of their child's school life that they feel is important. This information will feed into any future reviews and possibly may diagnose issues earlier, allowing us to intervene sooner.

A detailed academy staff SEND survey has been conducted on a now annual basis and a twice yearly parent/carers SEND survey is shared, both of these documents inform SEND practice and assist in tackling any issues identified by our stakeholders. In addition to these, a teacher referral form has been launched in the summer of 2021 to the whole staff to ensure there is an easy mechanism for teachers to express concern and request support for individual students. Added to this, on Wednesday afterschool the SENDCO holds a drop in for teachers to discuss any SEND students or concerns directly with her. The SEND team has planned an informal Coffee Morning for parents/carers of SEND students to come into Longsands and discuss issues with the SENDCO

SEND student profiles are created for every student and distributed to every subject teacher within the academy. These profiles are reviewed on a half termly basis and updates shared with key stakeholders. A detailed Quality Assurance schedule aimed at monitoring the delivery of education to students with SEND runs throughout the academic year and where appropriate, changes are made to the curriculum to bring about the best outcomes for SEND students as possible.

A curriculum review in English and Maths has been undertaken and the SEND team are working closely with these departments through the use of dedicated TAs and coordinated interventions. Our SEND work continues to benefit from the support of Nic Crossley, the Astrea Director of Inclusion and our SENDCO is part of the SEND network in the Trust.

Personal Development

- House System Update

We are in the process of putting together our House Council for this year. The roles of House Captain (Year 12), Vice House Captain (Year 11), Sports Captains (Year 10) and House Representatives (years 7, 8 and 9) were all applied for via Microsoft Forms. The forms were created and shared with the SEND team to ensure all students were able to access the process. As a result, students were able to identify traits and characteristics they thought appropriate to the role from a list that was given and then write a short application statement. We were overwhelmed with applications, especially for the House Representatives with 188 students applying, so Heads of Year and Form Tutors are working closely with Mr Powell to ensure that the House Council team is inclusive and representative of our Academy community. Once we have the House Council Team, we will be able to meet and decide our Academy Charity for the year and start planning the fundraising activities and events for the coming year.

- Enrichment programme

The Enrichment Programme for the Autumn Term has been completed and offers a rich and diverse range of opportunities for students to engage with. There is offering from all aspects of our curriculum areas across all year groups, Years 7 – 13 to enable all students to participate in these activities and they have all been categorised to highlight the wellbeing aspect each one can bring. Staff are going to be completing registers on SIMS to track attendance to these sessions which will then enable us to monitor PP and SEND engagement and put appropriate promotion and intervention in place where necessary. We have hosted an Anti Gambling Workshop for Sixth Form students, a Magistrate has led a workshop with Sixth Form Criminology students and ex-students, Simon Burton, led a talk with Sixth Form Politics students about life working as a Special Advisor for the Government.

- Tutor time reading launch

We expanded and improved on the tutor time reading project we trialled in the Summer term last year. Once a week in tutor time, years 7-11 read a novel with their tutor. The texts selected are young adult fiction which explore Personal Development themes such as bullying, identity, racism, radicalisation and family relationships. The tutors begin the session by reading aloud to the class, modelling reading with fluency and expression. Students then take it in turns to read aloud to improve their own confidence and fluency. The aims of the session are most importantly to share the experience of reading an engaging story together, as well as developing reading skills and using the stories as a springboard for tutors discussing relevant themes and issues with their tutees. There has been positive feedback from tutors so far about the specific novels chosen and student engagement with them and positive feedback about behaviour and atmosphere from Heads of Year. The next steps are to intertwine the reading and the PD curriculum more closely, for example making reference to the texts in assemblies or facilitating tutor time discussions around the text.

- Library Reopening

The Library has reopened to all year groups and has undergone significant improvements, such as reorganising the books by genre to help students select books by interest and improvements to the space. We have also developed the Personal Development and Careers sections of our library. All KS3 English classes now have fortnightly library lessons, during which they can take out books, read for pleasure and their teacher can interact with them to encourage their wider reading. The library has been very popular at break and lunchtimes, with students using the space to read and complete homework. There are between 40-50 students in the library at lunchtime every day. We held a 'golden ticket' reward event in the library for KS3 students who had made an excellent start to the term on

Roald Dahl Day (13th September) and plan to hold other literacy events for all key stages throughout the academic year.

- SLT Bupa Well-being Session

Bupa delivered a specialised session for the SLT based on Bupa's Principals of Wellbeing covering personal energy and how to stay in the 'peak energy zone', looking at three areas of My Body, My time and My Mindset in how we can build and protect our energy in each one. This is going to be followed up with an optional session that all staff can engage with to further support their own wellbeing and positive mental health.

School Business Update

- Site

During the summer closure period, the Academy's Site Team have worked to maintain and improve the school. This summer's works have included extensive painting and decorating of E Block, A17 Conference/Training Room, the Library Computer Room, various Offices and the outside of the Rosla building. We have also recarpeted all of H Block, the Staffroom, two new offices and two classrooms in C Block. Other works included preparation works for the installation of the new whole wall displays across the History, MFL, Geography and Science departments and in the Ritchie and New Halls. The Academy is continuing to work closely with Outtareach and further installations are scheduled for the Autumn Term. We have also installed a new hard surface outside our Design & Technology department for use when teaching bricklaying. This area will be finished with the moving of the shed, installation of a Water-Butt and painting of the surrounding walls. We have also addressed the issues that we have had with C Block heating. The old and damaged underfloor piping has been bypassed and raised to ceiling height, making the system efficient and accessible.

The Site Team have also worked through classrooms to carry out necessary repairs to windows locks, doors, display boards and furniture. As part of our checklist for classrooms we have ordered new classroom tables and chairs for all rooms in H Block. The chairs have arrived and are now in situ and the classroom tables will be installed when they arrive in the next couple of weeks.

We have also been successful in our application to the Woodland Trust for Hedging and Tree Saplings as part of the Queen's Jubilee Tree Planting Project. We will take delivery of over 300 saplings at the beginning of November and plan to arrange for student teams to plant these strategically across the site.

- IT Update

The IT Support team have continued their work to upgrade the systems throughout the Academy. We have over the summer closure period installed updates on all students' computers in the IT Suites across the site. The team have also worked hard to ensure classroom projectors and white boards are working and have replaced a number with 4G televisions as per the Trust's policy for electronic classroom displays. The G2 IT Suite is in the process of being relocated to the IT Suite at the back of the library and will be completed once the new equipment has been received. This is being completed as part of project to upgrade 150 Student laptops/pcs across the site with new versions.

- Finance Update

The academy continues to manage departments budgets for the 2021/22 Academic Year closely. The Academy continues to work closely with the central team to identify funding required for capital projects. Full Year End figures for the 2020/21 Academic Year have not yet been released.