



## LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

**Wednesday 8 December 2021**

**To be held at 5.30pm**

**In conference through Microsoft Teams**

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

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

**Clerk:** Melanie Basson

**Apologies:** Gavin Walsh, Barbara Hughes

Minute Reference	Summary of action required	Responsible	Status
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	Complete- Acknowledged
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	Complete – agenda item 7 Policy to schedule
30.09.2021 Item 4	Statutory governance information to be published	Academy	Complete
30.09.2021 Item 6	Present data for students attending enrichment sessions for PP/SEN cohort at next LGC meeting	J Powell	Complete – agenda item 10
30.09.2021 Item 7	Arrange contact with Mr Young and another LGC Chair in the Trust sharing experience of what to expect as a Chair in preparation for an Ofsted visit	Clerk	Complete
30.09.2021 Item 9	Policies adopted at this meeting to be published and shared with staff.	Academy	Complete
30.09.2021 Item 11	Present anonymised data recorded in CPOMS regarding safeguarding incidents relating to race, gender and sexual behaviour at the next LGC meeting	C Greaney	Complete – agenda item 9

30.09.2021 Item 12	Present evidence of impact and analysis of the Quality Assurance of SEN objectives	A Lesurf	Complete – agenda item 10
30.09.21 Item 14	Longsands Impact Statement 2020-21	ALL	Agenda item 15

## Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies <ul style="list-style-type: none"> <li>BH and GW have sent apologies</li> </ul>	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 30 September 2021 (p4-11)	Papers attached - Chair
4	25 mins	Principal's report and questions (p12-26)	Papers attached - Principal
5	5 mins	SIP 2021-22	Oral item - Principal
6	10 mins	Year 11 Mock Exam Update	Oral item - JRM
7	5 mins	Homework analysis	Oral item IJF, JRM and SAH
8	5 mins	Policies to be reviewed <ul style="list-style-type: none"> <li>Bereavement Policy</li> <li>Careers Policy (CEIAG)</li> <li>Mental Health policy (SEMH)</li> <li>Feedback Policy</li> </ul>	Papers attached - Chair
9	5 mins	Safeguarding <ul style="list-style-type: none"> <li>Data incident report – race, gender and sexual behaviour</li> </ul>	Oral item - CG
10	5 mins	SEND <ul style="list-style-type: none"> <li>Quality Assurance</li> <li>Enrichment session attendance</li> </ul>	Oral item – AAL/JP
11	5 mins	Member Training confirm completion <ul style="list-style-type: none"> <li>Educare safeguarding modules</li> <li>CPD session sexual harassment awareness</li> <li>CPD session LGBTQ+ language</li> </ul>	Oral item – Chair
12	5 mins	Member visits <ul style="list-style-type: none"> <li>DM Personal Development visit report 9 Nov 21 (p27-28)</li> <li>LL Leadership &amp; Management and Sixth Form visit report 26 Nov 21 (29-30)</li> </ul>	Papers attached- Chair

		<ul style="list-style-type: none"> <li>Member visit feedback</li> </ul>	
13	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> <li>Next LGC meeting 3 March 2022</li> </ul>	Oral item - Chair
14	2 mins	Any Other Business	Oral item - Chair
15	20 mins	<b>Part B (Confidential):</b> HR updates Longsands LGC Impact statement	Principal ALL



## LONGSANDS ACADEMY

### Local Governance Committee (LGC) Meeting

**Thursday 30 September 2021**

**Held at Longsands Academy**

### MINUTES – PART A

Members Present:	Mark Young - Chair; Neil Owen - Principal - Longsands Academy Lee Larcombe - Vice Chair; Barbara Hughes; Dawn Milne; Nathaniel Stephenson; Donna Singleton.		
In Attendance:	Melanie Basson (Clerk); Clare Greaney – Vice Principal; Alf Lesurf - Assistant Principal, Inclusion; Julian Merson - Assistant Principal Assessment and Moderation; James Powell - Assistant Principal, Personal Development; Gavin Walsh – School Business Manager.		
Minute Reference	Summary of action required	Responsible	Status
19.05.2021 Item 5	Anti-bullying policy and Sixth Form Code of Conduct (Prospectus) to be published accordingly	Academy	Completed
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	Completed
07.07.2021 Item 5	Year 11 and 13 examination results to be reported at the next LECC meeting. Clerk to add to next LGC agenda.	J Merson Clerk	Completed
07.07.2021 Item 5	Longsands response to Ofsted Report into review of sexual abuse in schools and colleges to be presented to the LGC. Clerk to add to next LGC agenda.	J Powell Clerk	Completed
07.07.2021 Item 5	LECC members to have a tour of the school prior to next LGC meeting.	Principal/Clerk	Completed
07.07.21 Item 5	Year 12 mock examinations to be added to next LGC agenda	Clerk	Completed
07.07.2021 Item 6	Policies adopted at this meeting to be published and shared with staff.	Principal	Completed

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	TBD
19.05.2021 Item 5	Sixth Form dress code to be considered for review, outcome to be fed back to LGC.	Principal	TBD
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	Visit TBA for before half term
30.09.2021 Item 4	Statutory governance information to be published	Academy	Clerk updated and sent to Academy to action
30.09.2021 Item 6	Present data for students attending enrichment sessions for PP/SEN cohort at next LGC meeting	J Powell	Clerk to add to agenda
30.09.2021 Item 7	Arrange contact with Mr Young and another LGC Chair in the Trust sharing experience of what to expect as a Chair in preparation for an Ofsted visit	Clerk	Clerk sent DS Ofsted webinar - Complete
30.09.2021 Item 9	Changes made to policies by the Academy to be highlighted on presentation to the LGC for ratification	ALL	Ongoing
30.09.2021 Item 9	Policies adopted at this meeting to be published and shared with staff.	Academy	Clerk sent to MT 13 Oct
30.09.2021 Item 11	Present anonymised data recorded in CPOMS regarding safeguarding incidents relating to race, gender and sexual behaviour at the next LGC meeting	J Powell	Clerk to add to next agenda
30.09.2021 Item 12	Present evidence of impact and analysis of the Quality Assurance of SEN objectives	A Lesurf	Clerk to add to next agenda
30.09.21 Item 14	Longsands Impact Statement 2020-21	ALL	Clerk to add to next agenda

## 1) Election of Chair

The Clerk informed all present that Mark Young was re-appointed as Chair to Longsands LGC.

The Clerk informed the committee that the DfE Academies Handbook has been recently reviewed, and the Trust and its committees are required to publish agendas, minutes and papers from committee meetings. In light of this, all LGC members and those present were asked to bear confidentiality in mind in both discussions and presented papers and to ensure personal information relating to individuals is anonymised.

Clerk handed proceedings over to Mr Young.

## 2) Introductions and Apologies

LGC members took part in a tour of the Academy and visited H block, a typical Science classroom, the Library and the New Hall, and noted:

- The Trust has a 5 year rolling program regarding investment plans for the Academy site, which will be shared with the LGC in due course
- Science laboratories/classrooms have had a modernised upgrade

- New carpets have been laid in H Block classrooms and walls freshly painted
- Large TV presentation screens have replaced the obsolete projectors in some classrooms, improving the interactive delivery of learning for students
- Library garden environment has been developed offering an inspiring outdoor space for students
- Large customised decals and framed posters are displayed around the school, enhancing the inspiring learning atmosphere

LGC members were pleased to see where investment was being made to improve the learning environment and recognised that further capital investment is needed to improve some areas of the older school buildings. Mr Young informed members that the need for capital investment into the school site has been raised with the Trust in a recent visit from the CEO and Trustees.

The Principal and Mr Walsh were thanked for the school site tour, which members found very beneficial.

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

Apologies for absence were received from Richard Slade and these were accepted by the committee.

The committee were informed that Julie Bloor has been appointed as the Link Trustee for Cambridgeshire.

### **3) Terms of Reference and Scheme of Delegation**

The Committee Terms of Reference and Scheme of Delegation were circulated to committee members in advance of the meeting and these were adopted.

The committee acknowledged the change of name from Local Education Consultative Committee (LECC) has been re-named Local Governance Committee (LGC).

### **4) Declarations of interest (annual)**

Committee members confirmed individual statutory declarations of interest were correct and up to date. [Clerk to update any changes accordingly and arrange publishing of Statutory Governance Information.](#)

There were no declarations of interest for agenda items regarding this meeting.

### **5) Minutes, Action tracker and Matters Arising**

The minutes of the last Longsands LECC meeting held on 7 July 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.

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

### **6) Principal's Report and questions**

The Principal's 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.

Mrs Greaney informed the committee that the Academy continues to follow advice regarding Covid-19 cases from the relevant authorities.

## **Admissions**

The Academy open evening taking place this week inviting Year 6 students and their parent/carer to visit the school and view presentations, which will take place in accordance with COVID safe guidelines. In order to support SEN and PP transitioning from current Year 6 to Year 7 next September 2022, the committee were informed SEN/PP students will be offered additional transitional opportunities.

The committee noted School Admission appeals were all resolved with no referrals to panel.

## **Sixth Form**

LGC members noted Astrea Sixth Form has transitioned to Longsands Sixth Form.

With a view to promoting Longsands Sixth Form to potential students, the Academy is working with Cambridge TV to present a program where students share experiences of what the Sixth Form has to offer, to be used in social media and the Sixth Form Prospectus.

Mrs Milne questioned with regards to promoting recruitment to the Sixth Form, do students currently attending the Sixth Form share their experiences with the current Year 11 cohort. The Principal confirmed that this is in place and existing students support Sixth Form outreach and open evenings.

## **Attendance**

Mrs Greaney reported regarding attendance for all year groups, which is 94.72% to date, this academic year.

## **Safeguarding**

The LGC noted the Principal's report regarding safeguarding and current concerns.

## **Quality of Education**

The LGC noted the Principal's report regarding Year 11 and Year 13 destinations.

Mrs Hughes questioned whether the Academy has identified any benefits as a result of last academic years approach to awarding examination grades to Year 11 and Year 13. The Principal reported that a consequence of the TAG process was for Academy staff to assess and benchmark students work in departments, affording colleagues even more of an insight and understanding of the process examining bodies go through when awarding students with grades, which will help with professional development when setting and marking students work and offering effective feedback in the future.

## **Personal Development**

Mr Powell reported regarding the enrichment programme as detailed in the Principal's Report.

The Academy is tracking student attendance of enrichment sessions, which will enable the Academy to monitor PP and SEND engagement and put appropriate promotion and intervention in place where necessary. Mr Powell to present figures and responses to this at the next meeting. Clerk was asked to add to the next LGC meeting agenda.

The Principal and SLT were thanked for their reports.

## **7) School Evaluation Form**

The Principal reported that the SEF has been reviewed and will be shared with the LGC at the next meeting.

The Clerk to arrange a meeting with the Chair and another Trust LGC Chair, with a view to sharing experience of what to expect as a Chair in preparation for an Ofsted visit.

## 8) Year 11 update and Year 12 mock results

Mr Merson reported regarding Year 12 mock exam results and the highlights were shared with the LGC:

- Headline figures for the current Year 12, showing the number of students in the cohort, L3 overall averages for points per entry, grade and the value added compared with the past three years
- Department summaries and results
- Current developments to support students
  - Analysis and feedback on results
  - Additional curriculum time
  - Student panels
  - Tutoring and mentoring
  - Additional sources of learning tools
  - Focus on homework
  - Mental health support

Mr Merson was thanked for his report.

## 9) Policies

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

- Safeguarding policy 2021-22
- Attendance policy 2021-22
- Early Career Teacher guidance 2021-22
- SEND policy 2021-23
- Behaviour Management policy 2021-22

The Academy was asked to highlight any changes to policies when presenting to the LGC for ratification. Academy to note.

LGC members questioned whether the Academy should include the LGC link lead responsible for safeguarding in the Safeguarding policy. Clerk to raise with Nic Law.

Clerks note: In follow up, academies determine what local arrangements are in place in Section 11.5 of the Safeguarding policy. Details of how to contact the Longsands LGC Chair are included in the published policy, by which the safeguarding link lead could also be contacted.

These policies were adopted by the LGC and will be published accordingly by the Academy.

## 10) Child Protection annual monitoring report

The annual Child Protection monitoring report 2020-21 was circulated to the committee in advance of the meeting and this was acknowledged by the LGC.

## 11) Ofsted Report into Sexual abuse in schools and colleges – Longsands response

Mr Powell reported the outcome of the student survey carried out by Longsands Academy, across the school and the findings were shared with the LGC:

- 50% of students reported they have never seen or experienced sexism or sexual harassment in school.
- 50% of students reported that they have seen or experienced sexism or sexual harassment in school



- 90% of girls and 50% of boys reported seeing sexual images
- 92% girls and 74% of boys reported experiencing sexual name calling on a regular basis

The LGC noted the actions taken by Longsands Academy in response to the findings of the survey and to sexual abuse in schools and colleges, as reported by Ofsted in July 2021.

- Personal development lessons to be presented to single sex genders
- Information shared with parents/carers
- Student focus groups set up
- RHSE policy has been updated and is supported by the rigorous curriculum
- Implementation of 'TellUs' email address and boxes around school for students to report any issues of concern
- Incidents recorded on CPOMS in categories
- The Academy work closely with the PHSE Lead in Cambs
- CPD training for all staff is schedule to take place on 2 November 2021.
- Head of Year 10 and 11, assemblies to take place in person to enforce which behaviours are not acceptable
- Years 7-13, assemblies to enforce which behaviours are not acceptable
- Single sex sessions accommodating gender fluid students to choose whichever session they feel more comfortable.

The LGC noted that all safeguarding incidents reported are assessed and categorised by the safeguarding team and recorded on CPOMS under the relevant category i.e. related to race, sexual behaviour and gender.

The Academy to report anonymised CPOMS data relating to these categories at the next LGC meeting. The Clerk was asked to add this to the next LGC meet agenda.

Mr Powell was thanked for their report and left the meeting.

## **12) SEND Update**

Mr Lesurf expanded on the Principal's report update of the SEND provision at Longsands Academy.

The LGC noted that Longsands currently have 195 students identified with SEND (Special Educational Needs and Disability), 27 of which currently have an EHCP in place (Educational Health Care Plan).

The LGC noted the Academy have put in place a full and comprehensive SEND quality assurance programme 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.

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.

The Academy invite parents/carers of students with SEND to discuss any aspect of their child's needs, with a view to identifying needs and putting interventions in place earlier. The SEND team plan to hold an informal coffee morning inviting parents into Longsands and discuss issues directly with the SENDCO and other members of staff.

Monthly drop in sessions offering Academy staff the opportunity to ask questions about students they are teaching are in place. Bespoke CPD sessions are available for Teaching staff to understand complexities of students needs, delivered in pre-recorded digital workshop modules covering such conditions as ADHD, Dyslexia, Autism, DAMP, Dyspraxia and PDA.

The LGC noted actions taken by the Academy to accommodate improvements to the SEND provision:

- Every students EHCP has been individually assessed
- Every SEND student has an individual profile identifying their needs
- Student profiles have been printed and handed to all teachers for reference
- Staff SEND survey in place to support how student profiles are used and establish where improvements can be made
- 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.
- Curriculum review in English and Maths with coordinated interventions for students with SEND
- Seven Principles of an SEN lesson

Mr Stephenson reported that staff have seen positive improvement already in the awareness and understanding in supporting students with SEND.

Mr Young questioned whether the Academy have completed the actions in response to points raised by Ofsted at the last visit. Mr Lesurf reported that, with support of Nic Crossley, who visited weekly for five weeks, the Academy has actioned all points detailed in the SEND action plan. The Academy is working hard to evidence that support for SEND students has been implemented at Longsands in line with the trust wide system.

Mr Lesurf reported that interventions put in place to support SEND students resulted in an average reading age improvement by 4 years.

In light that intervention programs in English and Maths resulted in positive impact on SEN student outcomes, Ms Singleton questioned whether improvements to student progress in other subjects could be attributed to these interventions. Mr Lesurf reported the quality assurance plan in place will provide evidence as to the impact of SEN objectives and interventions on student progress.

The Clerk was asked to add 'Impact and analysis of the Quality Assurance of SEN objectives', as set out in the SEND action plan, to the next LGC agenda.

Mr Lesurf was thanked for his report.

### **13) Member training**

Committee members were asked to complete the mandatory safeguarding training modules through the Educare platform, no later than the October half term:

- Child Protection in Education
- Equality and Diversity
- Sexual Violence and Harassment between children
- Prevent Duty (Safeguarding Link Lead)
- KCSIE Part 1

### **14) Future agenda items and confirmation of forthcoming dates**

The committee noted the date of the next Longsands LGC meeting date is scheduled for Wednesday 8 December 2021.

Future agenda items:

- Longsands Academy Homework policy
- Longsands Academy LECC Impact Statement 2020-21
- Enrichment attendance data
- Safeguarding incident data involving race, gender and sexual behaviour

- Quality assurance of SEND objectives

#### **15) Any Other Business**

Attendees were thanked for their contribution and SLT members left the meeting.  
The meeting finished at 7.50pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 3 November 2021



# **Principal's Update**

## **Longsands Academy**

**December 2021**

# Leadership and Management

## Highlights since last meeting

### Open Evenings

- Our annual Open Evening was held on 7<sup>th</sup> October. The evening ran across two sessions on the evening with feeder schools assigned different times to attend to allow us to manage the flow and distribution of individuals across the site. Current students acted as wonderful ambassadors for the Academy showing groups of prospective students and their families around. All departments were represented during the evening, each having two identical classrooms to once again ensure an even distribution of people in any one area. Feedback received has been positive.
- Our Sixth Form Open Evening took place virtually on Thursday 21 October. The event was moved to a virtual evening due to a rise in Covid-19 cases in the area and following LA advice. Longsands Sixth Form had worked with Cambridge TV to produce subject specific videos covering the curriculum overview, destination pathways and further enrichment opportunities. The new website was the platform for the new Open Evening and is a comprehensive repository for information pertaining on how to apply, timelines and the Sixth Prospectus.

### Covid-19 updates

- The Schools Immunisation Team attended Longsands on 22<sup>nd</sup> October. All eligible students who were given consent, and post 28 days over having Covid, were vaccinated equating to over 600 students.
- Cambridgeshire was granted Enhanced Response Area (ERA) status and as such, from the 6<sup>th</sup> October, the following measures have been put in place:
  - Secondary schools to reintroduce face coverings for pupils and staff in communal spaces but not in classrooms. Primary schools may wish to consider the same arrangements for their staff.
  - Staff should socially distance from each other within school buildings including in shared spaces such as staff rooms, where possible. Teaching should continue face to face as normal. We would recommend staff meetings are virtual.
  - All visitors to schools must wear face coverings in school buildings.
  - All non-essential events where parents visit schools are moved to being held virtually.
  - Secondary schools should promote and monitor uptake of twice weekly LFD testing and Covid-19 vaccinations for all staff and pupils.

### SLT Cross School Working Parties

- Cambridgeshire Astrea Principals have met frequently this term and spent a morning in each other's school to discuss key school improvement priorities and meet with key staff. As part of this, SLT cross school working parties have been set up in where we talked about what the common priority themes we had were. The aim of these groups is to support each other, share great ideas and practice between schools, and to bring in external expertise where it would be helpful. So far the groups have been focused on Personal Development, Behaviour, and Raising Achievement.

### Appraisal

Staff appraisals were conducted in October, with colleagues and line managers evaluating the targets from the 2020-21 appraisal cycle and setting targets for the 2021-22 cycle. Each individual has at least one target that supports a priority identified in their department's action plan. The appraisal meetings were also an opportunity to discuss colleagues' well-being.

## PARENTAL ENGAGEMENT

### Parent and Carer Survey

The annual parent/carers survey was shared with all parents/carers in the week beginning 1<sup>st</sup> November. The survey replicates previous surveys conducted over the previous two academic years. Responses have provided valuable information and demonstrate a strong positive improvement in all areas when looking at the three-year trend.

### Tutor Review Meetings

On Wednesday 29 September parents/carers were invited to a virtual appointment with their child(ren)'s tutor(s). We received excellent attendance. The purpose of the meeting was to provide an opportunity to the child(ren's) wellbeing at the start of the academic year. It also gave parents/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.

### Parent Working Party

We conducted a summary meeting of the Communication Working Party on 15 November where we thanked the parents/carers involved for their incredibly insightful and helpful work around how we can improve our communications across the Academy to our parents and families. From this, we will be in contact with them at the end of each term so that they are able to continue to give us feedback on this and on a range of other areas that we are developing, including a focus on homework this half term.

### Year 12 Parents Evening

We held our Year 12 Parents Consultation Evening on the 25th November. This was held virtually. This was very well attended by parents/carers and was an opportunity at this very important stage of their education to discuss how students have started their courses and set out our expectations in terms of Year 12 and how parents/carers can support their child(ren) to achieve their full potential.

## SPECIAL EDUCATIONAL NEEDS (SEN) AND LOOKED AFTER CHILDREN (LAC)

### Number of students on the SEN register:

SEN 'K'	Number	%	SEN 'EHCP'	Number	%	SEN 'All'	Number	%
Year 7	33	11.3%	Year 7	3	1.0%	Year 7	36	12.3%
Year 8	31	10.7%	Year 8	6	2.1%	Year 8	37	12.8%
Year 9	39	13.9%	Year 9	6	2.1%	Year 9	45	16.1%
Year 10	35	12.7%	Year 10	7	2.5%	Year 10	42	15.2%
Year 11	29	10.9%	Year 11	2	0.8%	Year 11	31	11.7%
Year 12	12	6.5%	Year 12	2	1.1%	Year 12	14	7.6%
Year 13	5	3.3%	Year 13	3	2.0%	Year 13	8	5.3%
<b>All</b>	<b>184</b>	<b>10.6%</b>	<b>All</b>	<b>29</b>	<b>1.7%</b>	<b>All</b>	<b>213</b>	<b>12.3%</b>

### Number of LAC: (total)

LAC	Number	%
Year 7	1	0.3%
Year 8	1	0.3%
Year 9	1	0.4%
Year 10	2	0.7%
Year 11	1	0.4%
Year 12	1	0.5%
Year 13	0	0.0%
<b>All</b>	<b>7</b>	<b>0.4%</b>

## SEND UPDATES

- The SENDCO has met with every Head of Department to work with them to undertake a subject SEND focus where the curriculum and student work were reviewed. In addition, the SEND team conduct learning walks aimed at focussing on SEND needs in the classroom. The SEND department have produced a specific SEND 'health check' for each Head of Department.
- We also had our first half termly SEND coffee morning and more are planned after Christmas (albeit virtually). This was an excellent event where some new possible students were brought to our attention and parents/carers were able to meet and share common experiences.
- The SEND teacher referral system has been well adopted with sixteen students focussed on because of teacher concerns. Some of these have already resulted in enhanced support such as exam access arrangements and diagnostic screenings.
- In our most recent parent/carer survey it was noted by some parents that they felt that their child was receiving better support this year with their SEND needs and this is yet more evidence to suggest that what we are doing is starting to have impact.
- Nic Crossley reviewed the SEND progress since the audit in June. It was noted that the large majority of the action plan was completed. Of note was the confident articulation of the provision of SEND students and the reflections on curriculum adaptations and classroom practice with extensive examples.

## PUPIL PREMIUM GRANT (PPG)

Number of students currently entitled to receive PPG

PPI	Number	%
Year 7	75	25.7%
Year 8	57	19.7%
Year 9	56	20.0%
Year 10	57	20.7%
Year 11	54	20.4%
Year 12	29	15.7%
Year 13	17	11.3%
<b>All</b>	<b>345</b>	<b>19.9%</b>

INITIATIVE/INNOVATION	IMPACT (WITH COMMENTARY)
The provision of the Scholars Programme run by the Brilliant Club.	Twelve high achieving Year 10 students (70% PPI), work with a PhD postgrad to work on a university style dissertation on an area related to their PhD studies. This programme pushes our students out of their comfort zones and teaches them skills in coping with the demands and rigor of university life. We will be expanding the programme into KS3 and increasing numbers at KS4.
Year 7 Trip to Grafham Water	This course was organized by Kate Saunders (Head of Year 7) and was open to all Year 7 students and all the PPI students were able to attend free of charge. This has formed part of the wider cultural education we wish to offer all Longsands students as part of their minimum entitlement.
Counselling to specific PPI students	As part of our membership of Mabel, we have been able to purchase credits for therapy aimed at specific PPI students who are currently struggling to access school due to anxiety. We hope that this will improve their attendance over time.
Free Textbooks and Revision Guides	All PPI students have been offered free textbooks and revision guides for the subjects they study. It is hoped that this will enable homework to be completed to a higher standard and improve overall progression.
IT Equipment	For a small number of PPI students (especially those with SEND as well), we have purchased laptops so students can access work at home and complete homework.

**Uniform & Equipment**

We have been able to provide uniform (or parts of) to any PPI student who has needed it as well as school equipment. This has removed easy barriers in learning and has helped all of our students to feel part of the Longsands community, regardless of home income.

## Behaviour and Attitudes

**Mobility:**

Leavers as of 2021:

	Number left	Of which SEN	Of which PP
Year 7	2	1	1
Year 8	5	1	2
Year 9	4	1	2
Year 10	2	0	0
Year 11	1	0	1

9 students 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	1	0	0
Year 8	6	0	2
Year 9	3	0	1
Year 10	7	0	0
Year 11	3	2	1



## Attendance



	Cohort	No. of Sessions Absence	No. of Sessions Present	% Attendance	% Absence	% Exclusions	% Holidays	% Illness	% PA	No. of Lates
ALL	1737	14860	147839	90.9%	9.1%	0.1%	0.0%	0.7%	35.9%	3283
Secondary	1402	12357	119353	90.6%	9.4%	0.1%	0.1%	6.7%	37.4%	2718
Sixth Form	335	2503	28486	91.9%	8.1%	0.0%	0.1%	4.9%	29.6%	565
Year 7	292	2033	25799	92.7%	7.3%	0.0%	0.1%	5.9%	34.9%	380
Year 8	289	2389	24643	91.2%	8.8%	0.0%	0.0%	6.4%	33.2%	585
Year 9	280	2313	24082	91.2%	8.8%	0.0%	0.1%	6.6%	35.4%	218
Year 10	276	2790	22908	89.1%	10.9%	0.3%	0.1%	7.1%	40.6%	1000
Year 11	265	2832	21921	88.6%	11.4%	0.2%	0.1%	7.7%	43.8%	535
Year 12	185	1292	15868	92.5%	7.5%	0.0%	0.1%	4.3%	26.5%	421
Year 13	150	1211	12618	91.2%	8.8%	0.1%	0.2%	5.7%	33.3%	144
Male	870	7199	74443	91.2%	8.8%	0.2%	0.1%	5.9%	34.5%	1932
Female	867	7661	73396	90.5%	9.5%	0.0%	0.1%	6.8%	37.4%	1351
SEND	213	2441	17617	87.8%	12.2%	0.4%	0.0%	6.3%	40.8%	645
K	184	2091	15229	87.9%	12.1%	0.5%	0.1%	6.8%	42.4%	557

E	29	350	2388	87.2%	12.8%	0.0%	0.0%	2.8%	31.0%	88
Non-SEND	1524	12419	130222	91.3%	8.7%	0.0%	0.1%	6.4%	35.2%	2638
Pupil Premium	342	4432	27495	86.1%	13.9%	0.3%	0.0%	8.3%	49.7%	1054
Non Pupil Premium	1395	10428	120344	92.0%	8.0%	0.1%	0.1%	5.9%	32.5%	2229
Pupil Prem/SEND	76	1112	6060	84.5%	15.5%	0.3%	0.9%	75.9%	48.7%	342
Non Pupil Prem/Non SEND	1258	9099	108787	92.3%	7.7%	0.0%	0.1%	4.7%	32.1%	1926
Looked After	7	32	617	95.1%	4.9%	0.0%	0.0%	3.4%	14.3%	9
EAL	102	676	8860	92.9%	7.1%	0.0%	0.0%	5.1%	29.4%	164
Non EAL	1635	14184	138979	90.7%	9.3%	0.1%	0.1%	6.4%	36.3%	3119

## Current Work

- Whole School Reward System launched. Established links with local businesses to offer prizes. Weekly Attendance update and tickets issued by form tutors. This will provide a whole school approach and ensure students know what their attendance is. It helps whole school communication and engagement.
- Updates in SWB and PWB
- Created evidence file to showcase Attendance
- Set up regular meeting with SENDCo to discuss K and E students and will get TA's to have regular conversations with these students regarding their attendance.

## ALTERNATIVE PROVISION

Number of students currently receiving Alternative Provision

**17.4% of all have an EHCP**

Year Group	Number of AP Students	Number of EHCPs
7	0	0
8	4	1
9	2	0
10	9	0
11	7	2
12	0	0
13	1	1
<b>Total:</b>	<b>23</b>	<b>4</b>

**AP students**

## Behaviour

We continue to refine our current procedures to strengthen our positive behaviour management practices at Longsands.

- We have ensured that students who are consistently meeting our expectations are recognised and encouraged, such as via a congratulatory letter to all students without a behaviour point at half term.
- We have strengthened our response to emerging trends in behaviour data. Data is reviewed on a weekly basis via an SLT update and appropriate interventions are discussed. Heads of Year engage with data on a weekly basis as part of their SLT link meetings. All staff receive weekly behaviour reminders and CPD in whole staff briefing to promote consistency and to address and misconceptions. Heads of Department received a half-term summary of the behaviour data in their own subject area for comparison with whole school data, which was discussed with SLT links. Departments are now actioning the agreed strategies, for example by ensuring that House Points are awarded consistently across all year groups.
- In response to C2 data, we are focussing upon supporting students with homework completion. All Year 7 and SEND C2 detentions are completed at homework club to enable students to access support and develop effective independent study habits. Further work is ongoing to ensure tasks on Doodle are consistently explicitly clear and accessible for all students.
- Most recently, we have completed a staff behaviour survey which has supported our view that behaviour is excellent across the Academy in lessons, that staff are confident in effectively managing behaviour in their classrooms and that the current behaviour procedures are effective. Priorities for further improvement included promoting the same excellent behaviour in lessons at social and transition times, consistency with addressing uniform issues and further promoting punctuality to lessons.

### Behaviour Data by subject (September/October 2021)

	C1s Issued	C2s Issued	House Points	C1s Issued %	C2s Issued %	House Points %	Curriculum Time/ Student Periods
Art	36	22	284	2%	3%	2%	3%
Business	7	23	13	0%	3%	0%	2%
Computing	55	17	848	3%	2%	6%	5%
Drama	58	6	130	3%	1%	1%	1%
English	236	78	1611	13%	9%	11%	15%
Geography	212	40	957	11%	5%	7%	7%
History	44	33	1064	2%	4%	7%	7%
Maths	333	176	1595	18%	21%	11%	14%
Media	0	0	12	0%	0%	0%	1%
MFL	263	42	1667	14%	5%	12%	9%
Music	5	0	251	0%	0%	2%	2%
PE	163	10	475	9%	1%	3%	7%
RE	10	20	306	1%	2%	2%	2%
Science	261	83	1822	14%	10%	13%	17%
Social Sciences	0	2	144	0%	0%	1%	3%
Technology	25	22	1230	1%	3%	9%	4%

### Students not receiving a sanction/reward (September/October 21)

	C1	C2	C3	Exclusion	House Point
Year 7	72.5%	80.4%	98.6%	99.7%	1.7%
Year 8	54.5%	76.4%	95.5%	99.7%	0.7%
Year 9	54.6%	83.3%	98.2%	99.6%	0.0%
Year 10	65.0%	81.6%	95.3%	98.2%	1.8%
Year 11	70.6%	77.4%	96.6%	98.1%	3.8%
Year 12	100.0%	90.0%	100.0%	100.0%	61.2%
Year 13	100.0%	96.9%	100.0%	99.2%	61.5%

## C2- Reasons

	C1s Issued	C1s Issued	C2 Continued Disruption to the Lesson	C2 Failure to follow instructions	C2 Failure to complete homework	C2 Lateness to school	C2 Rudeness towards staff or student	C2 Confiscation of mobile phone	C2 Talking when inappropriate	C2 Refusal to work	C2 Breaking Uniform Policy	C2 Failure to bring equipment/PE kit	C2 Damage to IT
Year 7	194	88	5	2	64	0	0	1	8	0	0	4	0
Year 8	408	193	35	22	67	0	15	7	9	5	2	15	0
Year 9	477	106	16	12	34	0	8	6	5	2	3	8	0
Year 10	352	166	31	22	45	0	10	4	16	5	2	1	0
Year 11	151	142	17	13	70	0	9	5	1	2	3	0	0
Year 12	0	36	0	0	11	0	0	9	0	2	0	0	1
Year 13	0	8	0	0	3	0	0	1	0	0	0	0	0

## 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 – 30 Nov 2021)**

Exclusions 2021/22													
		Male	Female	PPI (345)	SEN (213)	Fixed Days	Y7	Y8	Y9	Y10	Y11	VI Form	Total Incidents of Exclusion
Autumn 20	September	8	1	6	6	28.5	1	1	1	2	3	1	9
	October	7	2	6	4	26.5	0	2	0	4	3	0	9
	November	21	4	16	15	39.5	3	8	2	10	2	0	25
	December												
Total Autumn		36	7	65.1%	58.1%	94.5	4	11	3	16	8	1	43

**Figure 2 (01 Sep 2020 - 30 Nov 2020)**

Exclusions 2020/21													
		Male	Female	PPI (302)	SEN (204)	Fixed Days	Y7	Y8	Y9	Y10	Y11	VI Form	Total Incidents of Exclusion
Autumn 20	September	22	4	13	8	29.5	4	2	5	1	13	1	26
	October	13	2	10	8	38.5	2	1	2	5	5	0	15
	November	28	8	23	14	58	8	2	9	11	6	0	36
	December	19	3	12	10	39	1	1	3	7	8	2	22
Total Autumn		82	17	58.6%	40.4%	165	15	6	19	24	32	3	99

## Safeguarding

Safeguarding data return	HT1	HT2	HT3	HT4	HT5	HT6
Referrals to Social Care	0	0				
Cases picked up by Social Care	0	0				
Early Help Assessments submitted/ cases opened at TAC level (or equivalent)	0	0				
Child Protection Plans currently in place	1	1				
Subject to Child In Need Plan	3	4				
Supported by TAC Plan/EHA or equivalent	15	14				
<b>New:</b> No. of children on EHCP	27	29				
<b>New:</b> No. of children on the edge of receiving support from social care or in process of being referred	0	0				
<b>New:</b> No. of those at risk of NEET (not in employment, education or training)	0	1				
<b>New:</b> No. in temporary accommodation	1	1				
Discriminatory incidents	1	7				
Bullying Incidents	0	2				
Recorded Restraints	1	1				
Prevent Concerns	0	0				
Prevent Referrals	0	0				
Previous LAC	6	6				
Current LAC	7	7				
Current no. on reduced timetable	5	20				
Current no. on reduced timetable exceeding a half term	4	9				
No. removed from roll to EHE	5	2				
No. of LADO referrals this year so far	0	1				

Safeguarding reports have been rising throughout the term and the team have been working hard to ensure that all concerns have been fully investigated and recorded on CPOMS. A new 7-day reporting meeting has been established with the Safeguarding Team first thing on a Monday morning which allows us to talk through all incidents for the previous 7 days and to ensure that we are all happy with the category, the actions taken and that the recording is clear, including student voice. Our main concerns centre around mental health and self-harm where students in all year groups have reported worries in these areas. We have allocated counselling to as many students as we can, following referrals from the student services team.

## Quality of Education

### The 7 Principles and subject specificity

Following the introduction of the '7 Principles of a Lesson at Longsands Academy' in September 2019, a key priority for this academic year is to ensure that this whole-school approach to curriculum, teaching and learning is translated into a set of guiding principles for each subject. In October, department teams met to discuss and codify the 7 Principles of a lesson in their subject, outlining what excellent teaching looks like in that context. Deborah Gordon has met with each Head of Department to review and further refine this work. The Collaborative Observation process that took place in November has provided teachers with an opportunity to further reflect on the subject-specific nature of the 7 Principles and the extent to which these are effectively embedded across the department.

## **Sustained curriculum conversations**

We are continuing to develop the senior and middle leadership of the curriculum. We have conducted a review of the curriculum to ascertain where our provision meets or exceeds the National Curriculum. We are working to ensure our curriculum to be at least as ambitious as the National Curriculum. In October, the Senior Leadership Team attended training on 'Curriculum conversations between subject and senior leaders' with John Tomsett and Mary Myatt. Subsequently, senior leaders and heads of department have read and discussed the relevant subject chapter from Tomsett and Myatt's book 'Huh'. Geraint Brown, Astrea Director of Teaching, has met with heads of department from history, science, maths, English, art, geography, computer science, PE and RE, to support with preparation for subject deep dives as part of an inspection and to provide an opportunity for heads of department to practise discussing the intent, implementation and impact of their curriculum.

## **Feedback processes**

We have reviewed our Feedback Policy to ensure it supports effective learning for students, whilst being manageable and mindful of teacher workload. Several updates have been proposed, including changing the title from a Marking and Feedback Policy to a Feedback Policy, which signals a shift in emphasis to focus on the importance of feedback for student learning over and above the form that the feedback takes. The updates to this policy reflect the latest recommendations from the Education Endowment Foundation (Teacher Feedback to Improve Pupil Learning, July 2021), as well as teaching and learning developments at Longsands, such as the use of visualisers for modelling and feedback. In particular, we have strengthened the guidance for teachers around the use of 'green pen' when students are responding to feedback. At our Professional Development Day in October, we shared the updated draft policy with teaching staff and sought their feedback, and gave departments an opportunity to discuss how the policy is enacted in their subject areas.

## **Student successes**

We are delighted to report that students from the Debating Society have performed brilliantly in their first debating competition, with the support of English teachers Sonya Clark and Amelia Morris. The four Year 10 students from Longsands beat students from several highly performing local private schools, successfully making it through to the next round of the competition. We have also seen student successes in the UKMT Senior Mathematical Challenge, with two gold, nine silver, five bronze and one participation certificate. The two students who were awarded a gold certificate are also through to the Senior Kangaroo, an invitation-only follow-on round. 9 students have submitted their early entry UCAS applications for Oxford, Cambridge and Medicine. The deadline for the applications was the 15th of October and the students are now preparing for university entrance exams and interviews.

## **Provision for the most able**

Our Year 13 Oxbridge applicants are preparing for interviews at Oxford and Cambridge with departments running training sessions and mock interviews. This year we had eight applicants and at the time of writing have heard back for four of these: two have got interviews (Biology and Natural Sciences) and two haven't. We are waiting to hear for the remaining four. Kate Bell, our Most Able Champion has met with the Year 12 most able cohort, and discussed the importance of super-curricular activities (where they delve deeper into their chosen academic subject) to an application to a top university. As a result, five are applying for academic courses at Lucy Cavendish College, Cambridge. One student has been accepted to Cambridge University's new STEM Smart scheme through which he will benefit from 18 months of mentoring, tutoring and support. Two are attending fortnightly Maths problem solving classes with like-minded students from other schools in the area. Alexis Ivett, 2ic in Science, is supporting our future medics through weekly meetings and three Year 12s are applying for a programme with the Cambridge Institute for Medical Research. Sam Highfield, teacher of science, is supporting three Year 11 students who are applying for Arkwright engineering scholarships. All of our most able Year 12s will benefit from an academic writing programme next term, either accessed as part of the Extended Project Qualification (EPQ) run by Doug Cullen, Head of Year 13, or through a new enrichment

programme run by Pete Jeffrey, teacher of English. Knowing that these students cope with a lot of pressure, we have also scheduled sessions focusing on supporting the mental health of very able students, particularly dealing with perfectionism, fear of failure and procrastination. These will be run by Nat Stephenson, our Mental Health Champion, during December.

### **Continuing Professional Development**

We were fortunate to welcome Cathy Murphy, Lead PSHE Advisor, Cambridgeshire County Council, to deliver a CPD session on 'Responding to Sexual Harassment'. This session focused on raising awareness of the issues regarding sexual harassment in schools and outlining a whole-school approach to dealing with these issues. Thank you to members of the LGC for attending this CPD session.

Our Friday CPD briefings have continued with sessions including LGBTQ+ language and awareness, supporting disadvantaged students, 'green pen' feedback strategies, and end of lesson routines linked to the first of the 7 Principles.

Ten existing and aspiring middle leaders are participating in 'The Essence of Middle Leadership' course, devised and delivered by Janette Swainston, Head of MFL. The first two of four sessions have focused on developing strategy through needs analysis and driving improvement through action planning. Alexis Ivett, 2i/c Science has successfully completed an Aspiring Head of Science course with STEM Centre. Five colleagues have benefitted from one-to-one leadership coaching with Lin Whyte, a former Headteacher. Twelve colleagues are participating in an Instructional Coaching pilot programme with regular training from the Coaching Collective.

The professional development programme for our six Early Career Teachers continues with weekly sessions including training on leading parent consultation meetings and sharing good practice from lessons that the ECTs have observed. The ECTs have attended training with the Cambridgeshire and Peterborough Teaching School Hub on implementing strategies for positive behaviour management. Our Recently Qualified Teachers, those in the second year of teaching, are benefitting from a CPD programme also run by the Teaching School Hub.

The fourteen trainee teachers we are hosting this term are nearing the end of their placement. We continue to collaborate with St Ivo Academy to facilitate four joint Professional Studies sessions for the trainees, drawing on expertise from both schools. A recent highlight of the trainees' experience has been for individuals to shadow a member of the Senior Leadership Team on a behaviour walk. We are grateful to mentors and departments for the ongoing support they provide to trainees, particularly the flexibility they have shown when adapting to periods of staff absence.

### **Literacy**

We had our second whole-staff training session on the teaching of writing, using strategies from The Writing Revolution. During this session, examples of good practice from Religious Education were shared (including using religious art to help students formulate questions and provoke discussion). Longsands also led a trust-wide CPD on disciplinary literacy and how we teach students to write well, sharing examples of writing activities from MFL, Maths and Art. Pete Martin (Head of Science) shared with colleagues the work the science department have been undertaking to ensure students write like scientists. Izzy Fox has also met with subject leads, including PE, to further develop their subject literacy strategy and ensure the strategies we are using are adaptable to the nature of each subject. Moving forward, we hope to continue working closely with targeted departments to ensure there is high quality teaching of disciplinary literacy in place in all subjects.

We continue to develop our Tutor Time Reading programme. Izzy Fox has conducted quality assurance with the Heads of Year of each year group. Students were positive about the text choices and the atmosphere was purposeful and engaging in the tutor rooms. We have identified some best practice and some highly effective teaching strategies from some tutors and shared this with the tutor teams.

Our 'Fresh Start Phonics' programme is now well underway. Four students have already progressed off of the phonics programme as they have made significant progress and Jody Sandever, our primary qualified teacher of reading, continues to work with small groups of students who struggle with decoding words. On the 24th November, a consultant from Ruth Miskin/Fresh Start visited Longsands to conduct an audit and develop the delivery of the programme further. Our next steps are to maximise the use of the virtual classroom package, which provides online Phonics resources, to support students and parents/carers to practise the target sounds between sessions.

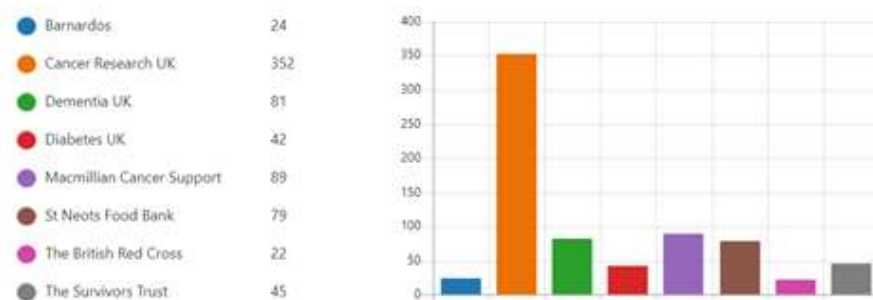
## Personal Development

### House System Update

We now have a complete House Council, incorporating all aspects of the Academy community. For each House there is a House Captain, Vice House Captain, Sports Captain, and a Year 7, 8 and 9 House representative. We also have a democratically voted for Academy Charity:

5. Which charity would you like us to support this year?

[More Details](#)



There are a number of House Events and Competitions this half term:

- Christmas Jumper Day
- Non-Uniform Day – 17 December 2021
- Christmas Hamper Competition
- Autumn Staff and Student Photography Competition, with the winning pieces to be printed and go in Sixth Form Building
- Christmas Card Competition
- Year 7 students designing and writing Christmas Cards to their Year 6 teacher
- Maths House Competitions run weekly with House Points with GCSE Pod and Hegerty Maths, with results in PWB/SWB
- Christmas Card Competition
- A range of department House Competitions, promoted through the SWB



Litter Crusaders is up and running with Year 12 supervision and logistics. House Points are awarded to students partaking in the activity. The Sixth Form students held a Wear it Pink Day and raised over £600 for Cancer Research.

We had very positive feedback to the Anti-Bullying assembly. Pledge cards were written and posted in the box at Student Services, which now are displayed around our Anti-Bullying Charter. Students were also able to pledge their support via Forms on Doodle, which 801 students did! There was also a fantastic response to Odd Socks Day and this was all celebrated on social media and in the bulletins. In addition to this, we have Anti-Bullying Ambassador training booked for 10 students and 2 staff in February delivered through The Diana Award.

The History Department led a project in which one of the internal courtyards in school has been transformed into a Garden of Remembrance. The garden was unveiled on 11<sup>th</sup> November featuring a mural, two silhouette armed service personnel and over 400 wooden poppy crosses. Furthermore, students in design and technology are producing and engraving wooden plaques to commemorate staff who have passed, these too will be placed in this area.

### **Sexual Abuse and Harassment Response**

The House Council have been instrumental in the development of our response to the Sexual Abuse and Harassment Response. Not only have they offered constructive feedback on the single sex PD Session delivered at the beginning of November, but they have also completed Heat Maps, identifying where they feel safe and unsafe on the Academy site. This will allow us to then take additional steps to put in place interventions in those areas to boost confidence and feeling of safety. Feedback from the Sexual Abuse and Harassment Staff CPD has been acted on – staff who identified as not being very confident in any of the areas have received an email with extra guidance and offer of support if needed.

### **Careers Update**

There have been a number of highly successful careers events this term to support students in their post 16 and 18 options. Year 13 attended a live carousel of sessions on Apprenticeships, Finance and Life at University as well as attending 1-1 mock interviews with employers to gain insight into the skills they need to develop in this area. Similarly, Year 10 mock interviews are planned for December. Year 11 have also attended a virtual session with Bedford College, Cambridge Regional College and Peterborough College to cover all aspects of post-18 opportunities which was followed up with live face to face opportunities for Year 11, 12 and 13 students to speak to the Colleges at stands set up in the Library.

### **Rewards**

Students continue to be awarded House Points for Work Hard, Be Kind, Achieve More as well as for Participation. At the end of last half term, the top achieving students received certificates and prizes in recognition of their House Point totals and at the end of this half term there will be House Assemblies to celebrate success as well as certificates and prizes.

### **Enrichment programme**

Our enrichment programme continues to be a rich and diverse opportunity for students to stretch and further their personal growth and development. Particularly worth mentioning is the range of opportunities the PE department continue to offer and the success that they are experiencing. Over this term, our Year 10 Boys Rugby Team are District Champions, our Year 9 Boys Rugby Team are district runners-up, both the Year 8 and Year 9 Girls Hockey Teams are District Champions and the Year 11 Girls Netball Team are also District Champions. There is a consistently high percentage of students attending enrichment opportunities including basketball, cross country club, trampolining, netball, hockey, rugby within which there is great focus on participation. The balance of the Enrichment Programme is achieved through the addition of the new Latin Club, which is oversubscribed with 34 members and the overwhelming response we had to the Drama and Performing Arts Club in partnership with Stageworks with 52 students attending the first session. Almost all Year 7 students also attended a day session to Grafham Water which was extremely well received by students and staff alike and this is now going to be a regular feature of the first half term of Year 7 going forward. Year 7 students also were involved in partnership competition 'The Art of Selling' with Giggs and Co.

Weekly analysis of the engagement of Enrichment sessions offered is completed to highlight the engagement of PP and SEND students. The table below represents the weekly averages in Half Term 1.

%	Male	Female	SEN Cohort	SEN (E and K)	Non-SEN	PP Cohort	PP	Non-PP	White British	Non-White British
Year 7	40.0%	60.0%	12.37	8.5%	91.5%	25.77	20.0%	80.0%	83.7%	16.3%
Year 8	47.1%	52.9%	12.11	7.4%	92.6%	19.03	6.3%	93.7%	89.5%	10.5%
Year 9	63.7%	36.3%	16.37	17.8%	82.2%	19.93	22.2%	77.8%	92.3%	7.7%
Year 10	32.3%	67.7%	15.16	15.9%	84.1%	20.22	21.4%	78.6%	72.4%	27.6%
Year 11	0.0%	100.0%	11.7	0.0%	100.0%	20.38	0.0%	100.0%	100.0%	0.0%
Year 12	28.6%	71.4%	7.57	0.0%	100.0%	15.68	14.3%	85.7%	85.7%	14.3%
Year 13	22.2%	77.8%	5.37	0.0%	100.0%	11.41	33.3%	66.7%	55.6%	44.4%

We have also conducted an Enrichment Survey to have a greater insight into what can prompt further engagement with the Enrichment Programme and further developments we can make.

## School Business Update

### Site

The team has also now taken delivery of the Queen's Jubilee Saplings and will be working with our grounds maintenance contractors to plant these over the coming weeks. We have also had our second visit from Outtareach to install further displays in various departments around the Academy. We look forward to their return visit when they will be continuing with installations in the Maths, English and PE Departments. As part of our continued works to improve the sixth form facilities, the site team has also painted and installed display frames in the sixth form building.

### IT

A further 35 more classrooms have had 4G televisions installed as per the Trust's policy to upgrade electronic classroom displays.

### Finance

End of period figures (Period 2) confirm that the Academy continues to manage department budgets for the 2021/22 Academic Year closely and to target.

### HR Update

Staffing information	
Role in school	Additional responsibilities / Comments
APPOINTMENTS	
Head of English (maternity cover)	Internal appointment, January start
Assistant Principal: Literacy Development (maternity Cover)	Internal appointment, January start
Key Stage 5 Mathematics Champion (maternity cover)	Internal appointment, January start
Most Able Champion (maternity cover)	Internal appointment, January start
Year 7 Champion (maternity cover)	Internal appointment, January start
Cleaner	
LEAVERS	
Teaching Assistant	Retirement
Student Support Officer	Retirement
Cleaner	Resigned

### Committee Member Visit Record

Name	Dawn Milne
Date of Visit	9/11/2021
Focus of Visit	Personal Development
Classes/staff visited	James Powell
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. The visit was a face-to-face meeting with James Powell to get an update on all areas of PD	
<p>What I have learned as a result of my visit</p> <ul style="list-style-type: none"> <li>I had an update on the EPDA and WAS awards - an interim meeting was held with Malcolm Goddard the independent assessor and the final verification, when both awards should be complete, will be in April 2022. As part of this I saw the Personal Development (PD) Handbook which has been developed and is very much a 'living document' constantly updated and which shows exactly how PD is woven through all aspects of life at Longsands (NB Please do contact James Powell if you would like to receive a copy of the handbook)</li> <li>Careers - Work Experience is now being offered as a Year 12 as well as a Year 10 programme - both will take place in June 2022</li> <li>Careers - Year 13 have just experienced a carousel session where they took part in modules about apprenticeships, life at university, post 18 options and finance</li> <li>I learnt that the detailed PD curriculum for 2021-2022 is available for parents on the school website.</li> <li>I learnt that the face-to-face assemblies on Sexual Harassment and Sexist Behaviour received very good feedback from students. Following on from this a Sixth Form female student has very bravely come forward with a case study of her own experiences which can be used in PD sessions. She is also happy to talk to small groups of students at the school to help highlight this issue.</li> <li>I learnt that the Ofsted requirement for Collective Worship is now being done using 'silent worship' at the end of assemblies which allows students the freedom and flexibility to use this time in a way most fitting into their own beliefs and needs</li> <li>I learnt that the students had voted for the Longsands Charity of the Year which will be Cancer Research UK. Part of fundraising will include Christmas Jumper day on 10th December and a non- uniform day on 17th December</li> </ul>	

<p>Positive comments about the focus</p> <ul style="list-style-type: none"> <li>• The work that has gone into the PD Handbook is incredible and it's a great resource.</li> <li>• It was encouraging to hear positive student's comments from the face-to-face Sexual Harassment and Sexist Behaviour assemblies which perhaps show how dispensing with the PowerPoint based presentations can be more impactful.</li> <li>• The extension of the work experience to Year 12 seems like a very useful development and also helps this year's Year 12 who missed out on Year 10 work experience due to Covid</li> </ul>
<p>Aspects I would like clarified/questions I have</p>
<p>Matters to discuss at committee (e.g. proposed agenda items) and future visits:</p> <p>As planned, James and I discussed further some areas we touched on at our last meeting and will revisit progress at our next meeting:</p> <ul style="list-style-type: none"> <li>• We agreed it would be good to share what PD topics had been covered in emails to parents - preferably on the same day as they were delivered - so that parents can become part of this conversation too. For example, these could include example 'prompt questions' that might lead to further discussions at home</li> <li>• We discussed how more inspirational external speakers might be able to come in to engage with students - this includes possibly a talk for Sixth Formers on 'being your own brand' to help prepare them for life after Longsands - this may, like Living in Harmony sessions, be better when face-to-face sessions are possible again</li> <li>• We again talked about engaging in some CPD sessions for the SLT who have to deliver the Great Conversations assemblies to help support presentation training and follow up one-on-one session to hone specific talks (I have someone who could do this- and the being your own brand sessions gratis)</li> </ul>
<p>Any other comments</p> <p>Another enjoyable and inspirational visit - thank you James for your time</p>

Signed (committee member): Dawn Milne

Signed (link staff member): James Powell

### Committee Member Visit Record

Name	Lee Larcombe – LGC Link Lead Leadership and Management and Sixth Form
Date of Visit	26 <sup>th</sup> November 2021
Focus of Visit	Classroom visits and review of School Evaluation Form (SEF)
Classes/staff visited	Principal - Neil Owen
<p>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</p> <p>Neil took me on a walk-about where we visited around 10 classrooms during lessons, covering different subjects (eg. History, RE, Science) and had time to discuss general attitudes and behaviour around the school</p> <p>We then had a face-to-face meeting in the Principal's office to discuss the current state of leadership and management across the school, including the Sixth Form – with specific focus on the SEF.</p>	
<p>What I have learned as a result of my visit</p> <p>The walk around school suggested a school environment that the students were proud and respectful of. It was just after morning break and (apart from the odd bit of litter) everything was tidy. We saw the remembrance garden and display that pupils had worked on, which was outstanding.</p> <p>On visiting classrooms, it was clear that students were engaged and learning. Staff seemed to be delivering engaging material and interacting with the students – using both new technology and new textbooks.</p> <p>Behaviour was good in every room we visited with no talking or disruptive behaviour to be seen. Pupils were smartly dressed in correct uniform.</p> <p>During our discussion I had the opportunity to review aspects of management and leadership referred to in the SEF and specifically about developments in Sixth Form leadership since my last visit.</p> <p>We specifically reviewed staff and parent surveys that have been carried out – which in all cases show a positive view of the school. Where prior survey materials were available, the most recent survey results show very satisfactory improvement in many areas that have been a focus of the development plan.</p>	
<p>Positive comments about the focus</p> <p>Neil provided a comprehensive overview of how things are currently running, as well as the positive feelings about the school and environment from recent parent surveys, and staff surveys. The</p>	

progress being made, how well this is being received, and the positive impact it is having on the school community is hugely encouraging

Aspects I would like clarified/questions I have

None at this time

Matters to discuss at committee (e.g. proposed agenda items) and future visits:

Nothing specific at this time that won't form part of the Principal's report or standard agenda items

Any other comments

Signed (committee member):

Signed (link staff member):