



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Wednesday 28 September 2022

To be held at 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair) Geraint Brown (Int. Principal); Dawn Milne; Richard Slade.

In attendance: Geraint Brown, Clare Greaney, Julian Merson, Tom Smy

Clerk: Melanie Basson

Agenda

Minute Reference	Summary of action required	Responsible	Status
5.07.22	Link Lead visit reports to be sent to the Clerk for presentation at the next LGC meeting	All	Ongoing
5.07.22 Item 3	Attendance figures to be reported to separate Sixth Form and to include comparisons with LA attendance data	CG	Agenda item 6
5.07.22 Item 4	Dr Larcombe (SEND Link Lead) to be put in touch with Mr Laud, SENDCO	Clerk	Complete
5.07.22 Item 4	Ascertain consultation process regarding the Trust proposal of a Behaviour and Sanctions policy	Clerk	Agenda item 9
5.07.22 Item 8	Circulate Mrs Milne's PD School Visit report of 20 June 2022, to LGC members	Clerk	Complete
5.07.22 Item 10	Re-circulate this year's LGC meeting minutes along with guidance for governors' input into the Impact Statement in the Autumn term	Clerk/All	Complete

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Oral item - Clerk
2	2 mins	Introductions and apologies	Oral item - Chair
3	2 mins	Declarations of interest (annual declarations)	Papers attached (p3-4) - Chair
4	5 mins	Terms of Reference and Scheme of Delegation	Papers attached (p5-11)- Chair
5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 4 July 2022	Papers attached - (pp12-17-) Chair
6	20 mins	Principal's report and questions <ul style="list-style-type: none"> - Inc. Behaviour & Culture - Annual Safeguarding report 	Papers attached – (pp18-33) Principal
7	20 mins	Examination results 2022	Papers attached (p26) - Principal
8	10 mins	Academy Improvement Plan	Oral item- Principal
9	5 mins	Ofsted preparation for governors	Oral item - Chair
10	10 mins	Policies: <ul style="list-style-type: none"> • Attendance policy • ECT Induction Guidance 2022-23 • Behaviour policy 	Papers attached – Chair
11	5 mins	Longsands LGC Impact Statement 2021-2022	Oral item - Chair
12	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> • Next LGC meeting 23 November 2022 	Oral item - Chair
13	2 mins	Any Other Business	Oral item - Chair

Astrea Local Governance Statutory Information: Longsands Academy 2022-23:

First Name	Last Name	Appointed	Term End Date	Attendance 2021/22	Employment, Appointments and Directorships	Non-profit Membership	Gifts and Hospitality	Related Party Transactions or Contractual Interests	Other Education Appointments
Geraint	Brown	01.09.22	Ex-Officio	N/A					
Mark	Young	14.01.20	13.01.24	5/5	Diamond Learning Partnership Trust	Diamond Learning Partnership Trust	None declared	None declared	Diamond Learning Partnership Trust
Lee	Larcombe	14.01.20	13.01.24	5/5	Applied Exomics Ltd. nexaSTEM Ltd. Septima Therapeutics Ltd. Electus Bio Ltd. Hogsden Consultants Ltd	None declared	None declared	None declared	Chair of Governors, John Donne CE Primary School, Blunham. Empanelled Tutor: Cambridge University ICE. Lead IQA: National School of Healthcare Science, Health Education England.
Dawn	Milne	14.01.20	13.01.24	5/5	Oldrids and Co Ltd	None declared	None declared	None declared	Crosshall Junior School Governor
Richard	Slade	14.01.20	13.01.24	3/5	Studio Mobius Ltd. Neotists	Neotists	None declared	None declared	Bedford College

Donna	Singleton	01.07.21	30.06.25	4/5	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
Former members									
Neil	Owen	01.04.20	31.08.22	5/5	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
Barbara	Hughes	10.12.20	06.06.22	2/4	Financial Conduct Authority	None declared	None declared	None declared	None declared
Nathaniel	Stephenson	18.01.21	31.08.22	5/5	Longsands staff	NEU	None declared	None declared	None declared

No committee members declared interests in the following categories: Astrea Connections; Gifts and Hospitality; Shareholdings and Investments.

Astrea Local Committees Terms of Reference

With effect from 1st September, 2022

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;

LGC

- 2.5.1 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 an 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 and is subject to remaining eligible under the terms of Section 8 of these Terms of Reference. 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.

2.9 A parent committee member who ceases to be eligible under the terms of 8.1.13 of these Terms of Reference may, by resolution of the committee, have their ongoing appointment confirmed to the end of its original four-year period.

2.10 Subject to remaining eligible, any member may put themselves forward for re-appointment or re-election (as the case may be).

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 in the case of a parent elected (including elected unopposed) to the position of a parent committee member, they cease to be the parent of a child registered at the school and the committee has not resolved to re-appoint them for the remainder of their original term;
 - 8.1.14 in the case of a member of staff elected (including elected unopposed) or appointed to the position of a staff committee member, they cease to be employed at the school or schools for which the committee is responsible;
 - 8.1.15 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.



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Monday 4 July 2022

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Neil Owen - Principal - Longsands Academy Lee Larcombe - Vice Chair; Dawn Milne; Richard Slade. Nathaniel Stephenson.		
In Attendance:	Melanie Basson (Clerk). Clare Greaney – Vice Principal.		
Minute Reference	Summary of action required	Responsible	Status
18.05.22	The Principal to arrange for James Powell to review the references to other policies with regards to legislation	Principal/JP	Complete
5.07.22	Link Lead visit reports to be sent to the Clerk for presentation at the next LGC meeting	All	Ongoing
5.07.22 Item 3	Attendance figures to be reported to separate Sixth Form and to include comparisons with LA attendance data	CG	Autumn 1
5.07.22 Item 4	Dr Larcombe (SEND Link Lead) to be put in touch with Mr Laud, SENDCO	Clerk	Complete
5.07.22 Item 4	Ascertain consultation process regarding the Trust proposal of a Behaviour and Sanctions policy	Clerk	
5.07.22 Item 8	Circulate Mrs Milne's PD School Visit report of 20 June 2022, to LGC members	Clerk	
5.07.22 Item 10	Re-circulate this year's LGC meeting minutes along with guidance for governors' input into the Impact Statement in the Autumn term.	Clerk/All	Autumn 1

1) Introductions and Apologies

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

Apologies for absence were received from Donna Singleton and these were accepted by the committee.

The committee acknowledged the resignation of Barbara Hughes who has been thanked for her valued contribution as a LGC member.

The Principal informed the committee due to relocation will be leaving the Trust at the end of this academic year. The Principal introduced Geraint Brown as interim Principal at Longsands from September 2022. Mr Brown gave the committee an overview of his career background and was welcomed by the LGC.

2) Declarations of interest

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

3) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 18 May 2022 were circulated to committee members and ratified in advance of the meeting.

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

Matters arising

Page 44 of the Principal's Report regarding attendance – Action: Clerk to liaise with Mrs Greaney regarding attendance figures reported to the committee. From September 2022, Sixth Form attendance data to be reported separately and to include comparisons with Local Authority attendance figures.

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

4) 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
- Parental engagement
- SEND
- Pupil Premium Grant
- Behaviour, safety, and wellbeing (incl. safeguarding)
- Attendance
- Alternate Provision
- Quality of Education
- Personal Development

The Principal and the Senior Leadership Team (SLT) expanded on the report and invited questions.

- Covid case rates are on the increase as is the national picture.
- Parent Forum focussed on enrichment opportunities.
- Sports Award evening was a great success with thanks to the PE Department for all their work in organising the event.

- Longsands Awards evening is scheduled to take place this Thursday in recognition of Year 7-11 student's effort and attitude. Parents/Carers of nominated students have been invited to attend with their child/ren.

Attendance

Mrs Greaney presented Longsands attendance figures:

This academic year, up to May half term, whole school attendance was 90.98%. (90.3% if including Sixth Form), which is above the secondary national average for the same period at 88.1%.

SEND

The committee acknowledged the appointment of the new SENDCO, Mr Laud. The Committee were informed Mr Laud has prioritised engaging with parents/carers of SEND students. He had a welcome meeting with parents/carers of students with SEN and has planned individual consultations through Teams taking place next Thursday with each parent/carer of a student with SEN.

The Committee noted actions regarding the SEN provision on pages 12 of the Principals Update. By way of quality assurance, the academy will measure the impact of improvements made regarding SEN strategies.

Dr Larcombe questioned whether the academy have plans to repeat the PASS student survey.

The Principal confirmed that the academy plan to repeat the Student Survey in October 2022 to measuring impact of action taken, by way of quality assurance.

The Principal informed the committee that a Trust staff experience survey was recently undertaken by all Astrea staff, along with Longsands staff completing the Keele staff satisfaction survey.

Considering Ms Hughes retirement from the committee, Dr Larcombe accepted interim responsibility for the Link Leads role for SEND. **Action: Clerk was asked to put Dr Larcombe in touch with Thomas Laud, SENDCO.**

The Principal informed the committee that the Trust are currently revising approaches to Behaviour and Culture. **Action: The Committee asked the Clerk to ascertain whether LGC's are to be involved in the consultation as this is currently an academy level policy which differs in each individual academy.**

The Chair enquired regarding the current Year 8 cohort reporting the highest number of behaviour sanctions (C1 and C2's), of the year groups.

The Principal informed the committee the current Year 8 were significantly affected by Covid disruption. This meant this cohort did not have the usual transition and joined secondary school when the bubble system was in place which meant year groups were kept separate. It is reported locally that this has had impacted on their transition to secondary school and the school have a number of strategies to try to overcome this. The Head of Year 8 and Behaviour Manager is working with a core group of students to support aspects of their schooling including safeguarding, wellbeing, behaviour and attendance. The Head of Year 8 is also engaging in positive events for the year group, including the Race for Life initiative and Year 8 have a number of opportunities to engage in Activities Week. The committee acknowledged not all students in this cohort have received behaviour sanctions and students are awarded for positive behaviour.

Dr Larcombe questioned whether the academy is monitoring year groups affected by Covid.

The Principal confirmed the academy continue to work with all students to address learning gaps.

The Principal acknowledged that current Year 7 did not sit Standard Assessment Tests (SATs) in Year 6, prior to transitioning to secondary school which has proved challenging for students during the end

of year assessment process. The academy has provided revision support and plan to conduct a student survey for the current Year 7, following the end of year assessment process. The Mid Year and End of Year Assessments help to ascertain curriculum gaps and the standardised tests help to track and monitor individual student progress.

With regards to supporting students with SEN, the Principal informed the committee that Longsands invested in software (ReadwriteInc.) with funding support from the Trust. Students access the software through a laptop with headphones where the questions are delivered through the software. Students can type answers into the software instead of using a member of staff as a scribe.

Mr Slade questioned whether ReadwriteInc is used by students during lessons or only in examinations. The Principal confirmed it is available to students with exam access arrangements in place.

The committee acknowledged a strategic need when communicating the implementation of T-Levels to parents/carers. Deborah Gordon is leading the implementation of T-Levels with a view to launch from January 2023. The Principal invited Mrs Milne as LGC link lead for PD, to liaise with Ms Gordon regarding communication the implementation of T Levels.

The Principal and SLT were thanked for their reports.

5) School Improvement Plan 2021-22

The Principal reported regarding Longsands Academy School Improvement Plan 2021-22 as circulated in advance of the meeting, the committee noted the purpose of the SIP:

- Staff and Parent surveys and trust documents i.e., School evaluation all feed into the SIP
- Sixth Form is a reported as separate category in the SIP
- SIP targets have been shared with staff and SLT to complete relevant sections
- Committee members to review relevant link lead area during school visits
- Cohesive SIP drives plans running through every activity or process in the academy.

The Principal was thanked for his report.

6) Safeguarding Audit

Mrs Greaney shared the Safeguarding Audit 2021-22, and the committee noted the highlights:

- Training – all staff have completed mandatory required through the Educare training platform
- Training will be delivered through the National College platform next academic year; instructions will be sent to governors regarding training module to complete in due course
- Business continuity plan in place
- Equality policy and objectives are in place
- 2022-23 Safeguarding staff training will take place on the training day in November 2022
- Net support access
- Online safety benchmarking

Mrs Greaney was thanked for her report.

7) Policies

The committee acknowledged the Transgender policy has been published.

8) Member Visits

Mrs Milne gave an oral update on her Personal Development school visit which took place on 20 June 2022, with Mr Powell. The Committee noted the highlights:

- Longsands Enrichment Brochure
- Longsands challenge
- Duke of Edinburgh Awards
- Local Business links
- Careers education

Action: Clerk was asked to circulate Mrs Milne's PD visit report to the committee.

The committee were invited to suggest local business links who may be able to offer opportunities for student work experience. The Chair suggested the St Neots manufacturing group for student work experience opportunities.

The Chair enquired as to the number of current Year 10 students who took part in the Duke of Edinburgh's (DofE) Awards this academic year. Mrs Greaney informed the committee that 74 students achieved the DofE bronze award, and 20 students achieved the DofE silver award. Mr Owen reported that the academy plans to make the Bronze available to Year 9 students going forward, with the Silver being available to Year 10 students.

Dr Larcombe's and Mr Slade have recently visited Longsands in their Link Lead roles and were asked to share their reports to the Clerk for further circulation to the committee.

Mrs Milne, Dr Larcombe, and Mr Slade were thanked for their reports.

9) LGC meeting dates 2022-23

The committee agreed LGC meeting dates for the next academic year.

- 28 September 2022
- 23 November 2022
- 25 January 2023
- 15 March 2023
- 10 May 2023
- 28 June 2023

10) Longsands Academy Impact Statement

With a view to producing the annual LGC Impact Statement, the Clerk proposed to re-circulate minutes of this year's LGC meetings with governors for their input. **Action: Clerk to circulate this year's LGC minutes along with guidance with a view to governors input in completing the Impact Statement in the Autumn term.**

11) Future agenda items and confirmation of forthcoming dates

The committee noted the date of the next Longsands LGC meeting date is scheduled for Monday 28 September 2022.

Future agenda items:

- Growth in St Neots and the needs for secondary school places
- Annual safeguarding report

- Building business relationships – list of companies with local business links (work experience/sponsorships)

12) Any Other Business

In light that the Principal is leaving at the end of this academic year, on behalf of the committee, the Chair thanked the Principal for his valued professionalism and contribution in his role as Principal.

In light that Mr Stephenson is leaving at the end of this academic year, on behalf of the committee, the Chair thanked Mr Stephenson for his valued role as Staff Governor.

Both were wished every success in their future endeavours

Attendees were thanked for their contribution and left the meeting.

The meeting finished at 7:05 pm

The LGC agreed the above to be a true and accurate record of the meeting on: 27 July 2022



Principal's Update

Longsands Academy

September 2022

Leadership and Management

Highlights since last meeting:

- **Professional Development Days:** 1 & 2 September were PD days for all staff, covering the main improvement objectives for the year, SEND and Pupil Premium strategies, safeguarding training and new trust-wide Behaviour & Culture core routines as well as department planning time.
- **Behaviour and Culture Core Routines:** as part of the trust-wide Behaviour and Culture Framework introduced in July 2022, we have introduced a series of core routines to further develop work in the last few years on creating a positive behaviour culture. The routines include: morning welcome, equipment check, entry & exit routines, lesson transition, 'habits of attention' (STAR) and routines for silent work periods in class. All staff completed workshops on the routines on training day two before teaching them to students across the first week of term in order to develop clarity and consistency across the academy. The work is a direct response to the DfE's new 'Behaviour in Schools' guidance, as well as the evidence-informed guidance from the Education Endowment Foundation ('Improving Behaviour in Schools') and to continue the academy's progress in response to the Ofsted report of 2019.
- **Welcome to the Year evenings:** Across the first three weeks of term, the academy has held a series of information evenings at the college for all year groups. This has enabled the Interim Principal to introduce himself and for the head of year to outline the shape of the year, as well as other year-specific information.
- **Parent Forum:** A parent forum will be held on Thursday 22 September. The main focus is on introducing the core routines. Geraint Brown, supported by VP Clare Greaney and new AP Tom Smy will outline the rationale and aims of the routines and explain what they entail. Parents also have the opportunity to ask open questions.
- **Homework:** a new app (Haldor) for distributing homework has been set up (with some technical issues for Year 7 parents) and is now live across all year groups.
- **The death of Queen Elizabeth II:** the academy has marked the passing of Her Late Majesty through a special address from the principal, an assembly on the extraordinary life of the Queen and a book of condolence has been opened.

Behaviour, Safety and Wellbeing (including safeguarding)

Mobility:

Leavers as of 2022:

	NUMBER LEFT	OF WHICH SEN	OF WHICH PP
Year 7_	<u>0</u>	-	-
Year 8_	<u>0</u>	-	-
Year 9_	<u>0</u>	-	-
Year 10_	<u>0</u>	-	-
Year 11_	<u>0</u>	-	-

Admissions:

	NUMBER JOINING	OF WHICH SEN	OF WHICH PP
Year 7			
Year 8	5		4
Year 9	3	1	1
Year 10	4		1
Year 11	2		1

Attendance

	Cohort	Attendance	PA	Lates
All	1415	94.82%	17.60%	1.90%
Year 7	280	97.54%	8.57%	0.32%
Year 8	294	96.38%	15.90%	2.42%
Year 9	288	92.00%	24.90%	1.90%
Year 10	283	95.83%	15.90%	2.44%
Year 11	270	91.73%	26.30%	2.45%
Sixth Form	274	87.80%	33.90%	2.10%
Year 12	103	94.40%	19.40%	1.30%
Year 13	171	82.50%	45%	2.50%
Male	729	94.79%	20%	2.02%
Female	686	94.85%	21.10%	1.78%
SEND	218	92.17%	22.20%	2.16%
Non SEND	1197	95.27%	17.10%	1.86%
PP	328	91.11%	28.70%	2.64%
Non PP	1087	95.93%	14.40%	1.68%
LAC	5	97.78%	20.00%	0.00%
EAL	107	95.82%	20.20%	1.78%
Non EAL	1308	94.73%	17.70%	1.92%

NB. The Sixth form attendance figures have been included however please note that LA comparison information is not available this early in the term. This information will be included in future reports.

Actions to improve attendance:

- Attendance Awareness letter has been sent to all parents/carers in every year group
- Attendance Policy has been drafted and sent for approval
- Action Plan is being drafted
- Attendance meetings with Head of Years have started
- BASI (Behaviour Attendance SEN and Inclusion) meetings start this week
- Communication in PWB each week
- Network meeting set up with other schools in the trust
- Booked to attend LA Attendance Seminar later this month
- Weekly Attendance reports are being shared with SLT.

Rewards: House Points

Year Group (s)	Work Hard	Be Kind	Achieve More	Participation	Total
7	550	32	255	140	977
8	607	79	220	377	1283
9	690	19	255	140	1104
10	568	7	158	187	920
11	251	21	125	66	463
Total	2666	158	1013	910	4747

Year 8 and 9 have received the most house points, recognising positive behaviour, amassing 50% of the house points achieved across the five-year groups. Work Hard is the most recognised, with 56% of house points awarded for this attribute. Staff have responded well to a focus on recognising hard work, being kind and achievement as we continue to build a positive behaviour culture. In turn, the

vast majority of students have responded well to praise and rewards and are proud of their achievements so far.

Behaviour

C1 Events

Year Group(s)		Chewing Gum	Disruption to Learning	Dropping Litter	Lack of Equipment	Lateness to Lesson	Lateness to School	Refusal to Follow Reasonable Instructions	Refusal to work/Lack of Effort	Total
07	0		28	0	1	12	0	5	3	49
08	4		158	0	2	29	2	11	9	215
09	3		126	0	16	78	12	12	9	256
10	5		89	1	8	39	17	7	8	174
11	2		64	0	2	85	17	11	6	187
Total	14		465	1	29	243	48	46	35	881

The most prevalent issue is disruption to lesson, followed by lateness to lesson. 61% of the disruption comes from years 8 and 9. Year 9 have the most C1 sanctions, with year 7 the least – although they have been given a grace period in regards to equipment and lateness to lessons, whilst they are inducted into the academy culture of expectations.

Although there is a high volume of C1s for disruption to learning, the warning system seems to be effective as the vast majority of these not progressing into a C2 detention, with only 38 C2s given for disruption in years 8 and 9 compared to the 284 C1s. With the introduction of the core routines at the start of this September, and the insistent, persistent and consistent approach towards this, we will be looking for the number of C1s for disruption to fall significantly as we work to embed and ensure disruption-free learning.

Punctuality to lessons has been identified as an issue, with staff and SLT now moving students from the school field earlier at break and lunch. SSOs have been put on a transition rota to be in corridors to move students along and all staff are in doorways as part of the transition and entry routine to keep moving students towards lesson in a warm, encouraging manner, welcoming them on arrival whilst marking late arrivals on the register.

C2 Events

Year Group(s)	Disruption to Learning	Damage to property	Failure to complete homework	Missed Detention	Mobile phone used, seen or heard	Refusal to follow reasonable instructions	Refusal to Work/Lack of effort	Throwing items	Truanting – internal (SLTD)	Uniform issue	Rudeness towards adult	Rudeness towards pupil	Total
07	2	0	0	0	2	1	1	0	0	1	0	0	7
08	12	0	11	5	0	4	1	0	2	0	0	1	36
09	26	1	6	4	1	7	0	1	13	0	9	1	69
10	7	1	10	6	3	2	0	0	1	0	1	1	32
11	6	1	14	4	2	5	2	0	4	0	0	1	39
Total	53	3	41	19	8	19	4	1	20	1	10	4	183

Failure to complete homework is the main reason for a C2 to be issued, followed by internal truancy, refusal to follow instructions and missed detentions. Staff have now been directed to escort students down to detention after period 5 to ensure attendance. SSOs have been scheduled each lesson to walk around the school, in addition to the behaviour walks of SLT and middle leaders, to ensure all students are in lesson and to locate students who are not present.

109 out of 1418 students in years 7 – 11 have received a C2, which is 7.7% of the cohort. Of the 183 C2 events were received by 109 students; 20 of these students received more than two C2s in the first two weeks of school. These students will be raised with HoYs in line management and further supportive action identified, including working with home.

Year 9 have the highest number of sanctions and are currently the year group that needs greater support in behaviour management. In the w/c 26 September there will be a series of assemblies on behaviour and culture, which will be tailored to each year group, modelling expectations, and identifying the positives and reinforcing expectations, whilst citing areas where there needs to be improvement regarding academy expectations. The staff CPD on the training days on core routines, and the student indication that followed, is part of the work being done to further develop the academy's positive behaviour culture.

C3 Events

Year Group(s)	Bringing a dangerous or prohibited item on site	Disruption to Learning	Drug/Alcohol/Smoking Related Incident	Missed Detention	Physical Violence - pupil	Refusal to follow reasonable instructions	Refusal to Work/Lack of effort	Theft	Truanting – external	Unsafe Behaviour	Verbal abuse towards adult	Total
07	1	0	0	0	5	0	0	0	0	0	0	6
08	0	0	0	1	1	3	1	0	1	0	0	7
09	0	1	0	5	0	4	1	0	1	0	0	12
10	0	1	0	3	0	0	0	1	0	1	0	6
11	0	0	2	3	0	1	0	0	0	0	1	7
Total	1	2	2	12	6	8	2	1	2	1	1	38

31% of C3 sanctions are for missing a detention. As stated earlier, staff have now been asked to escort students to detention after period 5 and this message will be re-iterated in whole staff briefings to ensure that all staff are doing this. Year 9 have received the most C3 sanctions. Of the 6 year 7 C3

sanctions, 5 are for physical violence and is something that will be addressed in assembly and through form tutors, as well as the work with the specific individuals.

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: 05 Sep 2022 – 16 Sep 2022:

Number of:	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Exclusions	1	1	5	1	2			
Total Days	1	0.5	5.5	2	2			
Maximum Duration			2.5		1			
Permanent Exclusions								

Figure 2 (01 Sep 2021 - 16 Sep 2021)

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

Safeguarding

	HT1	HT2	HT3	HT4	HT5	HT6
Safeguarding data return						
Referrals to Social Care	0					
Cases picked up by Social Care	3					
Early Help Assessments submitted/ cases opened at TAC level (or equivalent)	0					
Child Protection Plans currently in place	0					
Subject to Child In Need Plan	1					
Supported by TAC Plan/EHA or equivalent	31					
New: No. of children on EHCP	26					
New: No. of children on the edge of receiving support from social care or in process of being referred	3					
New: No. of those at risk of NEET (not in employment, education or training)	N/A					
New: No. in temporary accommodation	0					
Discriminatory incidents	0					
Bullying Incidents	0					
Recorded Restraints	0					
Prevent Concerns	0					
Prevent Referrals	0					
Previous LAC	4					
Current LAC	6					

Current no. on reduced timetable	3 (+13 AP)					
Current no. on reduced timetable exceeding a half term	1 (+12)					
No. removed from roll to EHE	0					
No. of staff allegation this academic year so far	0					
No. of LADO referrals this year so far	0					

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	<p>360 safe audit has been carried out</p> <p>Safeguarding assembly held in June 2022 to address sexual abuse and harassment</p> <p>Summer Safety assembly held in July 2022 to highlight the dangers of areas such as open water, railway lines etc</p> <p>Safeguarding assembly held Sep 2022 covering a range of safeguarding issues</p>	<p>Create an on-line safety group in school</p> <p>Students will meet to contribute to the sexual abuse and harassment action plan to ensure further work is organised for the coming year.</p>	None
Trends in School	<p>Significant numbers of mental health related incidents throughout last academic year, particularly in the second half of each half term.</p> <p>Higher numbers of safeguarding concerns in Years 8 and 10 last academic year</p>	<p>Further monitoring during this academic year. All students supported via mentoring / counselling.</p> <p>Continue to monitor numbers and provide support where appropriate. First week figures showed higher numbers in 9 and 11 (corresponding year groups) but this isn't reflected in week 2.</p>	Continued monitoring and future audit.
Summary of referrals made	None this term.	Figures shared with the Trust monthly	

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
------------------	------	---------------------	----------

Safeguarding Briefing	2 nd September and if using recorded ppt by 30 th September	All staff either on the day or via the voiceover ppt.	Trust written, contextualised and delivered by CG
Annual Certificate in Safeguarding for Staff 2022-2023	By 30 th September	All staff including exam invigilators and governors	National College
Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads	By 30 th September	6 (DSLs)	National College

SCR Scrutiny:

A scrutiny of the SCR was conducted in the first week of term. No issues outstanding and all records are in place.

Quality of Education

Year 11 results:

			Attainment 8			Progress 8				
	students	KS2 prior	all	Eng	Ma	Eng	Ma	EBacc	Open	Overall
2022	266	104*	52.10	10.77	10.37	0.11	0.42	0.64	-0.10	0.28
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

* Students measured at KS2 according to new NC tests, hence different metric (scaled score).

	Eng	Ma	Basics*	Eng	Ma	Basics*	Science	
	4+ %			5+ %			4+ %	5+ %
2022	84.2	82.0	78.6	65.4	61.7	53.0	85.0	68.5
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		

* 'Basics' means the students achieving both maths and best English qualification at the required standard.

	EBacc		5+ strong EM
	5+ %	4+ %	%
2022	39.1	53.8	48.9
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

GCSE results headlines:

- Good results at both GCSE and A-Level, with the academy's strongest results ever across the key headline measures, further reflecting improvements in the quality of education.
- GCSE A8 of 52.1 shows year-on-year increase (last year of exams in 2019 was 48.77) and exceeded final projections as well as 2021 teacher-assessed grades.
- GCSE P8 also shows increase in student achievement with a provisional score of +0.28. Maths and EBacc progress is particularly strong.
- The basics measures also show increased performance: students achieving grade 4+ in both English and maths increased from 71.6% to 78.6% and grade 5+ in English and maths rose from 47.4% to 53.0% compared to 2019 outcomes.
- The numbers of students entering the EBacc (students entered for English, maths, sciences, geography or history and a language) has increased sharply, with 68% entered in 2022. This has meant a significant increase in students achieving the EBacc at grades 4+ and 5+, which increased from 22.5% to 53.8% and 15.8% to 39.1% respectively.
- Overall GCSE performance in other measures shows similar increases, including the proportion gaining five strong (5+) passes, which rose from 66% in 2019 to 74% in 2022. 33% of all grades were 9-7 compared to 24% in 2019.

- There were increased A8 outcomes for Pupil Premium students and those with SEND, although there is more work to do to increase the progress of these students from their starting points and to close the attainment gaps compared to non-PP and non-SEND students.
- A number of subjects had very strong outcomes in both attainment and progress: Computer Science, Drama, Geography, History, Mathematics, Media Studies, Music, PE, RE, Biology, Chemistry, Physics and Combined Science. The results show that some subjects need to improve further, including outcomes in business, art and English literature. The 'open bucket' attainment and progress, particularly for PP and SEND students needs to improve.

A number of additional initiatives in 2021-2022 helped to drive further improvements in attainment and progress. We will build on these initiatives for the 2022-2023 cohort. These include:

- Extra tuition: three hours per week of extra tuition for all Year 11 students in maths, science and selected optional subjects.
- My Tutor online tuition: additional maths or science online tuition for disadvantaged and other students not yet achieving grade 5.
- Regular meetings to focus on those students not yet achieving the key measures such as 4+ or 5+ in English and maths, to constantly update intervention planning.

Year 11 Destinations

	2022 (265 students)		2021 (283 students)		2020 (288 students)		2019 (284 students)	
Longsands Sixth Form	85	32.1%	136	48.1%	114	39.58%	179	63.03%
Other Sixth Form	60	22.6%	34	12%	45	15.63%	18	6.34%
College	114	43.0%	99	34.9%	111	38.19%	71	25.00%
Apprenticeship/employment	2	0.8%	7	2.5%	7	2.43%	6	2.11%
Armed Services	0	0%	1	0.4%	4	1.39%	1	0.35%
NEET	2	0.8%	6	2.1%	7	2.43%	9	3.17%
Employment	2	0.8%						

Year 13 results

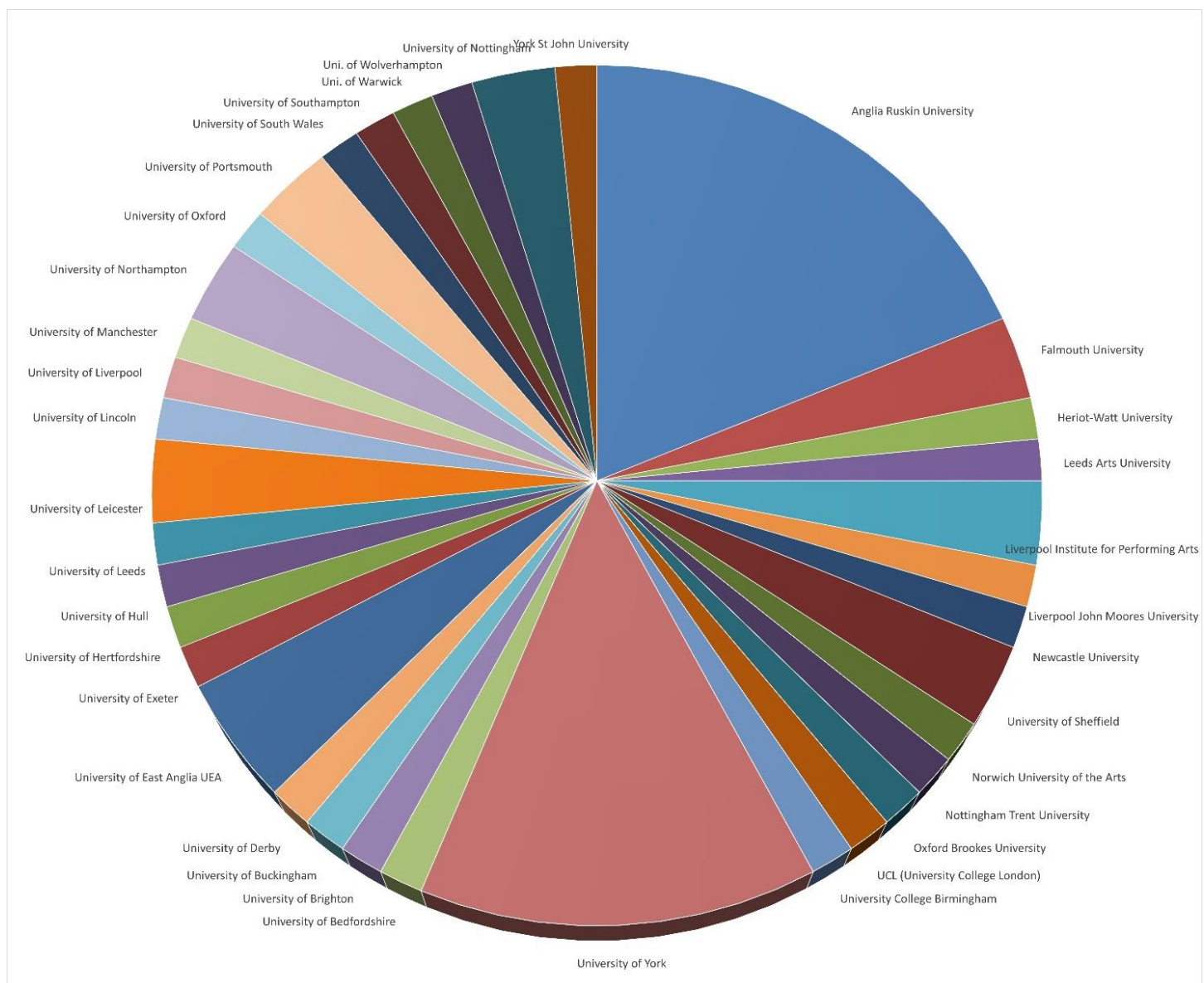
	2022	2021	2020	2019	2018
A-level cohort	113	136	146	123	177
A-level average points	34.73	40.09	38.72	30.1	31.95
A-level average grade	C+	B=	B=	C	C+
A level VA	-0.19	0.44*	0.37*	-0.06	0.12
Applied cohort	75	83	82	60	43
Applied average points	34.20	35.74	31.83	26.76	28.42
Applied average grade	D	D	D-	M+	M+
Applied VA	0.22	0.6*	0.29*	-0.11	0.11
Tech Level cohort	9	14	14	3	5
Tech average points	45.28	45	34.81	21.67	28.21
Tech average grade	D*-	D*-	D	M-	M+

As with GCSE, A-Level outcomes were the strongest ever for the academy and show year-on-year improvement from 2018 and 2019 to 2022, with increases in the average point score and the average grade.

A number of subjects performed strongly, including: Biology, English, Film Studies, Geography, Geology, History, Media Studies and Music Technology.

Year 13 Destinations

	2022*	2021	2020	2019
Placed at University	57.1%	60.1%	65.2%	52.3%
Russell Group as % of those going to University	29.2%	37.8%	30.4%	21.2%
Taking up apprenticeships	20.6%	11.4%	12.2%	14.1%
Taking up employment	14.3%	13.3%	11.6%	18.6%
Gap Year	7.1%	15.2%	9.1%	11.6%
Combi into Year 14	1.6%	0%	1.8%	3.4%
Total education & employment	100%	100%	100%	100%



Curriculum highlights

We are delighted to share with the LGC the news that the Geography Department have been awarded the Secondary Geography Quality Mark from the Geographical Association. This award recognises the

high quality of the curriculum in geography as well as how the subject shapes our students' personal development. We would like to extend our thanks to Freya McAlister, Head of Geography, and the rest of the geography team for their hard work in securing this award.

We are equally delighted to report that we have been successful in our application for reaccreditation of the International Schools Award. This award from the British Council recognises work done across a range of subjects, including MFL, History, Computer Science and Personal Development, to nurture global citizenship.

A key development priority for 2022-23 is to strengthen the computing curriculum provision for all students in Years 10 and 11 in line with the expectations of the National Curriculum. Having conducted a curriculum audit in the summer term, we are now in the process of implementing the strengthened curriculum offer. Claire Chilton, Head of Computer Science, led a staff training session highlighting the importance of computing as a foundation subject, and introducing teachers to the types of computation thinking tasks that will be delivered each half term in tutor time.

Special praise goes to Kelly Bingham, Head of Year 10 and Teacher of PE, who has set a wonderful example to students at Longsands this summer by representing the victorious England team in the Masters Hockey World Cup 2022.

Literacy

We are very pleased to report that the Trust confirmed our Teacher of Reading Jody Sandever would be with us full time from September which means our weaker readers will be getting further support. She has already screened all the Year 7 students and set up the Fresh Start Intervention programme for 28 students. She will shortly be completing training for the Catch-up Literacy programme so she can provide follow on support.

Work to develop the library as an Academic hub continues. The Sixth Form reference section and study area is now complete. Additional stock to enhance the autobiography and fiction sections has also been ordered. Janette Swainston gave a presentation to parents of Year 7 and 8 at the recent 'Welcome to the new year' evenings to promote the library and the value of reading at home. The librarians have also recruited 8 student librarians who have been trained and are supporting in the library at lunchtimes.

The focus of CPD for Literacy for this term is to develop staff awareness of strategies to support disciplinary reading and work is underway to plan and deliver this. Work on embedding the Writing Revolution strategies introduced last year continues with departments working on building this into their department action plans.

Continuing Professional Development

Seb Hood, Head of PE, successfully completed the two-year Ambition Institute Expert Middle Leader programme, demonstrating excellence in departmental leadership, and continuing to drive innovations in the PE curriculum.

Four teachers have been awarded the Certificate in Evidence Informed Practice from the Chartered College of Teaching.

We are grateful to the Astrea Institute for the generous bursary support provided to three Longsands teachers who are each embarking on a Master's qualification with the University of Cambridge.

Early Career Teachers

As we move into the second year of the Early Career Framework, we are taking steps to ensure our Early Career Teachers have the best possible professional development opportunities. As such, we

have changed training provider to Ambition Institute, which will ensure our four first-year ECTs and six second-year ECTs receive regular instructional coaching, and will provide greater coherence to the wider professional development programme at Longsands.

Initial Teacher Training

We have welcomed eleven trainee teachers to Longsands for their autumn term placements. This is a smaller cohort than we have had in recent years which reflects the somewhat concerning national picture in teacher recruitment. We continue to enjoy a strong relationship with the Faculty of Education at the University of Cambridge. This September, Susannah Prabhu-Naik, ITT Coordinator, has supported the Faculty with the delivery of training for new mentors.

Sixth Form transition

103 students have started in Year 12 and 171 have continued onto Year 13. The numbers have fallen in the last two years as courses have changed. The current work on planning for T-Levels aims to offer a broader spectrum of courses that will increase uptake. Students have made a positive start to the year.

SEND

One Year 11 student with a EHCP sat GCSE exams in English, Maths and Science and this student spent a great deal of time in and out of school, particularly in Year 10. Although they did not meet their target grades, they did secure sufficient qualifications to take them to college to study a trade that they intend to take on as a career. In many ways, the profile of this student was a real success story and highlights the support that was on offer for this young person to help them to move on to the next phase of their life.

28 'K' code students sat GCSE exams last year and for the most part achieved their target grades in the core subjects. 9 of these students were accessing different forms of alternative provision (AP) and were on part time timetables or working through e-learning at home. Despite these significant challenges, the average subject grade was only slightly below average target grade. The AP students' performance was particularly at greater risk due to the nature of their unique needs. For example, two of these students were not allowed on site during the school day and we provided remote learning and home tutor support. They were completely disaffected with their education and through our safeguarding efforts and AP provision, these students all secured GCSE grades in subject areas and all are still in education post 16.

Subject	Average <i>Target</i> Grade for EHCP Students (1 Student)	Average Actual Grade for EHCP Students (1 Student)	Average <i>Target</i> Grade for SEN Students	Average Actual Grade for SEN Students
English Language	4=	2=	4=	4=
Maths	3=	2=	4-	4-
Separate Science	N/A	N/A	7-	7-
Combined Science	55=	33=	44-	43+
All Subjects	4=	2=	4+	4=

Personal Development

Personal Development Curriculum

During the end of last term, the PD Curriculum has been reviewed and amended for this academic year by the PD Team and resources have been created and adapted to reflect staff and student feedback as well as in response to trends identified through data analysis. The includes the Sixth Form, where there are now strategic meetings to map out the delivery of PD, Enrichment taking place during Wednesday period 5 and assemblies that are taking place. As part of this, Cathy Murphy has conducted a Relationships Strand Review, including an assessment of the resources and a variety of student voice activities related to the Strand. Her final report is due to be delivered to the PD Team in the coming weeks, after which we are going to conduct the same process for the other two strands as part of our continued focus on driving forward improvement of the PD experience for all of our students.

Great Conversations

The Great Conversations Assembly Timetable has been published to still have a half termly focus on sexual abuse and harassment as well as now incorporating a termly 'Assembly Response to Behaviour and Safeguarding Analysis' to allow us to be proactive in addressing trends spotted in the emerging data. There is now also the addition of the 'House Recognition and Celebration Assembly' at the end of each term to celebrate student success.

Enrichment Programme

After the positive response to the preciously compiled Enrichment Brochure for last Summer Term, the new Autumn Enrichment Brochure is close to being compiled and published to the Academy community and families. It had been hoped that this would take a 'glossier' format, but unfortunately due to the newly recruited House and Enrichment Leader deciding that they would not like to take up the position on returning in September, this has been put on hold. We are waiting for the approval of the post to be readvertised. Despite this, the positive messaging and over communication of what students can and indeed should be attending will still continue.

House System

Due to limitations around Teams and student and teacher access to groups, the process of forming the new House Council has not yet taken place, however all launch assemblies are ready for this to begin as soon as that infrastructure is in place. I have also already conducted meetings with Huntingdon District Council and how Longsands can be involved in one of their new initiatives. The District Council is renewing its Climate Strategy to support their vision and aspiration of a net Carbon Zero Huntingdonshire by 2040 and they are keen to work with the house council to give them a role in co-designing potential recommendations for the Huntingdonshire District Climate Strategy.

School Business Update

Site: Summer work

- First phase to upgrade the pipework for the heating system commenced. The work in the Ritchie Hall and C block and was completed.
- PAT Testing of all electrical equipment.
- Five-Year fixed electrical testing across the site conducted.
- C Block floor refreshed with anti-slip paint.
- A number of classrooms and N and A block were painted.
- General site cleared and tidied.
- Asbestos survey conducted and work undertaken where required.

IT Update:

- Haldor (homework communication app): The Academy has moved from Doodle to Haldor Parent APP to enable parents and carers to see their child/ren's homework. The APP syncs with Office 365 Teams accounts and enables us to share all assignments set for students with parents/guardians. We have experienced a few teething issues for Year 7 students, although these are now mostly resolved. Miss Chilton has been working with the Trust IT team and the App company to resolve any remaining issues.
- My Child at School App (MCAS): At the start of the term the Academy moved from a ParentPay system to using MCAS for parents and carers to pay for their child/ren's lunches and trips and visits. The initial changeover encountered some technical issues resulting in the payments made by parents and carers not being picked up by the in-school system. The matter was rectified as a matter of urgency with the Academy keeping parents and carers informed at all times and ensuring students received their school meals.

HR

Staff leaving at the end of academic year 2021/22:

Miss Hyde	Teacher of Drama
Mr Woodford	Teacher of Visual Arts
Mr Stephenson	Teacher of Science
Mrs Beasley	Teacher of English
Miss Rose	Teacher of Technology
Mr Koncewicz	Teacher of Computer Science
Mrs Hills	Assistant Principal: Pastoral
Mrs Paine	Teacher of Mathematics
Mr Owen	Principal
Miss Davies	Cover Supervisor

New Staff:

Mr Donaldson	Teacher of Computer Science
Miss Crowhurst	Teacher of English
Mr Rendell	Teacher of English
Miss Savage	Teacher of PE
Mr Smy	Assistant Principal: Pastoral
Mr Wren	Operations Manager
Miss Barnes	Student Support Officer