



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Wednesday 23 November 2022

To be held at 5.30pm

At Longsands Academy

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

In attendance: Deborah Gordon; Tom Smy.

Clerk: Melanie Basson

Agenda

Minute Reference	Summary of action required	Responsible	Status
28.09.22	Publish annual LGC member declaration of pecuniary interests 2022-23	Clerk	Complete
28.09.22	Circulate Astrea Behaviour and Culture Framework to LGC members	Clerk	Complete
28.09.22	Circulate Longsands Academy Improvement Plan 2022-23 to LGC members	Clerk	Complete
28.09.22	Circulate Ofsted readiness guidance to LGC members	Clerk	Complete
28.09.22	Publish adopted policies: <ul style="list-style-type: none"> Attendance policy ECT Induction Guidance 2022-23 Behaviour policy 	Clerk/Academy	Complete
Agenda			
Item	Timings	Subject	Format
1	2 mins	Introductions and apologies <ul style="list-style-type: none"> CC and AI welcome 	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 28 September 2022	Papers attached - (pp-3-9) Chair
4	20 mins	Principal's report and questions	Papers attached – (pp 10-39) Principal
5	20 mins	Academy Improvement Plan	Papers attached – (pp40-60) Principal
6	15 mins	Behaviour and Culture Framework - Updates - Chairs visit	Oral item - Principal
7	10 mins	Policies: • Longsands Feedback policy 2021-22 for discussion	Papers attached (pp61-66)– Chair
8	5 mins	LGC Link Lead roles, membership and visits • Safeguarding and Behaviour: Dr Larcombe • SEND and Pupil Premium: Dr Larcombe • Assessment and Moderation: Mr Young • Teaching and Learning, Curriculum and Professional Development: Mr Slade • Leadership and Management and Sixth Form: Mr Young • Personal Development, Communication: Dawn Milne School visit report: • Personal Development – DM – 10 Oct 22	Papers attached (p67) – Chair
9	10 mins	• Community Engagement and Parental Engagement - Survey schedule - Parent forum	Oral item - Principal
10	10 mins	Sixth Form	Oral item - Principal
11	2 mins	Future agenda items and confirmation of forthcoming dates • Next LGC meeting 25 January2023	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair

LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Wednesday 28 September 2022

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Geraint Brown – Int Principal - Longsands Academy Lee Larcombe - Vice Chair; Dawn Milne; Richard Slade.
In Attendance:	Melanie Basson (Clerk). Clare Greaney – Vice Principal; Julian Merson; Tom Smy

Minute Reference	Summary of action required	Responsible	Status
5.07.22	Attendance figures to be reported to separate Sixth Form and to include comparisons with LA attendance data	CG	Complete - Agenda item 6
5.07.22	Ascertain consultation process regarding the Trust proposal of a Behaviour and Sanctions policy	Clerk	Complete - Agenda item 9
5.07.22	Circulate Ms Milne's PD School Visit report of 20 June 2022, to LGC members	Clerk	Complete
5.07.22	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
28.09.22 Item 3	Publish annual LGC member declaration of pecuniary interests 2022-23	Clerk	Complete
28.09.22 Item 6	Circulate Astrea Behaviour and Culture Framework to LGC members	Clerk	Complete
28.09.22 Item 8	Circulate Longsands Academy Improvement Plan 2022-23 to LGC members	Clerk	Complete

28.09.22 Item 9	Circulate Ofsted readiness guidance to LGC members	Clerk	Complete
28.09.2022 Item 10	Publish adopted policies: <ul style="list-style-type: none"> • Attendance policy • ECT Induction Guidance 2022-23 • Behaviour policy 	Clerk/Academy	

1) Election of Chair

The committee raised no objections to Mr Young's re-appointment as Chair and Dr Larcombe's re-appointment as Vice Chair to Longsands Academy LGC, nor were any nominations received by other LGC members. Mr Young was duly appointed as Chair and Dr Larcombe as Vice Chair to Longsands Academy LGC. Clerk handed proceedings over to Mr Young.

2) Introductions and Apologies

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

The committee acknowledged the resignation of Donna Singletons from the LGC, who has been thanked by the Trust for her valued contribution during her term of office.

There were no apologies for absence.

3) Declarations of interest (annual declaration)

In advance of the meeting, LGC member declarations were reviewed, updated and confirmed. **Actions: Clerk to arrange publishing of annual LGC member declarations 2022-23.**

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

4) Committee Terms of Reference and Scheme of Delegation

The Committee Terms of Reference and the Governance Scheme of Delegation were shared with the committee in advance of the meeting, and were acknowledged by the committee.

5) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 4 July 2022 were circulated to committee members and ratified on 27 July 2022.

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

Safeguarding Link Lead, Ms Singleton visited Ms Greaney on 29 April 2022 to carry out a school visit regarding safeguarding and behaviour. The committee noted it is unlikely a report of the visit will be received in light of Ms Singletons resignation.

In light of Ms Singleton's departure, Dr Larcombe agreed to take on LGC Link Lead responsibility for Safeguarding and Behaviour. In order to distribute responsibilities more equally, Mr Young agreed to take on LGC responsibility from Dr Larcombe for Leadership and Management, Sixth Form.

Link Lead roles were defined as:

Safeguarding and Behaviour: Dr Larcombe. SLT: Clare Greaney and Tom Smy

SEND and Pupil Premium: Dr Larcombe. SLT: Mr Lesurf and Mr Laud (SENCO)

Assessment and Moderation: Mr Young. SLT: Mr Merson

Leadership and Management and Sixth Form: Mr Young. SLT: Mr Brown

Teaching and Learning, Curriculum and Professional Development: Mr Slade. SLT: Ms Gordon

Personal Development, Communication: Dawn Milne. SLT: Mr Powell

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
- Year 11 GCSE examination results
- Year 11 destinations
- Year 13 examination results
- Year 13 destinations
- Personal Development
- School Business update

Attendance

Ms Greaney presented Longsands attendance figures:

This academic year, to date, whole school attendance was 94.82%, including Sixth Form.

Behaviour and Culture

Mr Smy reported regarding the Trusts implementation of the recently introduced Astrea Behaviour and Culture framework.

Mr Smy informed the committee the Trust have introduced some changes from September 2022 in accordance with the framework, The Trust Behaviour policy and curriculum are expected to be rolled out by September 2023.

The Principal informed the committee that Longsands have introduced nine expected standards as core routines, which underpin the principles of basic behaviour expectations of the Trust. These standards support a consistent approach to teachers delivering learning, supporting routines and minimising disruption to learning.

Dr Larcombe questioned whether behaviour data will be used as a measure to define successful impact of the implementation of the Behaviour and Culture Framework.

The Principal informed the committee that Behaviour Leads are scheduled to meet tomorrow to discuss progress of behaviour routines, with a view to developing these practices and will share initial responses of staff and students. Behaviour data will be used to measure success once routines have been given appropriate time to embed.

Ms Milne enquired as to how many parents attended the recent Parent Forum.

The Principal informed the committee that twelve parents/carers attended the recent Parent/Carer Forum held on 22 September 2022, and reported overall feedback was positive.

Ms Greaney gave the committee an overview of parent/carers feedback with the presentation to be shared with parents/carers. Points of view have been considered by the academy and actions are underway.

Ms Milne highlighted the new behaviour routines had not been mentioned at Year Group parent/carers information sessions and suggested attendance seemed low.

The Principal explained the aim of these sessions was to provide parents/carers with general information of what students can expect this year by way of curriculum and details how to contact relevant staff in the event of any queries or concerns. Students have been made aware of behaviour expectations at the start of this academic year.

The academy acknowledged that better communication with regards to these events might have seen more parents/carers attending and the academy endeavour to provide more notice where possible.

Ms Milne asked whether the academy plan to undertake staff and student surveys in the near future to ascertain opinions around the new Behaviour and Culture Framework.

The Principal acknowledged that an anonymous staff survey is planned along with further staff training to be undertaken around the new behaviour routines.

The Principal highlighted more time is needed for behaviour routines to embed before undertaking a student survey. The academy has already applied adjustments to behaviour routines in response to student feedback.

Ms Milne asked whether the new behaviour routines are impacting on form time and questioned whether Form Tutors have sufficient time to deliver information to students consistently as expected.

Mr Smy reassured the committee that behaviour expectations are delivered during assemblies, which Form Tutors reinforce during form time.

Ms Milne expressed concern that students might feel they have no platform to voice opinion and suggested the approach is regimented with older students feeling they are being treated like primary school children.

The Principal reassured the committee the academy takes a strict but warm approach when applying behaviour expectations. The new routines need time to realise the benefit when implementing a shift in behaviour culture. Behaviour expectations are reinforced in PD lessons where students have the opportunity to express their opinions. The academy continues to develop routines taking into accounts experience, student and staff viewpoints.

The Chair sought clarification why Year 9 currently have one of the lowest attendance rates at 92%, and the highest levels as a total percentage of all sanctions issued across the year groups for C1's (29%), C2's (83%), C3's (32%) and exclusions (50%).

Ms Greaney reassured the committee these figures do not reflect the behaviour of the whole year group. The academy continues to work with the families of a group of seven students who contribute to the majority of behaviour sanction records and low attendance in Year 9.

Action: Clerk was asked to share Trust Behaviour and Culture Framework with the committee following this meeting.

Annual Safeguarding report

Longsands annual Safeguarding Report was shared with the committee in advance of the meeting and questions were welcomed.

Ms Greaney informed the committee the academy plan to form an Online Safety Forum with Clare Chiltern – Head of Computer Science, students, parents and a LGC member. Dr Larcombe agreed to represent the LGC on the Online Safety Forum.

The committee were delighted to hear the Geography department has been awarded the Secondary Geography Quality Mark from the Geographical Association. Which is in recognition of the high quality of the curriculum in geography as well as how the subject shapes our students' personal development.

The committee were equally delighted to hear that Longsands has been successful in its application for reaccreditation of the International Schools Award from the British Council. Which recognises work done across a range of subjects, including MFL, History, Computer Science and Personal Development, to nurture global citizenship.

The Principal informed the committee the academy was unsuccessful in its bid to obtain grant funding of £300k for computing suite improvements, in supporting delivery of T Levels. The academy will work with the Trust to explore other funding options.

Ms Milne asked whether the academy have identified why the number of students joining the Sixth Form is decreasing.

The Principal explained research has suggested the main contributors seem to be that Sixth Form do not offer the courses students wish to take and that the setting is too similar to the main school, with students opting for a less school like environment. The committee discussed what other local Post 16 education providers offer students.

The Chair identified the need to define the push and pull factors of student choice of Post 16 education and assess whether the academy can adjust its offer to attract more students to the Sixth Form.

The Principal updated the committee with regards to the progress of site improvements. Mr Thurogood-Hyde visited Longsands in September and noted the current status of planned investment works.

The newly appointed Operations Manager Gary Wren is working with Regional Operations Manager Julie Carles and the Site Manager to push forward with site improvement investment plans.

Dr Larcombe questioned when the academy expects to have confirmation of student number vs pupil admission number (PAN), to ensure that budget projections of academy funding are accurate.

Ms Greaney explained the Local Authority student Census is due to take place on 6 October 2022, which will determine pupil numbers to be reported in relation to calculating the academy's General Annual Grant (GAG) funding. The Trust budget projections allow for a small amount of variance in student numbers.

The Principal and Ms Greaney were thanked for their reports.

7) Examination results

Mr Merson expanded on the Principal's report regarding headlines of GCSE examination results achieved in Summer 2022.

Mr Merson reminded the committee that Year 11 and Year 13 students sat their first set of examinations this year, whereas in 2020 and 2021 examination grades were awarded through Centre and Teacher Assessed Grades (CAG and TAG).

This makes it difficult to determine a value added figure (which is currently negative) due to grades awarded by CAG/TAG methods.

Results day saw a marked reduction in the number of top grades at A*, however overall results were reassuringly better than in previous years. The academy continues to focus on improving areas of weaknesses within the new Year 11 and Year 13 cohorts, who will also take examinations for the first time in summer 2023.

The committee were pleased to hear that 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.

Provisional Progress 8 figure achieved is 0.28, to be confirmed in October 2022.

Progress 8 figure achieved in the open bucket subjects identified a need to focus on improving Business, Art and Design Technology.

Ms Milne suggested it would be beneficial to communicate the academy's current Progress 8 figure achieved this year, with parents/carers during the Open Evening planned for next week.

Mr Merson reported, 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.

Regarding Year 13 results, Dr Larcombe questioned what subjects are represented in the Technical and Applied Level cohorts.

Mr Merson explained the Technical cohort refers to Computer Science and the Applied Level refers to BTEC and Stageworks.

The committee congratulated Longsands on achieving excellent positive examination results and acknowledged hard work and support has proved successful.

Mr Merson was thanked for his report.

8) Academy Improvement Plan 2022-23

The Principal informed the committee that Longsands Academy Improvement Plan (AIP) 2022-23 has been updated and asked the Clerk to circulate it to the committee.

ACTION: Clerk to circulate the AIP to the committee following this meeting and add this item to the next LGC agenda.

The Principal was thanked for their report.

9) Ofsted preparation for Governors

ACTION: Clerk was asked to circulate 'Ofsted readiness guidance' to enable governors to find key information supporting the governors' role.

10) Policies

In advance of the meeting the following policies have been updated by the academy and were circulated to the committee for review and ratification:

- Attendance policy
- ECT Induction Guidance 2022-23
- Behaviour policy

In accordance with Section 15.2 of Longsands Attendance policy, the committee agreed that LGC responsibility for Attendance falls within the remit of the role of Link Lead for Safeguarding and Behaviour, held by Dr Larcombe.

The LGC adopted Longsands Attendance policy, Behaviour policy and ECT Induction Guidance. **ACTION: Clerk to arrange publishing adopted policies.**

11) Longsands Academy Impact Statement

With regard to the progress in putting together Longsands Impact Statement 2021-22, the Chair informed the committee that it is non-mandatory to review this year. All benefits considered; the committee decided the Impact Statement 2020-21 would not be updated for 2021-22.

12) Future agenda items and confirmation of forthcoming dates

The committee noted the date of the next Longsands LGC meeting date is scheduled for Wednesday 23 November 2022.

Future agenda items:

- Link Lead roles and visit reports
- Membership
- Behaviour and Culture Framework
- Academy Improvement Plan 2022-23
- Community Engagement and Parental Engagement – survey schedule

13) Any Other Business

Mr Slade informed the academy that ‘Sway’ has a function to identify how many people have read a document with regards to identifying parental engagement with school communications.

Mr Slade enquired as to who monitors funding grants in relation to Longsands Academy.

The Principal informed the committee that the Regional Operations Manager and Central Finance Team monitor grant funding.

Ms Milne enquired regarding the status of the student toilets with regard to the lack of soap.

Mr Brown explained that soap dispensers have been vandalised meaning resulting in a lack of soap on occasion. Work was scheduled to take place over the summer to fit anti-vandal soap dispenser units, but this did not take place. Staff duty rotas have been adjusted to cover staff monitoring of student toilet entrance doors. The work has been rescheduled to fit anti-vandal toilet seats and soap dispensers.

Dr Larcombe enquired whether there is a facility to access historic governor school visits and previous versions of policy documentation.

The Clerk informed the committee that LGC documentation is held securely by the Trust, accessible on request from the Clerk. Meeting documentation is published on the school website in accordance with the DfE statutory publication requirements. The Clerk explained the Trust document retention schedule is compliant with the IRMS Toolkit for Schools.

LGC members were invited to attend the upcoming Year 7 concert on 18 October 2022.

Attendees were thanked for their contribution and left the meeting.

The meeting finished at 7:20 pm

The LGC agreed the above to be a true and accurate record of the meeting on: 1 November 2022



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Autumn Term Two

2022-2023

Longsands Academy

Interim Principal: Geraint Brown

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Introduction and contextual information about the school:

Last half term we recorded 222 concerns on CPOMS. This is more than double the amount of concerns recorded in the first half of the Autumn term 2021 and therefore this has had a significant impact in terms of workload for the DSL team. Edward Smith, DDSL for the Sixth Form, left at October half term and, although we have staff to cover safeguarding needs for the older students, we are in the process of ensuring the strong provision for sixth formers is maintained. We are currently supporting 14 students on alternative provision timetables, carrying out daily calls and weekly home visits to ensure that they are safeguarded appropriately.

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Contact made via email with Trust IT team in order to form an on-line safety group. All staff have been allocated time to complete the two safeguarding modules on the National College website	No response therefore this has been chased. CG to double check completion rates and contact any colleagues where this is outstanding	Trust response to online safety group.
Trends in School	Continued larger numbers of concerns in Years 9 and 11 and higher numbers of mental health concerns in general	Individuals are being monitored and all actions recorded on CPOMS. All students where there is an ongoing mental health concern have support either in or out of school	CG in contact with Rosie Hart at the Trust when necessary
Update on significant cases (anonymised)	Police investigation continues for student A – risk assessment is in place. No further action for student B but continues to be a concern Student C - child registered as CME	Continued support in school for student A, in conjunction with SEND department. Student B awaiting a placement as not accessing on-line provision. Police and social care contacted for CME student	Advice sought from Rosie Hart and this has been actioned.
Summary of referrals made	N/A	N/A	N/A
Ofsted Qualifying Complaints	N/A	N/A	N/A

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (start of HT1)	This time last year
Number and % of PP (Years 7-11)	333 (23.42%)	329 (23.22%)	319 (22.83%)
Number and % of FSM (Years 7-11)	268 (18.84%)	265 (18.70%)	246 (17.61%)
Number and % of LAC	5	6	7
Number and % of young carers	16		32
Number and % of students privately fostered	1		1
Number and % of students with CP plan	0		1
Number and % of CIN	1		4
Referrals made for early help	1		0
Family support assessments conducted	1		0
Proportion meeting threshold	1		N/A
CP meetings attended	0		4
Number and % of students with an EHCP	34	31	31
Number and % of students with serious medical conditions	2		
Number and % of students receiving external support: CAMHS	3		
Number and % of students receiving external support: behaviour support	0		
Number and % of students receiving external support: S and L	0		
Referrals to Channel	0		

SCR Scrutiny:

Move of SCR data to the new Trust format has been completed. There are no gaps in terms of current staff, including our new starter. Overall, the SCR is compliant.

Statutory Requirements for safeguarding CPD:

Type of training	Date	Number of Attendees	Provider
On-line safety training	5 th October	All staff	National College
DSL refresher	30 th September	1	Cambs County Council
Certificate in Understanding the Single Central Record	10 th October	1	National College

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	1	0	5
Racist Incidents	0	0	2
Cyber Bullying	0	0	0
Homophobic Bullying	0	0	0
Transphobic Bullying	0	0	0

Analysis and Next Steps

It is pleasing to see that the number of bullying incidents is significantly fewer than this time last year. The one incident that we are currently dealing with is very specific involving a student with an EHCP. Extensive work is being done with this student and the perpetrators in order to prevent future bullying.

Nevertheless, we are continuing to ensure that students understand what constitutes bullying, how to report it and have confidence that any concerns are addressed effectively. Week beginning 14 November 2022 is the national 'Anti-Bullying Week' and we are running our latest series of anti-bullying assemblies to remind students of the issues, to educate them about how to respond and to know what support is available. There are initiatives, including 'odd socks' day that will run throughout the week alongside the tutor-time discussions.

Data Analysis September/October Forecasts 2022: analysis and review

Year 11

KEY PERFORMANCE TARGETS (FFT20)

Attainment 8 score: ALL: 52.8 PP: 49.0 SEND: 38.0 (all) 40.0 (Support), 33.0 (EHCP)	Grade 5+ Eng & Maths: 53% (FFT20) 61% (FFT5)	Grade 4+ Eng & Maths: 76% (FFT20) 83% (FFT5)	% of students achieving EBacc: 4+ 55%; 5+ 35% (68% entered from Year 10)	Progress 8 score: ALL: +0.5 PP: 0.0 SEND: +0.2
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Current Predictions (September 2022)

Attainment 8 score: ALL: 49.8 PP: 40.44 SEND: 32.27	Grade 5+ Eng & Maths: 55.1	Grade 4+ Eng & Maths: 76.1	% of students achieving EBacc: Strong pass: 31.3 Standard: 52.2	Progress 8 score: ALL: -0.03 PP: -0.56 SEND: -0.54
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Maximising Achievement Plan update:

Priority Area	Specific Intent and Actions	Update and summary of impact to date
1. Use of mock exam data to target intervention and curriculum improvement	<ul style="list-style-type: none">• Use headline results (basics 4/5EM, A8, P8 overall and by bucket) to analyse outcomes of cohorts (PP/SEND) in relation to FFT20 targets.• Scrutinise subject results to examine gaps in curriculum knowledge (QLA) or underachieving students. Use SPI to estimate subject progress.• Rank order students by estimate of P8 to target support for those with negative estimate score.• Follow up exams with subject review meetings with SLT link & HoD focused on headlines, PP/SEND outcomes, strengths & weaknesses in overall performance, students of concern, action steps, support needed.	Targeted interventions continued. Subject review meetings completed with action points. Data about to be updated with new Y11 mock exam outcomes, which will result in a revised and updated lists of target students. This data will also be used to review how effective recent approaches have been for cohorts and individuals.

	<ul style="list-style-type: none"> • HoD completes mock results analysis to be shared with SLT (link) – template provided 	
2. Increase crossover for students achieving 4+ EM and 5+ EM	<ul style="list-style-type: none"> • Analysis of Y10 mock results to identify students who could and should cross over from grade 3 to grade 4 and grade 4 to grade 5 in En/Ma/both. • Targeted support for cross-over group inside & outside lessons, ensure attendance at Xtra sessions. • Fortnightly crossover meetings to track progress of target group – head of assessment, heads of Eng/Ma and principal • Share information with academic mentors to ensure students are aware (work with HoY). 	<p>Crossover students identified; data in matrix form. JRM (Head of Ma) and RMO (Head of Eng) meet fortnightly to analyse data. Teachers of targeted students made aware, to ensure they have approaches in place to support those targeted.</p> <p>P6 attendance in maths needs further monitoring to ensure students are attending.</p> <p>Plan to use extended tutor time (due to start later this term) to give additional tuition to targeted small groups.</p> <p>Academic mentors aware of targeted students.</p>
3. Increase PP and SEND achievement to close the gap	<ul style="list-style-type: none"> • Ensure all staff fully aware of key groups, esp. PP, SEND and understand the data: SLT data lead, PP/SEND lead work with HoY to plan staff CPD and updates. • Use mock exam and other assessment data to track PP & SEND progress and identify target group • Fortnightly MAP meeting to evaluate progress and identify priority subject areas for intervention. Involve identified subject leaders via line management to support knowledge for these meetings. • Targeted intervention used to improve knowledge & performance – tutor time sessions, Xtra, classroom-based. • Share and update performance data with SLT and HoDs to use in LM meetings. 	<p>Information on key groups/students shared with all staff.</p> <p>Analysis carried out by SENDCo and AP for SEND/PP following mocks in order to update intervention approaches.</p> <p>In the process of updating for new mock exam data.</p>
4. Increase teaching time to support target students in closing attainment gaps.	<ul style="list-style-type: none"> • Schedule of period 6 'Xtra' sessions run after school for all – as far as possible use students same classes and teachers (paid) • Use form time for targeted revision sessions (esp. Ma/En) • Possible Saturday/holiday school for intense subject revision & preparation – students provided with lunch – voluntary basis. 	<p>Xtra sessions up and running. Some concern about key students not attending, so monitoring this and working on strategies to encourage all students to participate.</p> <p>Academic mentoring and HoY to follow up and adapt strategy to encourage participation, including continued communication with home.</p> <p>Form time sessions planned to commence once extended tutor time happens.</p>
5. Ensure all identified students take up Xtra sessions to maximise achievement	<ul style="list-style-type: none"> • Use Y10 (and later Y11) mock exam data to identify target groups for Eng, Ma, EBacc & open bucket – use mock outcomes, A8 & P8 compared to targets. • HoY, academic mentors and teachers of Xtra sessions to monitor student attendance 	<p>Targeted students for Eng and Ma already established</p> <p>Parent meetings and assemblies used to encourage participation; initial attendance has been good but need to maintain momentum.</p>

	<p>weekly and target students and/or call home to encourage.</p> <ul style="list-style-type: none"> • Regular positive communications in assemblies, tutor time and messages 	Working on completing new Astrea template with Year 11 mock exam data to establish targeted students for Ebacc and open buckets.
6. Ensure students are in correct tiers in science, maths, MFL to maximise outcomes.	<ul style="list-style-type: none"> • Use mock exams & regular assessment data to ensure students are entered for the appropriate tiers. Generally, MFL tiers can be changed in Year 11 but maths and science can't. If a student is getting a 3 or low 4 in Maths on Higher then they should move to Foundation. If they're getting below a 4-4 in Combined Science they should move to Foundation. If a student is getting below a 6-6-5 in separates sciences consider moving to Combined. 	Ho Ma/Sci/MFL to ensure tiering is revised in the light of outcomes from Nov mock exams.
7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses.	<ul style="list-style-type: none"> • Maximise effective use of curriculum time left, ensuring each lesson accounted for and balance of time matches course components as well as sufficient exam preparation & practice in lessons • Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs • Share department-designed revision activities and guides with students to support effective revision strategies & ensure this is checked by departments • Review English literature curriculum, teaching and revision resources through effective line management and trust support to increase attainment and progress • Support and challenge from line managers for specified open bucket subjects where increased attainment and progress a priority, focused on reviewing use of curriculum time, quality of teaching & resources, revision materials, AtL of students in class: business, art, food & nut, DT • Regular visits to Y11 lessons, ensuring staff are supported and students are focused. • Check departments are using exam papers to maximum effect in mock exams to gain accurate picture of current grades: full series in En/Ma, full papers as far as possible across all 	<p>Core routines having an impact with this.</p> <p>Dept action plans checked to ensure focus on Y11 progress and support.</p> <p>This is being done. For example, students in maths about to be re-set pending changes to tiers resulting from mock exams.</p> <p>Established revision resources across all departments.</p> <p>This will form a focus of fortnightly MAP meetings.</p> <p>Behaviour walk each lesson.</p> <p>Thorough processes in place.</p>
8. Improve quality of revision resources and homework to ensure students improve recall of core knowledge.	<ul style="list-style-type: none"> • Monitor quality and frequency of homework based on DfE guidelines that students complete 2-2.5 hrs extra study per day (inc. Xtra sessions) 	Reviewing homework strategies at present and recommunicating expectations with staff, students and parents

	<ul style="list-style-type: none"> • Monitor and improve weekly homework that supports effective revision and use of timed past papers • Regular explicit teaching of effective revision techniques to support students' practice (retrieval, spacing, interleaving, dual coding, elaboration) via tutor time & collapsed session/assembly and share revision guidance to support students and parents (based on cog sci). 	<p>New revision strategies based on cognitive science being taught as a programme to Y11 and being used by departments to update approaches.</p> <p>Improved mock exam revision information issued.</p> <p>Assemblies used to support.</p>
9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time.	<ul style="list-style-type: none"> • Daily attendance check for Y11, making calls before other year groups. Prioritise PA students with calls & visits. • Reward and praise high attendance and keep communication in assemblies and tutor time. • SLT & HoY behaviour walks to visit all Y11 and support disruption-free learning. • All Y11 sent out of a class to be seen by HoY or SLT. • Ensure core routines mean students have correct equipment every day, are calm & focused at all time, in uniform and ready to learn from 08.45am. 	<p>Systems for monitoring attendance and punctuality in place.</p> <p>Adjusted SLT learning walk processes to ensure improved punctuality and attendance.</p> <p>Behaviour walks in place.</p> <p>Core routines in place.</p>
10. Use subject-specific exam preparation to improve students' exam technique	<ul style="list-style-type: none"> • Use whole-school/subject CPD to support departments' work in teaching exam techniques and how to tackle different papers and use past papers at home, including walking-talking mocks, live modelling & marking. • Monitor regular use of past papers/questions in lessons including timely, responsive feedback • Share exam guidance with students and parents so they know how to access the correct past papers and use the correct exam-board resources 	<p>In place. Much input on this for departments with Trust leads.</p> <p>Week prior to mocks devoted to revision and preparation for specific exam papers.</p> <p>Using 2019 grade boundaries.</p> <p>Guidance shared for mock exams.</p>
11. Support, motivate and incentivise for full participation and engagement	<ul style="list-style-type: none"> • Use of rewards & treats to motivate students hard work and participation, such as snacks, reward trips, prom points. Surprise them rather than dangle as carrot. • Use 'warm:strict' B&C routines to support calm, positive atmosphere conducive to student learning and use relationships and praise to maintain this • Mock exam 'results day' with follow-up action plans held to make clear to students the progress made • Use assemblies to prepare and motivate – how to avoid stress, effective revision, what to look forward to 	<p>Head of Year assemblies and Morning Welcome being used to motivate and encourage. Communication with parents has helped to get support for attendance and homework completion.</p> <p>Plan for rewards processes in place</p> <p>Mock exam results day planned</p> <p>Motivational assemblies planned and processes accounting for well-being in hand.</p>

	<ul style="list-style-type: none"> • Look after wellbeing making use of mentors and support. Use sports and activities to help de-stress (after-school Friday) • Take all opportunities to praise – privately, in the corridor, in public, via emails and calls home • Use academic mentoring for every student who needs to make significant progress to support attendance at school and in Xtra sessions, to help organise time, post-16 applications – schedule of discussion to be shared weekly by HoY (SP) 	<p>Very strong take-up of sporting opportunities.</p> <p>Mentoring in place, currently for students with low P8 scores based on Y10 mocks; about to be updated with data from Y11 mocks.</p>
12. Gain & maintain the support of parents and carers in order to help them support students' preparations.	<ul style="list-style-type: none"> • Regular communication of exam dates, effective revision, key dates for post-16 – information evening, parent consultations • One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support • Share important information about revision resources and strategies to make it easy for parents/carers to support at home • Send praise cards, emails, make calls to recognise efforts of individuals • Communicate results and actions after mocks so parents fully aware of outcomes and what support will come next, as well as expectations for students' actions • Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. 	<p>In place. Parent information evening. Revised revision booklet with subject specific info, plus general revision guidance. Assemblies to reinforce. 121 support in place.</p> <p>Revision booklet emailed to parents</p> <p>Rewards information going out to students/parents regularly.</p> <p>Mock exam reporting procedure in place, including mock results day.</p> <p>Consultation early Dec. Communication intended – to be planned.</p>
13. Use November and February Mocks to give real experience of final exams and provide accurate data.	<ul style="list-style-type: none"> • Make use of 'final preparation week' before each mock series to continue teaching exam technique, use assembly to remind and reassure of exam-day routines • Follow same post-exam analysis steps as for Y10 exam above to ensure accurate picture of current attainment and targeted intervention (basics crossover, P8, open bucket) • Keep to consistent and clear routines that mean the students know exactly what to do in final exams. 	<p>This took place and also planned for next mocks in March</p> <p>Thorough post-mock exam analysis planned.</p> <p>Routines planned to make mock exam processes the same as for the summer.</p>
14. Use last days in school for final exam preparation that keeps students focused to the end	<ul style="list-style-type: none"> • Do not grant study leave; instead, use every lesson to support students' preparations • Collapsed lessons in school prior to exams focused on final preparations for specific exam techniques and papers • Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study 	<p>Planning for summer.</p>

Next Steps:

Key next step is to use the outcomes of the November mocks for a thorough review and reset of all measures outlined above, ensuring targeted cohorts are updated, and that all necessary steps are in place to support them in maximising their achievement. See below.

Summary of intended action points for November/December:

- Mock exams, first two weeks in November. Completed final check to ensure appropriate exam papers used.
- CPD for standardisation, moderations and predicting grades w/b 14 November for Heads of Faculty.
- Results deadline – 24th November. Mock results day 30th November.
- Focus on rewarding & praising students for hard work – HOY11.
- Parent consultations focus on outcomes and action steps – 1st December
- Analysis of mock exam results – whole school and by subject. SLT to update areas for improvement. Period 6 groups adjusted. Specific students of concern lead to updated mentoring and raising standards lists.
- Subject meetings to discuss strengths and weaknesses of results; action points. SLT to follow guidance on scrutiny of data in line management link meetings. Departments to adjust planning in light of mock exam data and question-level analysis.
- Students identified to miss Core PE for extra English, Maths.
- Continue to monitor and support attendance at Xtra sessions and use exam data to target the content and exam techniques.
- Department time allocated to fine-grained exam data and action planning for teaching and homework/revision resources.
- Share resources and suggested programmes for holiday revision in preparation for Feb mocks

Year 13

These tables summarise current predicted grades, updated in November 2022:

L3 Overall

Measure	Value	%
Students included in L3 Overall Cohort	167	100
L3 Overall Average Points per Entry	33.2	-
L3 Overall Average Grade	C+	-
L3 Overall VA	-0.38	-

A Level

Measure	Value	%
Students included in A Level Cohort	138	82.6
A Level Average Points per Entry	33.98	-
A Level Average Grade	C+	-
A Level Total Entries	344	-
A Level VA	-0.4	-

Applied General

Measure	Value	%
Students included in Applied General Cohort	81	48.5
Applied General Average Points per Entry	31.42	-
Applied General Average Grade	Dist-	-
Applied General VA	-0.33	-

A Level (GCE) Current Grades:

Name	Total Grades	A* %	A* - A %	A* - B %	A* - C %	Average Grade	VA
Accounting	11	0	27.3	45.5	72.7	C+	0.18
Art (Fine) Art	10	20	30	50	60	C+	-0.86
(Photography)	7	0	0	28.6	100	C+	-0.38
Business Studies	11	0	9.1	9.1	54.5	D+	-0.67
Classical Civilisation	14	0	28.6	57.1	92.9	B-	-0.38
English Lan/Lit	19	0	15.8	47.4	73.7	C+	-0.43
English Literature	10	10	30	60	80	B-	-0.24
Film Studies	6	0	16.7	50	100	B-	0.14
Geography	9	0	11.1	44.4	88.9	C+	-0.18
History	22	0	18.2	40.9	95.5	B-	-0.19
Maths	34	17.6	35.3	55.9	64.7	C+	-0.86
Maths (Further)	9	33.3	44.4	66.7	88.9	B+	-0.55
Media Studies	10	0	0	60	80	C+	-0.36
MFL French	6	33.3	33.3	50	83.3	B-	-0.34
MFL German	3	0	0	0	66.7	D+	-1.21
PE	11	0	9.1	18.2	81.8	C=	-0.36
Politics	8	25	62.5	62.5	87.5	B+	-0.21
Psychology	53	0	15.1	41.5	60.4	C-	-0.67
Science Biology	27	3.7	33.3	55.6	70.4	B-	-0.14
Science Chemistry	29	10.3	37.9	65.5	86.2	B=	0.06
Science Physics	13	15.4	53.8	76.9	76.9	B=	-0.07
Sociology	25	8	24	32	60	C=	-0.48
Summary	347	6.9	25.4	48.1	74.6	C+	-0.39

L3 A*-E size 1

Name	Total Grad es	A* %	A* - A %	A* - B %	A* - C %	Aver age Pts Per Entry	Aver age Grad e	VA
Criminology	29	0	0	17.2	79.3	25.45	Merit =	-0.33
Summary	29	0	0	17.2	79.3	25.45	Merit =	-0.33

L3 D*D*D*-PPP size 3

Name	Total Grad es	D*D*D* D* %	D*D*D* D* - D %	D*D*D* D* - D %	D*D*D* D* - DDD %	D*D*D* D* - DDM %	Aver age Pts Per Entry	Aver age Grad e	VA
Sport BTEC Triple Stageworks	6	0	0	0	0	16.7	25	Merit =	-0.55
Triple Summary	8 14	25 14.3	50 28.6	50 28.6	62.5 35.7	75 50	38.75 32.86	Dist+ Dist-	0.33 -0.05

L3 D*D*-PP size 2

Name	Total Grad es	D*D* %	D*D* - D*D %	D*D* - DD %	D*D* - DM %	D*D* - MM %	Aver age Pts Per Entry	Aver age Grad e	VA
Computing BTEC Double Sport BTEC Double Stageworks Double Summary	11 13 11 35	36.4 0 0 11.4	45.5 0 27.3 22.9	54.5 15.4 90.9 51.4	72.7 53.8 100 74.3	81.8 76.9 100 85.7	36.59 26.54 36.59 32.86	Dist= Merit = Dist= Dist-	-0.3 -0.9 -0.09 -0.45

L3 D*DMP size

1

Name	Total Grad es	D* %	D* - D %	D* - M %	D* - P %	Aver age Pts Per Entry	Aver age Grad e	VA
Business BTEC Single Computing BTEC Single H&SC	5 2 13	0 100 0	60 100 23.1	80 100 69.2	100 100 100	29 50 24.23	Merit + Dist* = Merit =	-0.31 0.39 -1.05

Sport BTEC								Merit	
Single	14	0	21.4	78.6	100	25	=	-0.64	
Summary	34	5.9	32.4	76.5	100	26.76	+	-0.69	

Overall commentary

Concerns about students – including attendance, mental health, anxieties and academic performance. Much of this is a result of students not having had the experience of public exams in Year 11, meaning we have more work to do to ensure students are prepared sufficiently for exam series.

HOY13 has identified key underperforming students and is adopting similar maximising achievement planning process. A new tracker is being used to closely monitor students' performance and their engagement with intervention. We are following up with departments to identify the necessary subject and pastoral interventions necessary to boost performance.

Next steps:

- Underperforming students identified and interventions being tracked – HOD input, coordinated by HOY.
- Departments preparing students for mock exams in January.
- One department and individual teachers on support plan to improve quality of teaching.
- Interventions include regular use of subject clinics to boost outcomes e.g. Maths, Science.
- Support form pastoral staff for mental health and wellbeing to increase resilience and confidence.

Curriculum

EBACC Curriculum

The Longsands Academy Curriculum Overview can be found on the website [here](#). This includes the [Curriculum Overview 2022-23](#) document which has an outline curriculum for each subject and details of the core texts that support the teaching.

The Key Stage 3 curriculum review:

Year Group	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the National Lead
English	Knowledge-rich curriculum Breadth of texts studied	Very confident-established SOWs	Sequencing and streamlining of schemes Diversity of voices within texts	Curriculum discussions AQA literature CPD
Mathematics	Knowledge-rich curriculum. Maths department has a wealth of teaching experience to deliver inspiring lessons and strong outcomes	Very skilled with a strong blend of experience and newly qualified teachers. Qualified maths teachers except for a small proportion of non-	Further work to enhance use of Sparx homework – aiming for higher completion rates. Aim for more consistency across different teachers in the	Yes – full support from Naveen Rizvi

		specialist teaching in KS3 (less than 10% of lessons)	way different concepts are taught.	
Science	Knowledge-rich curriculum Key contribution to the formation of the Astrea science curriculum	Strong team of skilled subject-specialists. Embedded use of Best Evidence in Science Teaching (BEST). Department recognised as Astrea Team of the Year 2022.	Further embed the use of high-quality textbooks Develop modelling and checking for understanding through refining the use of visualisers and mini-whiteboards.	Yes – full support from James Furness 2021-22 Although now no support
Geography	Knowledge-rich and well sequenced curriculum	All qualified Geography teachers with particular specialisms in the use of GIS software. Achieved SGQM with the Geographical Association last year, recognising the quality of the curriculum.	Greater modelling of reading geographical material to support students reading chunks of academic text. Push to encourage students to expand spoken answers and use appropriate geographical/ geological vocab, including T2 vocab, to improve oracy	Yes- full support and regular visits from Rob Chambers
History	Knowledge-rich curriculum The History Department are a well experience and talented group of teachers who have subject specialism to be able to bring History to life	Highly able and very confident in delivering all aspects of the curriculum	Work with the new National Lead to review curriculum delivery model and ensure it has sufficient scope and rigour.	National Lead is engaged with JJW in supporting with the creation of new SoW
MFL	Knowledge-rich and well sequenced curriculum which is based on the three pillars of the MFL curriculum research review 2021: Vocabulary, phonics and Grammar	All subject specialist teachers who are confident at delivering all aspects of the curriculum. Two native speakers who contribute to the authenticity of the curriculum.	Ensure our curriculum reflects a range of narrative voices by celebrating the diversity of countries where French/ German is spoken Ensure staff are prepared for the new GCSE and review the KS3 curriculum in light of changes	No National Lead

Teaching and Learning

Teacher Grading

Grading should be based on the national Teachers' Standards and reflect the expectations in the Astrea Teaching and Learning Framework.

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	97	90.7
Requires Improvement.	9	8.4
Inadequate.	1	0.9

Staff Receiving Support	Number of Teaching Staff	% of Teaching Staff
<u>ITT and NQT Staff:</u>		
ITT Support Plan e.g. TF Support Plans	0	0
<u>Teaching Staff:</u>		
'Light Touch' Support	9	8.4
Informal Support Plan	1	0.9
Formal Capability	0	0

'Light Touch' support is support provided before moving to the 'Informal Support Plan' stage. This 'Light Touch' support could be line management support and challenge, coaching support and additional CPD. Clear targets and a timeline for improvement are required in a similar way to an informal support plan. The above process should also apply to staff in their probationary periods. Probationary Hearings would then be held if required.

Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	17	15.9

Department Grading

Grade each department in your academy on a half-termly basis, based on an overarching 'Quality of Education' judgement.

Rank order (and grade) subject departments against the following standard:

The department is high-achieving for all pupils, including disadvantaged pupils or is improving rapidly. Progress 8 is well above national over time or is rising rapidly. Attainment outcomes at 4+, 5+ and 7+ rank highly within the trust or are gaining substantially year-on-year. The national subject lead agrees that this department is high performing and or high potential.

The Head of Department leads a cohesive and committed team. S/he develops new teachers to a high standard quickly and challenges weak performance robustly. Astrea T&L Framework strategies are visibly effective in every lesson. Teachers can articulate the curriculum plan and how the department's approach to teaching and to behaviour helps pupils learn more and remember more with confidence and fluency.

The lesson environment is calm and conducive to learning. Pupils are enthusiastic and absorbed learners of this subject. Challenge is consistently high; the curriculum is inclusive and ambitious for all.

The department is used as a model of excellence within the Trust and would be the Principal's first choice for an Ofsted 'deep dive'.

Rank	Subject/Department	Meets or exceeds the standard (green)	Falls below the standard (red)
A	PE		
	Computer Science		
	Music		
	History		
	Science		
	Maths		
	MFL		
	PD		
B	RE		
	English		
	Geography		
C	DT		
	Art		
	Media		
	Business Studies		
D	Social Sciences		

A The strongest departments with excellent progress and attainment.

B Departments that have significant strengths, good progress and attainment, and some areas for improvement.

C Departments that are on a journey of improvement over time, meeting some elements of the standard (hence amber).

D Departments that do not meet the standard and require substantial support.

Next Steps:

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

- Implement the Behaviour & Culture Core Routines to ensure a positive learning environment for all students. In particular, continue to refine the routines around Habits of Attention so that students are thinking and working hard at all times.
- Further refine the subject-specific approach to the 7 Principles to ensure highly effective intent, implementation, and impact in each subject discipline. Support the ongoing implementation of visualisers for modelling, mini whiteboards for checking for understanding
- Both of the above are being supported through the professional development programme and quality assurance. A key area of development for this half term is the evolution of our Collaborative Observation process, which is now termed Collaborative Drop-Ins. Each teacher will 'drop-in' to four lessons for 10-15 minutes to observe and enable the sharing of good practice across the Academy. Feedback is recorded on Steplab and can then be viewed by the teacher, their Head of Department and SLT.

Behaviour and Culture

Implementation of the Core Routines and B&C Framework:

The core routines have been implemented with staff first introduced to these on the training day in September. Over the course of the half term staff had further morning CPD sessions on entry routines, transitions and Habits of Attention. The training day on the 7th of October focused on the entry routines, with group work discussing video examples on what was good about the examples and areas of development. The purpose of the session was to re-emphasise the importance of being in the threshold to start the learning immediately, through positive reinforcement of expectations as students enter, as well as improving transitions through teacher presence in the corridors. Walk-thrus, Step lab and TLAC were all used to model use of these resources in supporting the core routines, and signpost to staff where there is support on these.

A survey was sent to staff about progress in, and confidence with, the core routines. The majority of staff felt academy policies support behaviour are clear and coherent and most understood the purpose of the core routines. Most reported progress in using the core routines, especially entry and exit routines and the transition. Nevertheless, too many staff feel the routines have not yet had a significant impact on behaviour, particularly outside lessons, and many reported that they have struggled to implement some aspects with older students. Analysis identified particular aspects in need of work, especially the use of STAR with KS4 and the perception that students need more clarity on the purpose of the core routines. We have responded to the feedback quickly: the use of STAR and how it can be implemented in a range of nuanced ways was a focus of CPD on 1st November. This session involved further use of deliberate practice to support effective implementation. Students have had a series of B&C reboot sessions across tutor times in the first week back. These included deliberate practice of the morning welcome, which was narrated to help clarify the purpose and the areas to tighten up to perfect, primarily moving quietly and calmly to tutor rooms. There were also sessions revisiting entry routines, conduct at break, lunch and in the corridors, and silence is golden and habits of attention. Again, the purpose of these was re-emphasised to students so they understood the overall aim to ensure a focus on learning and to minimise any lost learning time.

The staff survey also showed extensive support for extending the morning registration period so that there is more time for the planned reading and Votes for Schools activities. This will mean moving the PM registration time to the morning and having a common lunchtime, which should also help with less movement around the academy and more punctual arrival to period 5 in the afternoon.

Student voice will be collected by SLT across years 7-11 in the second week of the new half term (w/b 14 November), with a range of students identified by heads of each year group. The aim to find out about students' perception on behaviour, the core routines, feelings about school, perceptions of bullying and the anti-bullying initiatives, sanctions and rewards and much more. This will help us to further plan next steps.

Uniform is also another key focus for the half term, with the aim to have a 'dress to impress' stock room set up before Christmas, to lend students uniform who come to school dressed incorrectly. TWS, assistant principal for B&C, has liaised with colleagues at Cottenham Village College and visited St Ivo Academy to see how this has been implemented and the logistics of running it.

Some concerns have been raised, by staff and parents, about the use same-day detentions as a sanction. We are in the process of conducting a review of the process to help ensure it runs smoothly and is used consistently. We are also making changes to ensure that sufficient staffing support students in following expectations when in detention.

Behaviour Data:

House Points

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of HPs	3978	4737	3532	2727	1217	4	24	16219
% Of Whole Cohort	24.50%	29.20%	21.80%	16.80%	7.50%	0.00%	0.10%	
% Of Cohort	99.60%	100.00%	98.60%	98.90%	93.40%	2.10%	12.60%	
Number of HPs (PP)	827	1147	566	652	291			3483
% PP Cohort	100.00%	100.00%	93.90%	96.70%	89.10%			
Number of HPs (SEND)	533	668	389	695	222	0	2	2509
% SEND Cohort	100.00%	100.00%	97.30%	97.70%	82.50%	0.00%	14.30%	
Number of HPs (Non-SEND)	3445	4069	3143	2032	995	4	22	13710
% Students Non-SEND Cohort	99.60%	100.00%	98.80%	99.20%	95.30%	2.10%	12.40%	

The vast majority of students in each year group have received house points and the number of house points far exceed the number of behaviour points awarded to students, emphasising that the positives are being recognised. Work this half term is focused on further recognising the positives, including assemblies and celebrations in morning welcome and in-year competitions relating to house points/behaviour points. An additional target will be to see PP students attaining the same percentage of house points as non-PP students.

	C1							
	Chewing gum	Disruption to Learning	Dropping Litter	Lack of equipment/PE Kit/Books	Lateness to lesson	Lateness to school	Refusal to follow reasonable instructions	Refusal to Work/Lack of effort
Year 7	21	220	0	128	155	6	59	15
Year 8	19	778	0	173	129	21	86	32
Year 9	9	644	0	101	365	80	85	57
Year 10	24	397	1	66	254	42	61	25
Year 11	7	234	0	17	473	64	29	25
Total	80	2273	1	485	1376	213	320	154

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of C1s	531	1148	1220	823	779	12	10	4523
% Of Whole Cohort	11.70%	25.40%	27.00%	18.20%	17.20%	0.30%	0.20%	
% Of Cohort	50.20%	53.70%	56.60%	48.10%	50.70%	9.30%	4.00%	
Number of C1s (PP)	186	395	471	217	206			1475
% PP Cohort	57.10%	64.50%	65.20%	49.20%	51.60%			
Number of C1s (SEN)	201	229	221	225	133	38	40	1087
% SEND Cohort	73.20%	59.00%	56.80%	61.40%	37.50%	0.00%	7.10%	
Number of C1s (SEN)	330	416	412	504	478	323	320	2783
% Students Non-SEND Cohort	46.30%	52.90%	56.60%	45.60%	53.00%	9.50%	3.60%	

Almost 50% of students have not received a single C1 warning, meaning these students are meeting all expectations of the academy. Since C1 warnings are given to remind students of a wide range of expectations, staff use the system extensively according to the data. The most common reason for achieving a C1 in the first half term of the year is low-level disruption to learning, followed by lateness to lesson, accounting for 74.4% of C1s awarded. It is noted that the C1 (warning) serves its purpose here as of the 2,273 awarded for disruption, only 287 C2s are awarded for disruption, just over 10%. This means in most cases the warning is effective and learning can continue uninterrupted, representing a positive learning culture. PPI students and, in all but one year, SEND students, are more likely to achieve a C1 than a non-SEND student. The reasons for this and strategies to combat this will be a focus this coming half term, working in conjunction with Alf Lesurf, Assistant Principal for Inclusion. Disruption to learning fell in the last week of the half term, and whilst C1s for lateness to lesson have increased, this could be through greater policing of this through staff, alongside the introduction to a cut-off point of 4 minutes, before a student is marked late. Once core routines for the classroom are embedded and a stronger classroom culture established, we expect to see a reduction in C1s awarded.

Core routines for transitions and entry, with teachers visible in the corridors, were a focus on the staff training day (October 7th) to help improve punctuality. Staff are visible to move students along in a positive manner and ensure lessons are starting on time. There has been a conscious effort for SLT to be out on the school field and by toilets at breaks and lunches to assist and model getting students back into the school in plenty of time to be punctual to lessons. Shortly, non-teaching staff will also support the lesson transitions to help improve students' punctuality. These

initiatives are in line with the new Astrea framework on corridor conduct and aim to ensure every minute of lessons is used to good effect.

C2

	C2												
	Damage to property	Disruption to Learning	Failure to complete homework	Lack of equipment	Missed Detention	Mobile phone used, seen or heard	Refusal to follow reasonable instructions	Refusal to Work/Lack of Effort	Rudeness towards adult	Rudeness towards pupil	Throwing Items	Truancy – internal (SLTD)	Uniform
Year 7	7	24	75	5	10	6	10	2	3	7	0	4	1
Year 8	1	86	164	3	42	8	21	3	6	8	2	4	1
Year 9	3	117	66	0	33	5	50	8	19	8	3	31	1
Year 10	2	44	91	0	56	5	22	2	4	6	3	8	9
Year 11	3	16	106	2	60	8	21	12	12	4	0	8	3
Total	16	287	502	10	201	32	124	27	44	33	8	55	15

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of C2s	135	331	332	244	224	0	16	1282
% Of Whole Cohort	10.50%	25.80%	25.90%	19.00%	17.50%	0.00%	1.20%	
% Of Cohort	20.30%	33.00%	26.40%	25.60%	23.20%	0.00%	9.30%	
Number of C2s (PPI)	66	153	176	95	84			574
% PPI Cohort	30.20%	47.40%	40.90%	41.00%	28.10%			
Number of C2s (SEND)	65	71	116	77	45	0	1	375
% SEND Cohort	41.50%	35.90%	43.20%	36.40%	20.00%	0.00%	7.10%	
Number of C2s (Non-SEND)	70	260	216	167	179	0	15	907
% Students Non-SEND Cohort	16.70%	32.50%	23.90%	23.70%	23.70%	0.00%	9.50%	

Whilst the majority of students (80%) have not received a detention, on average 20% of students across year 7-11 have received a C2 after-school detention. The most common reason is for a C2 is failure to complete homework followed by low-level disruption to learning and missed detentions. However, these categories reduce dramatically after C1 issued.

Missed homework is a reason for detention that is being addressed in a supportive manner. The behaviour manager has been putting on an extra room at lunch times for students to complete homework, and the numbers in detention for missed homework has dramatically reduced. This needs further advertising through HoY and tutors, to make students aware of this opportunity, in addition to the homework club that runs after school every day.

Missed detentions need to be reduced significantly. In response, this half term students will receive a paper slip from either the behaviour manager or student support officer during their P5 lesson, so all students are clear that they have a detention and where to go to attend it. This has been trialled with year 9 in the last week of the half term and the result was a big drop in the number of missed detentions for that year group. In addition, SLT on gate duty will help ensure students required in detention do not leave site. SLT will also be increasing the staffing at detentions to help ensure expectations for behaviour are met.

	C3													
	Bringing a dangerous or prohibited item	Disruption to Learning	Drug/Alcohol/Smoking Related Incident	Inappropriate Language	Missed Detention	Physical Violence - Adult	Physical Violence - Pupil	Refusal to follow reasonable	Refusal to Work/Lack of effort	Theft	Truancy – external	Unsafe Behaviour	Verbal Abuse Towards an Adult	Verbal Abuse Towards a Pupil
Year 7	1	1	1	1	5	0	17	2	0	2	1	4	0	0
Year 8	0	5	0	2	8	0	4	4	1	1	2	0	0	3
Year 9	0	9	1	1	7	0	0	25	1	0	7	1	3	2
Year 10	1	3	1	1	22	0	2	6	0	2	12	2	1	0
Year 11	0	1	5	0	27	1	1	3	0	0	0	0	4	0
Total	2	19	8	5	69	1	24	40	2	5	22	7	8	5

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of C3s	26	24	52	39	23	0	0	164
% Of Whole Cohort	15.90%	14.60%	31.70%	23.80%	14.00%	0.00%	0.00%	
% Of Cohort	7.10%	5.80%	7.30%	6.00%	6.30%	0.00%	0.00%	
Number of C3s (PPI)	16	15	34	24	8			97
% PPI Cohort	15.90%	10.50%	18.20%	14.80%	7.80%			
Number of C3s (SEND)	10	3	26	13	2	0	0	54
% SEND Cohort	14.60%	7.70%	18.90%	11.40%	5.00%	0.00%	0.00%	
Number of C3s (Non-SEND)	16	21	26	26	21	0	0	110
% Students Non-SEND Cohort	5.80%	5.50%	5.60%	5.00%	6.50%	0.00%	0.00%	

On average across years 7-11, only 6.5% of each year group has received a C3, which results in removal from a lesson and placement in the Reflection Room. Most students are in lesson and learning well. Although year nine account for almost one third of all C3s, only 7.3% of year 9 have received a C3 (21 students out of 288).

The top three reasons for receiving a C3 are missed detentions, refusal to follow instructions and physical violence. Physical violence sees 17/24 incidents in year 7 – and the majority of these have been students being over boisterous in their play, possibly an issue of transitioning to a secondary environment. Meetings with parents and discussions with these students has seen a steeply downward trend of these incidents.

Refusing to follow instructions by a small minority of students is an issue that needs more work, both in supporting staff in dealing with a situation and in the behaviour curriculum for students so they understand expectations. This will be an area of focus for the behaviour manager this half term, with meetings between him and the students in these incidents. A greater focus on the reflection sheet that students receive when receiving a C3 is required to ensure that these are being completed constructively and positively.

Warnings, sanctions and rewards by department:

	C1s		C2s		KS5 C2s		HP	
	Number	%	Number	%	Number	%	Number	%
Art	192	3.3%	49	3.1%	0	0.0%	875	4.7%
Business	0	0.0%	10	0.6%	10	25.0%	49	0.3%
Computing	363	6.2%	74	4.7%	0	0.0%	644	3.4%
Drama	1	0.0%	1	0.1%	0	0.0%	16	0.1%
English	766	13.1%	174	11.0%	3	7.5%	3463	18.5%
Geography	395	6.8%	94	5.9%	0	0.0%	754	4.0%
History	174	3.0%	65	4.1%	0	0.0%	1504	8.0%
Languages	471	8.1%	83	5.2%	0	0.0%	2393	12.7%
Maths	1317	22.6%	365	23.0%	8	20.0%	2813	15.0%
Media Studies	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Music	58	1.0%	5	0.3%	0	0.0%	114	0.6%
PE	420	7.2%	68	4.3%	16	40.0%	832	4.4%
RE	59	1.0%	11	0.7%	0	0.0%	157	0.8%
Science	556	9.5%	169	10.7%	0	0.0%	1700	9.1%
Social Sciences	1	0.0%	0	0.0%	0	0.0%	43	0.2%
Technology	131	2.2%	41	2.6%	0	0.0%	945	5.0%
Blank	928	15.9%	377	23.8%	3	7.5%	2467	13.1%

- The three core subjects issue the most negative points (44.7%), with Maths equating to nearly a quarter of all these events. These subjects will see the students for a greater amount of time.
- 49% (179/369) of C2s in Maths are for incomplete homework. This is 53% for incomplete homework in Science and 32% in English. Of all C2s, homework accounts for 35%, so this is lower than in Maths and Science.
- The three core subjects also provide the most house points.
- The data, along with class-by-class data, will be a discussion point in link meetings.
- With the introduction of Bromcom, C3s have been entered by behaviour manager or reflection room manager, meaning these have not been linked to departments. Going forwards, the lesson will also be recorded so C3s can be analysed by department and support provided where needed.
- A live excel sheet has been made which shows sanction and rewards points given by each teacher in each department. This will be shared in link meetings with Heads of Departments, to give oversight and further identify and support any teachers.

Suspensions:

	All Years	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number on roll	1669	332	218	281	294	289	285	272	97	151
Number of Exclusions	57	31	20	5	8	26	9	8	1	0
% Of Cohort	2.0%	4.8%	4.1%	1.4%	1.0%	4.2%	2.5%	2.6%	1.0%	0.0%
Total Days	77	37.5	28	10	8	28	22.5	7.5	1	0

Year Group(s)	Damage	Drug and alcohol related	Persistent or general disruptive behaviour	Physical assault against a pupil	Racist abuse	Theft	Use or threat of use of an offensive weapon or prohibited item	Verbal abuse/threatening behaviour against a pupil	Verbal abuse/threatening behaviour against an adult	Total
07	0	1	0	1	0	1	2	0	0	5
08	0	0	4	1	1	0	0	0	2	8
09	3	2	18	0	0	0	1	1	1	26
10	2	3	2	0	0	1	1	0	0	9
11	0	5	2	0	0	0	1	0	0	8
12	0	0	1	0	0	0	0	0	0	1
13	0	0	0	0	0	0	0	0	0	0
Total	5	11	27	2	1	2	5	1	3	

Suspension analysis and commentary:

Just 2% of students have had a suspension. Year 9 students account for 47% of suspensions, which has involved 12 students. They also account for over one third of the days. 49% of days excluded are PP students and 36% are SEND students. We are currently developing more strategies to work with the group to avoid them getting suspended.

47% of suspensions have been for persistent or general disruptive behaviour. This is where students have failed to meet the expectations of the reflection room or have refused to go to the reflection room when sent. Again, we are working with the behaviour manager and Reflection Room supervisor to ensure this issue is resolved.

The category referring to 'drugs' represents vaping over the last half term, of which there were 11 incidents, more in KS4. We have taken proactive steps to address widespread concerns about vaping. One action has been the removal of communal toilet block doors (the communal areas not the cubicles) to remove this behaviour being hidden. Vaping assemblies have taken place, delivered by external health education experts and students who have been caught vaping, or associated with vaping, have attended a vaping session with the external agency that conducted the assemblies.

There have been two suspensions of notable length being 5 and 7 days long. These have been issued for knife-related events. One event saw a knife taken from food technology, but then discarded. This student has worked with the behaviour manager over time to understand the serious nature of the incident and has signed a safety plan to allow them to re-join the lesson. There was no threat to other students. The second event was a pen knife, bought through scouts and brought in to show off to friends. The student fully understands this was a poor decision, even if a non-malicious one. A session with a police officer, a further two-hour session on knife crime and time with the behaviour manager discussing behaviour in school followed the seven-day exclusion. A safety plan has been signed by the student and parents about conduct going forwards. These two suspensions account for 50% of the days in year 7 and 33% of the days in year 10. In both cases the students responded well and have adapted their behaviour.

Behaviour and Culture Next Steps:

Staff will continue to have regular whole-school CPD sessions, training which is being led by SLT to continue to communicate expectations and reinforce understanding of both purpose and practice of new routines. These have also been in response to staff feedback and observations of practice. At present, core routines around Habits of Attention in lessons are established but far from embedded. However, there are several CPD slots booked over the half term for middle leader and whole-school CPD on behaviour and culture, which will also be the focus of feedback and QA. The core priorities for Longsands have been communicated to middle leaders and then all staff, summarising the current priorities set out here, as well as aspects of checking for understanding and modelling in the classroom (see Q of Ed section).

The use of collaborative drop-ins to lessons, involving all staff is designed to focus on the core routine and 7 Principles priorities and will take place across the rest of the term. Weekly CPD sessions will continue to be used to refine understanding and share best practice.

In addition, a new framework of guidance about corridors, including punctuality to lessons, is a focus across the half term both in communication to students and training with staff.

The next step in the medium term, in line with the Astrea B&C Framework, is to produce a plan and resources for the behaviour curriculum to be implemented from January 2023 during assemblies, form time and staff CPD. The template in the framework will be used to create this, but will be adapted to make it relevant to Longsands as a school and in the context of its priorities. Of the schools in Cambridgeshire, Ernulf have implemented this since September and we will look at how they have done this, along with talking to other schools about how they plan to implement it, to share good practice and ideas.

Attendance

	Key Attendance Target	This time last year	Year to date
Whole School	94%	89.8%	92.6%
Individual Student	96%		
Pupil Premium	90%	84.6%	87.6%
SEND	90%	85.8%	89.3%
Maximum % of pupils who are PA:	15%	40.8%	20.7%
% of PP pupils who are PA:	20%	52.3%	32.6%
% of SEND pupils who are PA:	23%	44.7%	27.9%

- Attendance for students at AP: 16 students accessing AP at Academy 21, 1 student at the Centre School, 1 student at Olive Academy, 2 students at Academy of Central Bedfordshire (PRU) and 2 students receiving home tuition. Attendance at Longsands minus AP students is 92.9% and PA is 20.3%
- the number of students moving off roll to EHE = 3

Progress made to date on areas of attendance plan:

Objective	Key Actions	Update and summary of impact to date
The use of collective time to ensure attendance is high profile and impacting on students	Fantastic Attendance (FA) Cup. Each term forms compete against other forms (mixed year groups). Form BBQ for FA cup winners	Attendance Manager has launched Attendance Ambassadors (AA) and Routine Attendance check in (RAC) with tutors in Year 8. This is a trial, but we look to expand to all year groups moving forward.
Raise the profile of attendance within the school so that it becomes 'everyone's responsibility'	<ul style="list-style-type: none"> ➤ Updates in Principals Weekly Bulletin and Student weekly bulletin ➤ Promoting good attendance: Review website page. Communication sent to all Parents / Carers termly and Letter system promotes attendance and expectations ➤ Provide LGC with Attendance information half termly ➤ Weekly attendance update in SLT and shared with HOY 	Actions completed and ongoing. PWB attendance articles appear regularly, Website has been updated with Attendance Policy. Trust policy approved by LGC and published. Weekly attendance updates are shared with SLT and pastoral staff.
Reduce the number of PA students (inc. PP & SEND)	<ul style="list-style-type: none"> ➤ As part of the tiered traffic light structure, ensure that particular emphasis is placed on those students just in PA (88% to 90%) or at risk of falling into PA (90% to 92%) ➤ Introduce truancy walks and register sweeps with SLT and SSO's ➤ Introduce Late Gate to monitor punctuality ➤ BASI meetings set up to strategically target specific students within each year group with a vision of raising their attendance ➤ Establish weekly line management meetings for SLT lead and attendance manager 	<p>Attendance tracker set up and Ragged. Truancy sweeps and register prompts are in place for each period of every day, this has improved the number of missed registers and identified some truancy.</p> <p>Late Gate procedure in place</p> <p>BASI meetings held weekly with key staff to discuss specific students</p> <p>Weekly SLT line management meeting in place and fortnightly meetings with attendance lead for the trust.</p>

Attendance Next Steps:

- Continue trial with AA and RAC work
- Data analysis work and prep case studies and examples for Ofsted
- Ongoing discussions around support for Attendance Manager and defined roles and responsibilities for Attendance Officers
- Identify areas of concern and action plan to be formulated to target key areas for example Year 9 and 11 Attendance levels.

Review of Catch Up and Intervention Programmes

Fresh Start

- 90 Year 7 students have been screened for Fresh Start/ Reading ability based on KS2 data and NGRT data.
- Weakest readers have been prioritised first:
 - 14 are on the Fresh Start programme (phonics and fluency). 5 have completed it
 - 16 are on the Lexonik programme (dyslexia)
 - 24 are on the Catch-up Literacy programme (fluency and comprehension)

Catch-up Numeracy

- Catch-Up Numeracy intervention programme (www.catchup.org)
 - Y7 – 16 students
 - Y8 - 15 students
 - Y9 - 15 students (data attached)
 - Y10 - 16 students (data attached)
- Overall attendance is good and assessment data shows progress and impact in key components so far.

Next Steps:

- Review progress of students in next round of assessment and ensure right students are accessing literacy and numeracy support
- Ask Astrea central team to review provision and help plan for adjustments

Operations and Site Update

HR and Staffing (including details of appointments and vacancies)

- Deborah Gordon (assistant principal) has been appointed as Associate Vice Principal with responsibility for the curriculum and the Sixth Form to help increase capacity in the team.
- Marie Todd, PA to the Principal concluded 9 years at Longsands on 11 November and moved on to a new job
- Sharon Kontou, current Office Manager at Longsands, has been appointed as the new PA to the Principal
- New full-time cover supervisor (Alison Hewitt) starts at Longsands on 14 November 2022
- Edward Smith, Sixth Form Inclusion and Wellbeing Officer left to a new job. There will not be a replacement appointment for this post; his duties will be distributed to others as far as possible.
- One current vacancy is for a Teaching Fellow who will work to support the SEND department
- Current turnover of staff 12.84% (Trust KPI: 16.10%): Teaching 9.65%, non-teaching 16.35%

Site maintenance/improvements and any projects

- Significant issues in J-block science rooms include a damaged, leaking roof and collapsing ceiling tiles. Operations Manager and Site Manager continue to put short-term fixes in place whilst pursuing quotes for full repairs to the roofing tiles under the solar panels.
- Drainage and sewage issues continue to affect G-block, where significant smells have meant some classes needed re-rooming. Dal-rod have been able to provide short-term fixes but historic issues means more extensive cleaning and refurbishment is needed
- The trust estates team have visited the academy to look at these issues and consider what investment is possible.
- Following significant damage to toilets and concerning issues regarding vaping, some changes have been made to many toilet blocks. External doors to communal areas have been removed in order to be able to monitor appropriate use without affecting students' personal privacy in use of toilets. Many cubicle doors have been extended to ensure complete privacy, along with other refurbishment works. Changes to duties and additional staffing has helped to increase the monitoring of toilets at break times. Although there is more work to do to improve these facilities, staff report that there are fewer incidents of vaping, no vandalism and students report they feel the spaces are safer and calmer.

Update on progress and next steps following the ROM/RD non-teaching staff review:

- Review of SEND team conducted. Already reduced team by 1.4 FTE with further reduction of zero-hours staff to be concluded by Christmas. Full breakdown of EHCP funding and current staffing reviewed, providing accuracy about funding v costs. Appointment of one Teaching Fellow will help the academy to meet EHCP funding needs.
- Review of office admin team conducted following appointment of Sharon Kontou to PA role. Office Manager role will not be replaced directly, but SK will retain some aspects of the role under her new PA role and other aspects will move to admin staff as adjustments are put in place. Next step is to finalise these suggested adjustments and meet with the team. First Aider role has already expanded to a fuller admin role and FA is supported by two other admin staff.
- Pastoral support has reduced by 1.0 FTE from the Sixth Form. Next step is to cover aspects of Edward Smith's role (especially mental health & wellbeing) through training of identified staff. One other SSO is part time, leaving a short-fall in the sixth form provision.
- Operations Manager, Gary Wren, has been conducting review of the cleaning and site team in the context of current tendering process for cleaning. Once this has been done, changes will be made to the work patterns to help improve site cleaning and maintenance.
- Review of librarian staffing and technicians has started and will be completed in the next week.

Number on Roll Update

Current NOR

PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
October 22 Census	278	293	288	282	272	106	172	1691
5th September 22	279	289	285	279	270	91	173	1666
October 21 Census	291	288	282	277	265	186	150	1739

Note: Year 12 Stageworks students do not come on roll until 12 September (8 students)

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers since 5th September 22	2	1	3	1		3	3	13
Joiners 5th September 22	4	6	7	7	3	15	0	42

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE since 5th September 22	0	1	1	0	0	2	0	4
EHE 2021-22	2	4	2	4	3	0	0	15

Community Engagement

The second Parent Forum was held on Tuesday 8 November. 50 parents signed up and about 30 attended, with others submitting questions online. Members of SLT presented on key issues: homework, updates on behaviour and culture, and Sixth Form developments. The presentations were well received, parents and carers asked questions and gave feedback that will help us with next steps. Parents requested more information on how staff give feedback on work and on support for mental health and wellbeing in a future meeting. Parents and carers who attended were very positive and complimentary at the end about the meeting, its content and the open & honest communication.

We held a successful Sixth Form Open Evening before half term, which was attended by over 400 students, parents and carers. Here we shared the breadth and quality of academic and wider opportunities available to students in the sixth form. The three sixth form students who spoke at this event gave an excellent account of their experiences, as did the student guides and student subject representatives.

Our first T Level Information Evening was well-attended by around 50 students, parents and carers. We shared an overview of the T Level qualifications as well as specific information about the Digital and Education & Childcare routes. Deborah Gordon attended a St Neots Manufacturing Group meeting to engage with local industry about the introduction of T Levels at Longsands.

Enrichment Programme, trips and visits

Year 10 have all been to Fitzwilliam College, University of Cambridge, to attend a tour of the College, a Q&A session with existing students, a careers session and a workshop on university life. Year 7 are attending a similar trip on 23, 24 and 25 November to further raise aspirations for their future and enhance their careers, information, advice and guidance provision.

The Enrichment Brochure continues to be shared with families to promote opportunities that are open to the students. There are further developments to the branding of this brochure using different software, which will make it more appealing to the students and families.

The PE department have led a successful inter-house competition for students in Years 7 to 10, who participated in either rugby, hockey or netball.

The History department ran a successful GCSE trip to Berlin just before half term. The trip was a great success and, despite miles of walking around the city, students learnt much about the history of the city and the national story related to their course.

International links and education

Longsands was delighted to renew collaboration with a local Language school and act as a host school for a group of 25 Spanish students for two weeks in October. The students integrated into school life attending lessons and taking part in extracurricular activities. This was a great opportunity for our students to gain an appreciation of another culture and make new connections.

Our Language leaders have been meeting regularly and have maintained our long standing link with our partner school in Aachen. For a few years now our students have been in touch with Inda-Gymnasium in Germany to share their thoughts about Remembrance Sunday. Students have decorated poppies and included their thoughts about this day of commemoration. This year our Year

10 Language Leaders have also written about their feelings and memories of Queen Elizabeth II. Students at Inda-Gymnasium have enjoyed reading and sharing these reflections in their lessons. We have received a letter back from them explaining how they remember the victims of all nations and civilians who have been victims of oppression or who have died in armed conflicts.

Preparations are well underway to host the UK leg of the Erasmus+ Computer Science exchange with Greece and Romania in December. All students have been invited to participate in a logo design competition to promote the project.

Teacher Training Partnerships

We continue to work hard to support initial teacher training at Longsands. In a recent visit from the Link Lecturer from the University of Cambridge, we were praised for the excellent support our trainee teachers receive, not only from their mentors but from a range of teachers in their departments. This is testament to the strong culture of professional development at Longsands.

SUMMARY - KEY AREAS OF IMPROVEMENT (drawn from the SEF and trust QA)

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	SIXTH FORM
QE1 Ensure high levels of attainment and progress for all students in Year 11; identify underachievement and address needs promptly.	BA1 Further improve the positive culture of consistently high expectations through the implementation of core routines and systems so behaviour & attitudes inside and outside lessons is consistently exceptional.	PD1 Develop and review the PD curriculum for Years 7 – 11 ensuring that the knowledge-rich content is appropriate and responsive to previous feedback.	LM1 Continue to refine the safeguarding procedures with a focus on embedding the online safety self-review tool into the curriculum	SF1 Ensure high levels of attainment and progress for all students in Year 13 underachievement is effectively identified and needs addressed.
QE2 Provide a brilliant education for students by ensuring the quality of resourcing is consistently high across all subjects.	BA2 Strengthen the clarity of job roles and responsibilities of the pastoral operating model including SSOs and the behaviour manager.	PD2 Further develop and deliver a high-quality careers education programme across the Academy.	LM2 Enhance the focus of the Pupil Premium so that the attainment gap closes between pupil premium and non-pupil premium students.	SF2 Secure an ambitious, financially viable sixth form curriculum model that reflects national changes to technical qualifications.
QE3 Improve reading, writing and oracy across the curriculum, recognising that these are foundational for learning and progress.	BA3 Further strengthen our work in reducing incidents of bullying and discrimination across the Academy.	PD3 Continue to develop the Enrichment Programme to offer a broad, balanced and rich extra-curricular offer that all students take up, building cultural capital.	LM3 Ensure the outcomes improvement for all students identified as K and E on the SEN register.	SF3 Develop a robust PD curriculum in Years 12 and 13 that responds to the needs of the year groups and provides a coherent and well-resourced CEIAG programme & responds to sexual abuse and harassment report.
QE4 Enhance the professional development of teachers through the wider implementation of instructional coaching.	BA4 Develop the behaviour support provision for students with more complex behavioural, social and emotional needs.	PD4 Embed further the House system, ensuring that the House identity and community can continue to be built on.	LM4 Ensure early career teachers have enhanced development and support through Year 1 and 2, aiding staff recruitment and retention.	SF4 Embed a full enrichment programme into Year 12 and extended it into Year 13.

Review & Update Date:						
(RD & Principal)	AUTUMN HT1	AUTUMN HT2	SPRING HT1	SPRING HT2	SUMMER HT1	SUMMER HT2

QUALITY OF EDUCATION					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
<p>QE1</p> <p>Ensure high levels of attainment and progress for all students in Year 11. Underachievement is effectively identified, and needs addressed.</p>	<p>1.1 Analysis and intervention</p> <ul style="list-style-type: none"> • Thorough analysis of each set of mock exams (Y10,11Aut,11Spr) • Interventions established • Period 6 • Reward processes built in <p>1.2 Basics matrix to establish lists of targeted students in English and maths, at 4+ and particularly 5+</p> <p>1.3 Student performance monitored through RSL meetings and HoY/HoD data analysis after each PR point</p>	<p>1.1</p> <ul style="list-style-type: none"> • Progress towards P8 milestones monitored. • Students engage with interventions; P6 attendance monitored. • Reward processes link with key events, such as Prom. • Key moments, such as end of exams, marked with celebrations <p>1.2</p> <ul style="list-style-type: none"> • Key student groups monitored through 11Aut/11Spr mock exams. • Progress towards Basics 5+ goal of 53% (144 students), Basics 4+ of 76% (207 students) • Underperformance identified, needs addressed. <p>1.3</p> <ul style="list-style-type: none"> • Performance of students, including key groups monitored (Disadvantaged, SEND). • Underperformance identified; student needs addressed • Mentoring set up and monitored. 	Sept 23	JRM with SEP	Mark Young

<p>QE2</p> <p>Provide a brilliant education for students by ensuring the quality of resourcing is consistently high across all subjects</p>	<p>2.1 Further refine the subject-specific approach to the 7 Principles to ensure highly effective intent, implementation, and impact in each subject discipline.</p>	<p>Effective approach to the 7 Principles across all subjects, with clear improvements in art (including photography), business, English literature, social sciences, and technology (including food and nutrition), as evidenced by ongoing QA.</p>	<p>Sept 2022</p>	<p>DLG</p>	<p>Richard Slade</p>
	<p>2.2 Further develop a diverse and inclusive curriculum offer that ensures students experience a diverse range of narrative voices, building on the 2021-22 BERA curriculum research project.</p> <p>2.3 Develop students' intellectual curiosity and resilience by identifying and promoting super-curricular opportunities to all students, including the most able, to support high levels of academic success and ensure readiness for higher education.</p> <p>2.4 Implement a coherent revision strategy informed by research evidence, supported by training for staff and students.</p> <p>2.5 Develop the Year 10-13 curriculum to include religious education in line with statutory requirements; develop the Year 10 and 11 curriculum to incorporate computer science for all students in line with the National Curriculum.</p> <p>2.6 Ensure high-quality provision in Geography and Computer Science through working towards the Secondary Geography Quality</p>	<p>There is an increased diversity of voices in the curriculum in an identified area of focus. There is a greater awareness and understanding of the diversity in the curriculum among teachers, students, parents/carers.</p> <p>Departments have identified suitable super-curricular opportunities in their subject area(s). A range of super-curricular clubs and events are offered across the curriculum.</p> <p>Students use effective revision strategies so that they know and remember more. Departments and teachers promote consistent messages around effective revision strategies. Parents/carers understand how best to support their child/ren with revision.</p> <p>The Longsands curriculum for computer science and RE meets or exceeds the</p>	<p>Dec 2022</p>		

	Mark from the Geographical Association and the Computing Quality Mark from the National Centre for Computing Education.	National Curriculum and statutory requirements. Quality marks are achieved validating the quality of provision in these departments.	July 2023		
QE3 Improve reading, writing and oracy across the curriculum, recognising that these are foundational for learning and progress	<p>3.1 Develop a curriculum reading strategy which ensures reading is modelled well in lessons and students are taught how to read and respond effectively for different subjects.</p> <p>3.2 Prior attainment data and base line tests will be used to identify students who require additional reading intervention to boost their literacy skills.</p> <p>3.3 Strengthen the profile of the library and library staff to promote the importance of reading for academic progress and mental well-being.</p> <p>3.4 Enhance the tutor time reading programme to promote reading fluency and comprehension.</p> <p>3.5 Develop a more cohesive approach to reading intervention.</p> <p>3.6 Embed department appropriate Writing Revolution or disciplinary writing strategies into curriculum plans.</p>	<p>Staff feedback and QA evidence show confidence and consistency in the teaching of reading across the curriculum.</p> <p>QA work and standards meetings identify oracy and reading within lessons have a higher profile.</p> <p>Students survey reports increased reading.</p> <p>Library borrowing records show regular use of the library.</p> <p>AR records indicate increased reading.</p> <p>QA evidence shows tutor time reading is an embedded routine.</p> <p>Data shows closing gaps for students with greatest COVID-related progress gaps.</p>	<p>Sept 22</p> <p>Jan 2023</p>	JSS	Richard Slade

	<p>3.7 Prioritise 'disciplinary literacy' for writing across the curriculum by developing bespoke CPD support for departments which require further guidance.</p> <p>3.8 Strengthen the Literacy champion role to facilitate effective cross curricular conversations regarding reading, writing and oracy.</p>	<p>Reading age sampling across cohorts shows improved reading ages.</p> <p>QA of curriculum plans and evidence from learning walks shows strategies are embedded across departments.</p> <p>Tier 2 and 3 vocab in each subject is coded to support extended writing.</p> <p>Departments review quality of writing as part of department time and share good practice.</p>			
<p>QE4</p> <p>Enhance the professional development of teachers through the wider implementation of instructional coaching</p>	<p>5.1 Expand on the 2021-22 pilot of instructional coaching to increase the reach of the project.</p> <p>5.2 Ensure capacity for coaches and teachers through careful timetabling (e.g., of tutor time).</p> <p>5.3 Provide ongoing training for coaches and the Coaching Coordinator.</p> <p>5.4 Develop a model for further expansion of coaching, for example, through the recruitment of new coaches.</p> <p>5.5 Promote an 'open door' culture whereby teaching is observed, discussed and celebrated with greater frequency by all teachers through encouraging 'drop ins'.</p>	<p>Coaching is given status and priority.</p> <p>Coaches are highly skilled in supporting the development of teaching.</p> <p>Teachers improve their practice and give positive feedback about being coached.</p> <p>A sustainable coaching model can be implemented more widely from 2024.</p>	<p>Sep 2022</p> <p>Dec 2022</p> <p>April 2023</p> <p>July 2023</p>	DLG	Richard Slade

BEHAVIOUR AND ATTITUDES					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
BA1 Further improve the positive culture of consistently high expectations through the implementation of core routines and systems so behaviour & attitudes inside and outside lessons is consistently exceptional.	1.1 Promote an excellent behaviour culture through implementation of core routines with students in Years 7-11, including Morning Welcome, Equipment Check, Habits of Attention, Silence is Golden, STAR.	There core routines are embedded leading to excellent behaviour and routines.	Sep 2022	CG/TS/JDP	Lee Larcombe
	1.2 Provide regular professional development to support the implementation of the core routines, including opportunities for deliberate practice.	Staff understand and implement the routines consistently.	Dec 2022		
	1.3 QA process devised to enable monitoring of core routines and expectations outside lessons.	An effective QA process enables leaders to understand and evaluate the implementation of the core routines.			
	1.4 Behaviour walk rota is re-issued in September and a method of collecting information devised to provide evidence and inform behaviour next steps.	Every lesson is visited by a member of the leadership team, ensuring visible presence and support for the behaviour system.			
	1.5 Conduct a student survey and revisit this later in the year to check for impact.	Student views contribute to the effective implementation of the core routines. Student voice reflects positive view of culture of the Academy (House council and student survey).			

	<p>1.6 Monitor behaviour data to ensure early intervention is provided for students who are presenting patterns of poor behaviour. HoY analyse weekly behaviour data to identify and address emerging trends.</p> <p>1.7 Continued monitoring and analysis of house points and behaviour points across departments and individual colleagues with support put in place where appropriate.</p> <p>1.8 Ensure Personal Development is triangulated with Behaviour, Ethos and Safeguarding to react to identified trends through weekly meetings with the Pastoral, Attendance and Safeguarding Leads to review current data and identify current trends within year groups.</p> <p>1.9 Revision of attendance monitoring procedures to ensure that all students of concern have a plan for improvement in place.</p> <p>1.10 Attendance CPD takes place a minimum of three times per year to ensure that staff are confident in their approach to attendance – particularly form tutors.</p>	<p>Student records show the effectiveness of interventions. Emerging issues are tackled swiftly.</p> <p>Students will have the same experience of routines and level of expectations in all lessons. Staff will apply the correct recognition or sanctions consistently.</p> <p>The Personal Development curriculum positively supports student behaviour and attitudes.</p> <p>Attendance rates return to historic norms.</p>			
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<p>BA2</p> <p>Strengthen the clarity of job roles and responsibilities of the pastoral operating model</p>	<p>2.1 Design and implement a thorough Head of Year playbook to ensure Heads of Year have a consistent approach to leading their year groups.</p>	<p>Staff will be confident in and have the skills to tackle negative behaviour beyond their classroom with a consistent approach.</p>	Sep 2022	CG/TS	Lee Larcombe
	<p>2.2 Review the responsibilities and duties of Student Support Officers to ensure they have an integral part in supporting positive behaviour management throughout the Academy.</p> <p>2.3 Thorough Quality Assurance programme in place for Heads of Year to consistently follow in order to hold them to account for their year group.</p> <p>2.4 Role of the Behaviour Manager refined to ensure greater collaboration with HoY and effective support with students in receipt of multiple internal and external exclusions.</p>	<p>Job descriptions accurately reflect roles and responsibilities,</p> <p>QA Evidence shows increasing compliance of staff with agreed consistencies.</p> <p>Clear impact of the increase in curriculum behaviour interventions (KPIs established from the start with impact reviews no less frequent than half termly).</p> <p>Staff and student voice/surveys show a shared understanding of expectations and responsibilities and shared vision for what success looks like.</p> <p>Feedback from stakeholders indicates Academy environment has a strong inspiring/aspirational feel through images and messages.</p> <p>A more consistent approach in terms of how issues are dealt with and how</p>	Dec 2023		

		students are supported across all year groups.			
BA3 Further strengthen our work in reducing incidents of bullying and discrimination across the Academy	<p>3.1 To maintain a continued focus on Sexual Abuse and Harassment, ensuring student voice is key in the development of the rigorous actions taken.</p> <p>3.2 Review and continue the Sexual Abuse and Harassment Action Plan with regular sense checking and student voice from House Council.</p> <p>3.3 Bullying logs are regularly reviewed and updated with consistent use of student voice.</p> <p>3.4 PD lessons show that students receive a consistent and high-quality curriculum across the Academy, and have retained key knowledge linked to sexual abuse and harassment and feel confident about how to keep themselves safe online and in the wider community.</p> <p>3.5 The work of the anti-bullying ambassadors promoted throughout the Academy.</p>	<p>Bullying logs and survey data are consistent with student voice experience.</p> <p>Student voice shows that students feel confident in reporting sexual harassment where it occurs (survey, focus groups).</p> <p>Clear evidence of student voice input into the evolution of anti-bullying/anti-harassment messaging.</p> <p>Anti-bullying work is validated by full achievement of Diana Award.</p> <p>CPOMS and other Academy records show swift and effective response in dealing with sexual harassment where it is reported.</p> <p>Staff feel confident in exploring issues associated with sexual harassment.</p>	<p>Sep 2022</p> <p>July 2023</p>	CG/JDP	Dawn Milne

<p>BA4</p> <p>Develop the behaviour support provision for students with more complex behavioural, social and emotional needs.</p>	<p>4.1 Continued review of alternative provision to ensure it remains fit for purpose.</p>	<p>A consistent process is in place in relation to part time timetables/AP which HoYs and HoDs are confident in discussing with parents/carers where appropriate and know how to monitor the progress of the participating student.</p>	<p>Jul 2023</p>	<p>AAL</p>	<p>Lee Larcombe</p>
	<p>4.2 IAEP process to be centralised to ensure consistency and timely completion.</p>	<p>Students receive an appropriate package of work through the most appropriate provider.</p>	<p>Sept 2022</p>	<p>AAL</p>	
	<p>4.3 Daily calls and weekly home visits to be recorded on CPOMS where students do not come into Academy for their educational provision.</p>	<p>Students are properly safeguarded when receiving AP provision at home.</p>	<p>On-going</p>	<p>AAL</p>	
	<p>4.4 Closer links established with AP providers and HoD to ensure full awareness of curriculum coverage.</p>	<p>HoDs will understand what happens to a student in AP and will be equipped to still offer appropriate support (such as end of unit tests, mocks, field trips and other specific essential curriculum interventions).</p>	<p>Jul 2023</p>	<p>AAL</p>	
	<p>4.5 Implementation of AP Unit at Longsands to support key students to maintain mainstream schooling at Longsands.</p>	<p>AP students will receive dedicated support. The unit will also help the academy to deliver and facilitate a 'medical needs process' outlining our response to students with these needs and what a parent/carers and student can expect in terms of support.</p>	<p>Jul 2023</p>	<p>AAL/TLD</p>	

PERSONAL DEVELOPMENT					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
<p>PD1</p> <p>Develop and review the PD curriculum for Years 7 – 11 ensuring that the knowledge-rich content is appropriate and responsive to previous feedback</p>	<p>2.1 Review of PD curriculum strands by Senior Advisor of Cambridgeshire PSHE Service.</p> <p>2.2 Adaptation and development of resources in light of recommendations made within each strand.</p> <p>2.3 Triangulate these changes with the outcomes of the weekly meetings from PD1.</p> <p>2.4 Develop and deepen students' understanding of Fundamental British Values and protected characteristics.</p>	<p>Improvement in feedback from staff delivering PD sessions.</p> <p>Positive student voice feedback.</p> <p>Reduction in identified current safeguarding trends.</p>	<p>Jan 2023</p> <p>Ongoing</p>	<p>JPD, KLM</p>	<p>Dawn Milne</p>
<p>PD2</p> <p>To further develop and deliver a high-quality careers education programme across the Academy.</p>	<p>3.1 Ensure a stable and robust careers programme is in place which provides meaningful experiences, practical pathways and accurate information for students across the academy and ensuring all eight Gatsby Benchmarks are met.</p> <p>3.2 Use our own community as aspirational models by building our Alumni and parent/carers network.</p> <p>3.3 Work with HoD/HoY to use social media order to raise the profile of careers at Longsands.</p>	<p>All Gatsby benchmarks will have been met with a termly update for governors.</p> <p>An alumni network will be in place with a growing number of former students joining.</p> <p>Parent/carers knowledge of the opportunities available to students will increase and their feedback about the quality, usefulness and impact of</p>	<p>Sept 2022</p> <p>April 2023</p> <p>Ongoing</p>	<p>KLM</p> <p>KLM</p> <p>KLM</p>	<p>Dawn Milne</p>

	<p>3.4 Develop the Work Experience Programme for Year 10 to ensure equity in accessing placements for all groups of students (PP, SEND, DD) and that this is reflected on with pupils through a follow up programme of activities.</p> <p>3.5 Ensure Careers Week provides opportunities for all pupils to explore future pathways</p> <p>3.6 Develop the Living in the Wider World strand of Year 10 to reflect the importance of CEIAG</p> <p>3.7 Offer Careers Guidance to all Year 10 students</p>	<p>the careers programme will be positive.</p> <p>All students in Yr10 will have meaningful and varied work experience opportunities.</p> <p>Percentage of NEETS is reduced.</p>	June 2023	KLM/JDP	
<p>PD3</p> <p>Continue to develop the Enrichment Programme to offer a broad, balanced and rich extra-curriculum offering to students and build cultural capital</p>	<p>4.1 House Leader and Enrichment Coordinator appointed to co-ordinate and develop the Enrichment Programme, Brochure and Longsands Promise and Challenge</p> <p>4.2 Ensure disadvantaged students are accessing enrichment opportunities, supported by SEND and AP: Inclusion</p>	<p>A programme of extra-curricular activities and visits will be in place, which is varied, there will be high student uptake and student voice evaluations will provide positive feedback.</p> <p>A clear and stable programme will be evident on the website enabling parents/carers and students to have an understanding of the opportunities</p>	Sept 2023	JDP,AAL,	Dawn Milne

	<p>4.3 Encourage Sixth Form students to support and offer Enrichment activities</p> <p>4.4 Duke of Edinburgh Bronze Award to be offered in Year 9 and Silver Award to Year 10</p>	<p>available to students and how these fit into the students' overall experience during their time at Longsands.</p> <p>Bromcom Registers will allow us to see the impact the programme of extra-curricular events and activities has on individual students and PP, SEND and DD groups.</p>	April 2023		
<p>PD4</p> <p>Embed further the House system, ensuring that the House identity and community can continue to be built on.</p>	<p>6.1 Ensure a regular meeting cycle of House Council after the elections in September.</p> <p>6.2 Half Termly assemblies to take place led by the House Captain and House Council</p> <p>6.3 Create a clear events programme for the House system for the academic year 2022/23</p> <p>6.4 Empower the House Council to organise and lead whole Academy events/fundraising initiatives in keeping with our Academy values.</p>	<p>Meeting cycle in place and actions from meetings carried out with impact.</p> <p>Assemblies are increasingly prepared and led by students with the support of relevant staff members. The programme of events will be varied, there will be an increase in student participation and events are evaluated by students and staff with a report written on impact.</p> <p>Fundraising events are successful, and student led.</p>	<p>Ongoing</p> <p>Sept 2023</p> <p>Ongoing</p>	JDP, H&E Leader	Dawn Milne

LEADERSHIP AND MANAGEMENT					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
LM1 Continue to refine the safeguarding procedures with a focus on embedding the online safety self-review tool into the curriculum	1.1 Develop 7 day reporting meeting to look at repeat incidents for individual students	Individuals are identified early and interventions put in place quickly following repeated concerns with identifiable impact	Dec 2022	CG/DS	Mark Young
	1.2 To raise scores in the 360 Safe audit tool – initially by starting an on-line safety group with representatives from across the Academy	There will be a greater level of assurance of student safety from on-line risk.	Feb 2023	CMC/CG	
	1.3 To carry out detailed termly analysis of categories and subcategories within CPOMS to identify further actions	Impact of actions carried out will be identifiable and will further enhance the safety of particular groups of students.	July 2023	DS/CG/JDP	
LM2 Enhance the focus of the Pupil Premium so that the attainment gap closes between pupil premium and non-pupil premium students.	2.1 Develop the Work Experience Programme for Year 10 to ensure equity in accessing placements for all groups of students (PP, SEND, DD)	PP, SEND & DD have a personalised interview to ensure that their interests are represented and where appropriate, travel funding or other barriers are (when possible), removed. All students to have meaningful and appropriate placements in time for work experience.	Dec 2022	KM/AAL	Mark Young
	2.2 Ensure that PPI GCSE students have all 'curriculum essential' trips identified, costed and paid for, to ensure that PPI is not a barrier to taking part.	All 'curriculum essential' trips to be identified, cross referenced to participating PPI students and money budgeted to pay for those trips.	Sep 2022	AAL	

	2.3 Develop a study skills entitlement for all PPI students, with dedicated support on how to revise, how to work independently and if appropriate, equipping students for university life.	Organising guest speakers to target PPI audiences (such as Orange Steve). Ensuring that all PPI students have the appropriate revision guides and materials and access to school equipment if needed.	Dec 2022	AAL	Mark Young
	2.4 Building on the Brilliant Club's Scholars Programme to extend opportunities to the more able PPI students at KS3 and KS4.	Developing a cohort of KS3 and KS4 students to attend after school classes leading to a Scholar's Programme graduation.	Jul 2023	AAL	
	2.5 Update and recirculate the PPI student profiles.	Redesign the PPI student profiles and for the targeted students (based on ability versus performance), conduct a termly APDR style review.		AAL	
	2.6 Improve the integration of academy interventions and ensure that PPI students receive short, effective interventions to help improve their outcomes.	Maths and literacy interventions for PPI to be coordinated and delivered in a timely manner with feedback provided to parents/carers. Where appropriate, other interventions to improve school outcomes to be offered as needed.	Oct 2022 – Jul 2023	AAL/JS/JRM	
LM3 Ensure the outcomes improvement for all students identified as K and E on the SEN register.	3.1 To interview all SEND students and conduct half termly APDR reviews that feed into an interventions plan (if appropriate).	All SEND students will have an up to date SEND student profile sheet which will include a half termly APDR (involving both students and parents/carers). The efficacy of any interventions will be discussed at	Jul 2022 – Jul 2023	AAL/TLD	

		these reviews and will inform any subsequent target/intervention set in the future.			
	3.2 To support the SENDCO in actioning the SEND QA plan and that this informs planning throughout the academic year.	A cycle of SEND learning walks and observations, attendance, behaviour and exclusion and progress checks with regular student voice panels.	Jul 2022-Jul 2023	AAL/TLD	
	3.3 To review the use of TAs within the SEND department to run SEND interventions and to provide career development for TAs.	Level 2 and 3 TAs to conduct regular SEND interventions that are identified in the APDR process.			
	3.4 The SEND department to work with HoDs to ensure that the curriculum is appropriate for students with SEND.	Regular meetings with HoDs to look at curriculum areas of interest and support in any adaptations that may improve SEND outcomes (for example, ensuring that SEND students are properly supported when taking part in curriculum trips).	Dec 2022	AAL/TLD	
	3.5 Provision of specific places within the SEND department to support the needs of students with SEND.	Creation of a sensory room, quiet break and lunch space and a re-purposed E2 classroom, equipped to support SEND students during exams, as well as interventions throughout the year.	Jul 2023	AAL/TLD	
				AAL/TLD	

			Jul 2023		
LM4 Ensure early career teachers have enhanced development and support through Year 1 and 2, aiding staff recruitment and retention	4.1 Develop the second year of the ECT programme. 4.2 Refine the first year of the ECT programme. 4.3 Continue to develop mentors to understand how best to use the ECF to support effective mentoring. 4.4 Refine the mechanisms for monitoring ECT development and quality assurance of mentoring.	ECTs are retained. ECTs demonstrably improve effectiveness (QA) and successfully move through the programme. ECTs give positive feedback about new programme	Sep 2022 Dec 2022 July 2023	DLG	Richard Slade

SIXTH FORM					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
SF1 Ensure high levels of attainment and progress for all students in Year 13 underachievement is effectively identified and needs addressed.	1.1 Analysis and intervention <ul style="list-style-type: none"> Thorough analysis of each set of mock exams (Y12,13Aut,13Spr) Interventions established Keystone Tutoring Reward processes built in 1.2 Review the impacts of additional curriculum time in Year 13	1.1 <ul style="list-style-type: none"> Progress towards VA milestones monitored. Students engage with interventions; Keystone Tutoring attendance monitored. Reward processes link with key events, such as Prom. 	Sep 2023	JRM with TWW	Mark Young

	1.3 Student performance monitored through RSL meetings and HoY/HoD data analysis after each PR point	<ul style="list-style-type: none"> • Key moments, such as end of exams, marked with celebrations 1.2 <ul style="list-style-type: none"> • Key student groups monitored through 13Aut/13Spr mock exams. • Underperformance identified, needs addressed. 1.3 <ul style="list-style-type: none"> • Performance of students, including key groups monitored • Underperformance identified; student needs addressed • Mentoring set up and monitored. 	Ongoing		
SF2 Secure an ambitious, financially viable sixth form curriculum model that reflects national changes to technical qualifications.	2.1 Secure the long-term future of technical programmes in the sixth form through the implementation of T Levels for first teaching in September 2023. 2.2 Plan the sixth form curriculum model for September 2024 considering a wider range of T Level programmes.	Stakeholder knowledge and understanding of T Levels Exploration of T Levels from Business Students and Social Sciences Full introduction of Digital T Level for September 2023	Oct 2022 Dec 2022 July 2023	DLG	Richard Slade

<p>SF3</p> <p>Develop a robust PD curriculum in Years 12 and 13 that responds to the needs of the year groups and provides a coherent and well-resourced CEIAG programme within it</p>	<p>3.1 Create a Year 13 PD Curriculum that builds upon the current Year 12 model</p> <p>3.2 Review and develop the Work Experience Programme for Year 12 to students access appropriate placements</p> <p>3.3 Work with Cathy Murphy to review and develop plans and resources for Sixth Form</p> <p>3.4 Enhanced UCAS support in place for parents/carers, students and teachers.</p> <p>3.5 Targeted More Able support for students on early entry pathway</p>	<p>Positive feedback from all stakeholders.</p> <p>Increase in Year 12 WEX placements compared to previous year.</p> <p>Improved destination data realised for the cohort.</p>	<p>Sept 2022</p>	<p>KLM</p>	<p>Lee Larcombe/Dawn Milne</p>
<p>SF4</p> <p>Embed a full enrichment programme into Year 12 and extended it into Year 13</p>	<p>4.1 To ensure a broad mix of activity, the Sixth Form enrichment activities into <i>three core areas</i>:</p> <ul style="list-style-type: none"> <i>work-related learning (work experience, work shadowing, paid employment, Young Enterprise)</i> <i>community participation (charity events, study buddy, mentoring, voluntary work)</i> <i>personal development (First aid, leadership roles, trips, visits, sport, cookery)</i> 	<p>Enrichment programme allows our students to build up evidence that they have qualities, knowledge and soft skills that will be valuable to them in higher education, employment and in life.</p> <p>Enrichment programme acknowledges and rewards their achievements outside the classroom and encourages all students to undertake a range of productive activities.</p>	<p>Sep 2022</p> <p>Dec 2022</p>	<p>JDP</p>	<p>Lee Larcombe/Dawn Milne</p>

	4.2 Review and refine the Year 12 'Stepping up to Sixth Form' induction programme				
	4.3 Academic writing modules embedded into Sixth Form enrichment for both Year 12 and Year 13				
	4.4 A programme of Sixth Form enrichment programmes created to ensure students enjoy and achieve.				



Longsands Academy

Feedback Policy

2021-22

Date	December 2021
Written by	Deborah Gordon, Assistant Principal, Curriculum and Professional Development
Adopted by Longsands LGC	8 December 2021
Review Date	December 2022

1. Purpose

- 1.1. The purpose of this policy is to ensure that effective feedback across the curriculum consistently helps all students to make sustained progress in their learning.
- 1.2. As Dylan Wiliam has written, ‘the first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.’ Furthermore, ‘the best feedback provides information not just about current performance, but also about how to improve future performance.’

2. Feedback at Longsands Academy should adhere to the following principles:

- 2.1. Before providing feedback, teachers should provide high quality instruction in accordance with the 7 *principles of a lesson at Longsands Academy*, including the use of strategies to check for understanding. High-quality initial instruction will reduce the work that feedback needs to do.

- 2.2. Feedback should take a *variety of forms*:

- Immediate feedback (verbal) – at the point of teaching – to confirm that a concept is understood, or to correct a misconception.
- Summary feedback (verbal) – at the end of a lesson/task – to evaluate the learning and signpost what needs further development.
- Review feedback (verbal and written) – away from the point of teaching (including written comments and whole-class feedback having reviewed a class set of written work).
- The method of feedback should not be overly prescribed; it is more important that the feedback method suits the task.
- Student should write in green pen when responding to feedback in order to make the feedback process visible to the student and the teacher. See Appendix A for further guidance.

Type	What it looks like	Evidence
Immediate feedback	<ul style="list-style-type: none">• Teachers observing student performance in the lesson and responding to it to address misconceptions or improve a skill. This is best achieved by circulating around the room, effective checking for understanding and questioning, and maintaining a dialogue of feedback.• Often given verbally for immediate action• Is likely to involve students correcting, annotating or redrafting work in green pen• May involve the teacher using the visualiser to give feedback• May re-direct the focus of teaching• May involve a Teaching Assistant	<ul style="list-style-type: none">• Observations during learning walks• Students’ views on ‘typical’ learning in lessons• Some annotations in books or on student work which indicate immediate response• Improvements evident in books either through editing or further working in green pen, where appropriate• Knowledge quizzes that are marked by the students in green pen
Summary feedback	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Involves whole groups/classes	<ul style="list-style-type: none">• Observations during learning walks• Students views on ‘typical’ learning in lessons• Evidence in teacher lesson planning

	<ul style="list-style-type: none"> • Provides an opportunity to evaluate the learning in the lesson • Is likely to involve students correcting, annotating or redrafting work in green pen • May involve the teacher using the visualiser to give feedback • Might involve self or peer assessment • Will inform the teacher's plans for future teaching 	<ul style="list-style-type: none"> • Evidence of self or peer assessment in green pen
Review feedback	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written or whole-class feedback • Should enable the teacher to assess the understanding of an individual student • Should help students understand how to improve • Is likely to involve students correcting, annotating or redrafting work in green pen • May involve the teacher using the visualiser to give feedback • Will inform the teacher's plans for future teaching 	<ul style="list-style-type: none"> • Student responses/actions/redrafting of work in green pen • Written feedback from teacher to student • Teacher has adapted teaching in response to evidence of learning

2.3. Feedback should be *meaningful*:

- Teachers should use their judgement and plan intentionally how and when feedback to students will take place.
- Teachers should review and adjust their approach, responding to the needs of students and incorporating the outcomes into subsequent planning and teaching.
- Feedback should be timely. In other words, feedback should come without too much delay after students have completed the work being marked, in order for it to have an impact on their learning and progress. The aim is to give feedback when the knowledge and ideas are still fresh in students' minds.

2.4. Feedback should be *manageable*:

- Teachers should consider the research that suggests that carefully planned whole-class 'review' feedback can be as impactful as individual feedback if it is part of a teacher's planned schedule of assessment and feedback.
- Any written comments should be short but meaningful. For common areas of improvement, the focus should be on planning tasks or instruction to address this.
- The Academy expects teachers to provide regular review feedback as part of strategic planning of their teaching. As a *minimum*, a teacher should plan for 'review' feedback as follows:

Year/Subject	Review feedback
Sixth Form	4 significant pieces of work (per subject) per term, most of which should be taken under timed, exam-like conditions. This includes whole-class or written feedback on formal Mock Examinations.
Years 7-11 Core Subjects	3 significant pieces of work per term including the mid-year assessment during Academy examination windows for Years 7-9 and GCSE Mock Examinations for Years 10-11.
Years 7-11 Non-core Subjects	2 significant pieces of work per term including the mid-year assessment during Academy examination windows for Years 7-9 and GCSE Mock Examinations for Years 10-11.

2.5. Feedback should be *motivating*:

- Feedback should help to motivate students to progress.
- Written feedback can be short yet challenging, as long as it is motivating.
- Praise – written and verbal:
 - should be focussed on what has been done well and the learning process
 - The awarding of house points should be routinely used as a mechanism for formal praise when teachers are writing feedback
 - Immediate verbal feedback can be very motivating; the best teachers give regular and meaningful verbal praise

2.6. Feedback should be *impactful*:

- Whole-class feedback, used skilfully, can be an efficient strategy to give feedback that has an impact on students' learning.
- Teachers must use contrasting ink for written feedback.
- Students must be given structured lesson time to reflect on their progress and respond to the teacher's feedback on formal assessments (mid-year, end of year and mock exams), which needs to be completed in green pen.
- Careless mistakes should be treated differently to misconceptions:

Careless Mistakes	Misconceptions
Teachers should simply draw attention to the mistake without giving the correct answer and expect/direct the student to make the correction.	Teachers should use their knowledge of an individual student to judge whether the student is best served by the teacher correcting the misconception OR simply drawing attention to it and providing a hint or question which leads the students to the underlying principles.

- Spelling and grammatical mistakes and misconceptions should be addressed but this should be kept manageable for students.


3. Classroom climate

- 3.1. For verbal and written feedback to have most impact the climate of the classroom is crucial.
- 3.2. Students are more likely to actively engage with, and act upon, corrective feedback in an environment of trust and support. (Hattie and Timperley 2007).
- 3.3. Wiliam (2016) states - 'To give effective feedback, the teacher needs to know the student - to understand what feedback the student needs right now. And to receive feedback in a meaningful way, the student needs to trust the teacher – to believe that the teacher knows what he/she is talking about and has the student's best interests at heart.'

4. Leadership of the Feedback policy

- 4.1. Heads of Department and Subject Leaders are expected to ensure that:
 - The Academy Feedback Policy is effectively implemented by all teachers in the department.
 - All forms of feedback should be a focus in all learning walks and lesson observations, and explicitly commented on. Students should be asked about the quality of feedback received from a teacher.
 - Department meeting time is focussed on moderation of written feedback for assessed pieces of work. This develops the skill of the team members and ensures greater consistency in feedback within the department.

5. Example of how to organise whole-class feedback

Class: Date:			Challenge questions for next lesson – this can be verbal or questions to answer as part of redrafting
Literacy errors to be corrected	Common errors/misconceptions to be corrected through redrafting		
Specific student issues/comments to be fed back verbally, e.g. poor presentation, missing work, unique errors etc.	Praise to be given/achievement points		

6. References

- 6.1. Christodoulou, D (2016) Making Good Progress? The future of Assessment for Learning
- 6.2. Cowie, B (2005) Pupil commentary on assessment for learning – The Curriculum Journal
- 6.3. EEF (2016) A marked improvement?
- 6.4. Hattie, J and Timperley, H (2007) The power of feedback – Review of Educational Research
- 6.5. Independent Teacher Workload Review Group (WRG 2016) Eliminating unnecessary workload around marking
- 6.6. Tidd, M (2016) A policy for feedback not marking <https://michaelt1979.wordpress.com/2016/05/24/a-policy-for-feedback-not-marking/>
- 6.7. Wiliam, D (2016) The Secret of effective feedback – Effective Leadership
- 6.8. Willingham, DT (2010) Why don't students like school? A cognitive scientist answers about how the mind works and what it means in the classroom

Appendix A: Green Pen Use in Lessons

Using green pen differentiates a student's first attempt at a task from the redrafting, correcting or development of their work in response to feedback (whether verbal or written, individual or whole class). This is helpful for both teachers and students to be able to see where feedback has been received and how it has been acted upon. Green pen indicates where a student has interacted with their work and improved it after further teaching input, which could be as simple as a brief reminder or instruction shared verbally.

Green pens should be used whenever students are:

- Correcting - for example answers in a quiz or spellings
- Adding and annotating – for example adding to a mind map using ideas from other members of the class, or annotating a text, model answer or their work
- Reflecting and redrafting– for example self or peer assessment or evaluating their work
- Editing – for example rephrasing written work or making an explanation clearer

Recommendations:

- Ask students to get green pens out at the start of lessons as a visual reminder
- Explain to students the scenarios when we use green pen
- Use green pens regularly as a part of all lessons as opposed to saving them for dedicated feedback lessons
- For self and peer review of work, give specific actionable instructions and a narrow focus (e.g. accurate use of key words and terms)

Example scenarios and opportunities for green pen:

- Adding ideas to a mind map or list they hadn't originally thought of themselves
- Adding annotations or more detail to a text or diagram as the teacher uses a visualiser
- Labelling where they have met success criteria in their work or a partner's work
- The teacher pauses the class during a task and reminds them about a common misconception which they then check and correct before continuing
- Amending or developing their initial view, idea or understanding on a topic
- Correcting spellings and punctuation which the teacher has instructed them to check
- Evaluating a performance, creative task or similar activity they have undertaken with questions to prompt their reflection
- Think – pair – share (exchanging information, answers, ideas and vocabulary with a partner)
- Filling in information gaps on a topic, highlighting what they need to aim to recall next time
- Ticking correct answers to a quiz and writing in correct answers
- Redrafting a paragraph, sentence or section of a written task e.g. rewriting introductions after teaching input on writing better introductions
- During a dedicated feedback lesson on a significant piece of work through a series of correction and improvement tasks
- Adding in target Tier 2 or Tier 3 vocabulary into their work or replacing less academic language with more appropriate language
- Developing and adding to a section of their work (for example the weakest argument in an essay) following a class discussion or further teaching



Committee Member Visit Record

Name	Dawn Milne
Date of Visit	10/10/2022
Focus of Visit	Personal Development
Classes/staff visited	James Powell
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i></p> <p>The visit was a face-to-face meeting with James with a focus on the careers education</p>	
<p><i>What I have learned as a result of my visit</i></p> <ul style="list-style-type: none"> Heard about the work being done by Doug Cullen with Year 12s looking at careers, work experience and UCAS applications in PD sessions – includes employability skills, interview skills and helping with applications – next one will be work experience because now is when they need to start thinking about this (NB DM to put words together to help recruit ‘business connectors’ from our parents and wider community to help support this work – especially on work experience for children less able to source their own contacts) Learnt that the role of House & Enrichment Leader is not yet filled and the advert is still pending (may be a budget issue) Learnt that application numbers for house council are good but a little down on last time Learnt that PD no longer features in all tutor times now as the STAR/core behaviours element is taking up more of this time Enrichment brochure was not produced in quite the way hoped for due to a squeeze on admin capacity to support this (NB DM to look at a potential layout for brochure using Canva) Longsands Challenge is on hold – partly to wait for new core behaviour routines to bed in 	
<p><i>Positive comments about the focus</i></p> <ul style="list-style-type: none"> Good to hear that the Rainbow Flag Award should be awarded soon Great to see visits to Fitzwilliam College happening to inspire students across the board 	
<p>Aspects I would like clarified/questions I have</p>	
<p><i>Matters to discuss at committee (e.g. proposed agenda items) and future visits:</i></p> <p>To check that the trips costs and dates are available on the website and signposted for parents so that they can plan their expenditure</p> <p>To discuss the need for a mental health need now Nat Stephenson has left - especially as a point of contact and support for staff - also the need to make sure a survey of staff takes place to check on their wellbeing</p> <p>To discuss the impact of new core routines on PD time</p> <p>To discuss how to minimise the impact of budget constraints on PD and wellbeing</p>	
<p>Any other comments</p>	

Signed (committee member): D Milne

Signed (link staff member): J Powell