



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Thursday 18 May 2023

To be held from 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair); Catherine Cusick (Principal); Claire Chilton; Alexis Ivett; Dawn Milne; Richard Slade; Robert Simonis.

In attendance: Deborah Gordon; Clare Greaney; Tom Smy

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
23.11.22	Head of Social Sciences subject presentation	Principal/DG	TBC
22.03.22	Add Staff Survey to future agenda items	Clerk	TBC
22.03.23	Behaviour data (C1, C2, C3s) to be reported as a percentage of PP cohort in all future Principals Report.	TS	Item 4
22.03.23	Present data demonstrating the progress and impact of the introduction of Reset Classroom/Triage room.	TS	Item 5
22.03.23	Publish Young Carers policy 2023-36	Principal	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item – Chair
2	2 mins	Declarations of interest	Oral item – Chair

3	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 22 March 2023	Papers attached - (pp3-9) - Chair
4	20 mins	Principal's report and questions	Papers attached – (pp 10-39) Principal
5	15 mins	Behaviour and Culture update <ul style="list-style-type: none"> Reset classroom/Triage room progress update 	Oral item - TWS
6	10 mins	Community Perception	Oral item – Principal
7	5 mins	Policies: Longsands First Aid policy	Papers attached (pp 40-45) - Chair
8	5 mins	Link Lead visits <ul style="list-style-type: none"> TBC 	Oral item- Chair
9	2 mins	Chair's Update	Oral item - Chair
10	2 mins	Risk Register	Oral item - Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> Next LGC meeting 28 June 2023 	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Wednesday 22 March 2023

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Geraint Brown – Int Principal - Longsands Academy Lee Larcombe - Vice Chair; Claire Chilton; Alexis Ivett; Dawn Milne; Richard Slade.
In Attendance:	Melanie Basson (Clerk). Catherine Cusick; Deborah Gordon; Clare Greaney; Julian Merson; Tom Smy; Rob Simonis.

Minute Reference	Summary of action required	Responsible	Status
23.11.22	Head of Social Sciences subject presentation	Principal/DG	TBC
25.01.23	Share Staff Code of Conduct policy 2022-23 with staff	Principal	Complete
25.02.23	Re-arrange Longsands LGC meeting scheduled for 15 March 2023	Clerk/Principal	Complete
25.01.23	Appoint Link Lead governor for Fundraising	Chair	Complete
22.03.22 Item 4	Add Staff Survey to future agenda items	Clerk	TBC
22.03.23 Item 4	Behaviour data (C1, C2, C3s) to be reported as a percentage of PP cohort in all future Principals Report.	TS	10 May 2023

22.03.23 Item 5	Present data demonstrating the progress and impact of the introduction of Reset Classroom/Triage room.	TS	10 May 2023
22.03.23 Item 8	Publish Young Carers policy 2023-36	Principal	31 March 2023

1) Introductions and Apologies

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

Catherine Cusick, newly appointed Longsands Principal, with effect from 17 April 2023 and potential new governor, Rob Simonis were welcomed.

There were no apologies for absence received.

2) Declarations of interest

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

3) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 25 January 2023 were circulated to committee members and ratified on 14 March 2023.

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

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

4) Principal's Report and questions

The Principal's Report was circulated to the committee in advance of the meeting highlighting the following points:

- Safeguarding
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- SEF and AIP
- Year 11 and Year 13
- Operations and Site Update
- Number on Roll Update
- Other academy matters: to include enrichment and community.

The Principal expanded on their report regarding

Safeguarding

Ms Greaney informed the committee the Trust Annual Safeguarding Audit took place this week with the Head of Safeguarding, Rosie Hart. Further discussions around behaviour are taking place tomorrow with Rosie Hart, Ms Greaney and Mr Smy.

Attendance

Student attendance is currently 91.6% for all students to date this academic year.

Behaviour

With regard to the total of 99 student suspensions issued during the spring term, the Chair questioned how this compares to last academic year 2021/22, post Covid.

Mr Smy reported student suspensions are significantly higher this academic year, mainly attributed to reinforcing the behaviour culture introduced from September 2022.

Mr Smy informed the committee that Longsands has presented a Suspension Reduction Plan to the Trust. The Principal explained with support from the Trust, Longsands are identifying which behaviour routines can be built upon by way of improving the number of suspensions.

Ms Milne questioned whether SEN/PP student suspension figures are higher than previous years due to the new behaviour expectations. Also, whether support is offered to this cohort to support students to understand behaviour expectations to avoid suspensions.

Mr Smy explained suspensions for the SEN cohort are on a downward trend with the number of suspensions reducing this term, and the PP cohort has slightly increased during the spring term.

Ms Cusick highlighted overall suspension figures can be distorted where students receive repeated suspensions.

Ms Greaney reassured the committee that a range of strategies are in place to support the SEN cohort, by way of adapting and managing expectations and improve the number of suspensions issued. Mr Smy informed the committee that all SEN students will have input from the SENCO before suspensions are issued.

Dr Larcombe requested behaviour data (C1, C2 and C3s) to be presented as a percentage of the PP cohort, as is the SEN cohort represented in the current report. **Action: Mr Smy agreed to present behaviour data comparatively in future reports for the PP cohort.**

The Principal expanded on Longsands Academy Improvement Plan and invited questions.

Staffing

The Principal informed the committee that staff mid-year appraisals are underway and gave an update on new starters, leavers and vacancies.

Ms Chilton highlighted the potential strategical risk around staff retention.

Ms Milne questioned whether the academy hold staff exit interviews.

The Principal explained if a member of staff requests an exit interview, the academy can arrange this.

Ms Milne questioned whether the academy plan to undertake a Staff Survey.

The Principal explained that Longsands plan to undertake the Keel Staff Survey as in previous academic years around April and responses are compared to the previous year's survey. Results are shared with the committee. **Action: The Clerk was asked to add Staff Survey to future agenda items when survey results are available.**

The Principal was thanked for their report.

5) Behaviour & Culture Update

Mr Smy presented regarding Longsands Suspension Reduction Plan.

Mr Smy reported during the spring term there were 2796 C1's (warning) and 408 C2's (detention) issued to students covering all year groups, for disruption to learning. These figures represent an improvement in that C1's are effective in that a higher percentage of C1's issued do not escalate to a C2.

Mr Smy informed the committee a high percentage of C3's (internal isolation) and suspensions were due to students refusing to follow instructions by refusing to wear the correct school uniform.

Mr Smy highlighted strategies are in place to improve uniform compliance in a supportive manner. The uniform wardrobe has been set up making uniform available in order to reduce the number of C3's and suspensions.

Mr Smy informed the committee that the Reset classroom and Triage Room has replaced the Reflection Room. The aim is to prevent the need for suspensions by providing supporting students, allowing them time to reflect on their behaviour in a calm environment and reset their mind frame. The rooms are set out in line with behaviour expectations of mainstream classes and have resources available. Staff are available to talk to students in a supportive way in a positive environment with reduced disruption.

Mr Smy explained students attending the Reset classroom and Triage room have an internal isolation behaviour escalation tracker, which details interventions and support in place. Mr Smy explained the trackers are to be updated weekly and shared with HOY (Head of Year), who can monitor trends to identify support needs and trackers can be sorted into SEN/PP categories for analysis.

Mr Smy explained the trackers are to be updated weekly with parents/carers input. Expectations are communicated and student motivations and aspirations explored.

Ms Milne questioned how the academy intend to communicate the wider strategy of behaviour framework to parents/carers and the local community.

Mr Smy informed the committee that a parent focus group is starting next week around Behaviour and Culture Framework strategies. The Trust Behaviour policy will be presented to the Parent Forum in due course.

In light of the recent press around concerns presented to the Trust from St Ivo Parent Forum, Ms Milne questioned whether the Trust or academy is considering proactive communication with Longsands stakeholders.

It was acknowledged the Trust are taking steps to respond to any concerns raised by St Ivo Parent forum. Ms Cusick informed the committee that a few weeks into Ms Cusick taking up the post of Principal at Longsands, parents/carers will be invited to submit questions in advance of an introductory meeting with the new Principal.

Ms Milne suggested the Trust's implementation of its Behaviour and Culture framework could have been better communicated to stakeholders.

Ms Greaney informed the committee that the introduction of the behaviour routines were communicated to parents/carers in September 2023, through Newsletters and parents/carers were invited to attend a Parent Forum.

Mr Slade enquired whether the academy has the funds and resources to cover the newly introduced Reset classroom/Triage room.

The Principal explained costs to set up the rooms were low, with support to transform the rooms offered by St Ivo. The rooms also allow for staffing resources to be more efficient.

The committee were invited to visit the academy during school hours to observe the rooms in use.

Dr Larcombe questioned whether the academy's Suspension reduction plan can be shared with the committee with a view to evidencing the reduction of suspensions and measuring impact.

Action: Mr Smy to present data demonstrating the progress and impact on internal isolation and suspension rates following the introduction of Reset Classroom/Triage room.

Mr Smy was thanked for their report.

6) Year 11 and Year 13 progress and mock feedback

Mr Merson explained that this academic year, current Yr 11 and 13 grade standards are in line with 2019 pre-covid. Currently the same proportions of students are achieving the same level/number of grades before Teacher Assessed Grades and Centre Assessed Grades.

Year 11

Mr Merson presented Yr 11 mock exam headlines and next steps:

Current Yr 11 cohort	Predictions		Mock exams	
	PR2	PR3	March	Nov
Total attainment	48.36	48.38	43.89	41.86
Ebacc entries %	67.3	65.8	64.7	66.2
Progress 8	0.16	0.18	0.61	0.81

- Steady progress through mock exams towards PR2 predictions
- Current Yr11 cohort are on target to match 2019 outcomes

The committee noted next steps:

- Lessons focused on mock exam outcomes – weaker topics identified. Further practice at past papers
- Marks gained since last mock exam
- RA meetings and mentoring of key students, including PP, SEND and those with weakest progress
- Xtra sessions – attendance figs continue to improve. Rewards
- Focus on Basics – maths/English targeting students
- Interventions – including tutor time. English, Maths, science, computer science, MFL.

Year 13

Mr Merson reported regarding the Principal's report for Year 13 mock exams which took place in January 2023.

- Current Yr13 cohort are on target to match 2019 outcomes

The committee noted the next steps:

- Continued focus on weaker topics identified from mock exams
- Subject clinics widely offered
- One to one support for students from HOY/Pastoral team
- Keystone tutoring for more able students.

Questions were invited.

Noting the Yr 11 P8 figure being less than last term at 0.81, now 0.61 after mocks, Dr Larcombe questioned how this relates to progress for the current cohort predictions for performance in the final examinations.

Mr Merson confirmed the current cohorts are performing better than expected.

The Principal acknowledged predictions for student's final outcomes can be difficult but reassured the committee that around 90% of students reach their aspired destination.

The Principal gave thanks to all those involved in the School of Rock production which took place in February 2023.

Acknowledging drama is no longer part of the KS3 curriculum, Ms Milne questioned whether students would have an opportunity to be part of this sort of production in the future.

The Principal reassured the committee the academy work in collaboration with 'Stageworks' to enable students to take part in such productions in future. Students have the opportunity to take part in after school drama activities as part of extended enrichment opportunities with Stageworks.

Mr Merson was thanked for their report.

7) Curriculum model

This item was deemed a confidential item, due to be published at a later date. Minutes recorded as Part B.

8) Young Carers policy

In advance of the meeting Longsands Young Carers 2023-26 policy was circulated to the committee and governors were invited to review.

The policy was adopted by the committee. **Action: Academy to arrange publishing Longsands Young Carers policy 2023-26.**

9) Link Lead Visits

Ms Milne visited Mr Powell at Longsands in their role as Link Lead for Personal Development on 30 Jan 2023 and their report was shared with the committee in advance of the meeting. Questions were invited.

Ms Milne was thanked for their report.

Mr Slade agreed to take on Link Lead responsibility for Fundraising.

10) Chairs update

The Chair invited governors to arrange Link Lead school visits for next term.

The committee acknowledged a need to promote positive community perceptions and engagement.

Clerks note: The next Chairs briefing call is scheduled to take place on 20 April 2023.

11) Risk Register

- Staff retention

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 10 May 2023.**

Future agenda items:

- Head of Department Social Studies presentation
- Staff Survey
- Community perception and engagement
- 2023-24 LGC meeting dates

13) Any Other Business

Attendees were thanked for their contribution and left the meeting.

Ms Greaney thanked Dr Larcombe with their support with the Annual Safeguarding audit which took place this week. The Clerk thanked those who have recently taken part in Exclusion Review panels and invited governors who haven't yet had the opportunity, when available to offer support.

The meeting finished at 7:10 pm

The LGC agreed the above to be a true and accurate record of the meeting on: 2 May 2023



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term One

2022-2023

Longsands Academy

Catherine Cusick

Contents

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Safeguarding

Introduction and contextual information about the school:

Longsands Academy is an 11-18 fully-inclusive secondary school serving the community of St Neots and the surrounding area. The school is part of Astrea Academy trust, which contains 17 primary schools, 8 secondary schools (4 in Cambridgeshire), and 1 special school. According to the current IDSR, there are 1726 students on roll, which is well above the national average. Almost 20% of students have free school meals and 24% qualify for Pupil Premium funding, 11% are SEND, including 2.4% with an EHCP; 3.6% of students have SEND and are also disadvantaged. There are currently 44 students on alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, Cambridge Regional College (Huntingdon), Olive Academy and Overloaded.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Staff training log created and populated for this academic year. Chair of LGC has completed National College Training. On-line Safety risk assessment completed. Evidence of Acceptable Use agreements collated for staff and added to log. First aid policy updated. Prevent risk assessment updated with actions/progress. SCR actions completed and updated.	On-line safety working party to meet. Fire plans / signage / fire wardens to be completed. Lockdown practice to be carried out.	Member of IT team to join working party. Support from Julie Carles in fire related tasks.
Trends in School	Continued rise in counselling referrals.	Triage and potential signposting to NHS service (new service but is already full).	Appointment of new counsellor following Colin's departure.
Ofsted Qualifying Complaints	Received 5/5/23 anonymous complaint relating to an incident in Jan 23	N/A	N/A

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current	Previous Report (Spring HT2)	This time last year
Number and % of PP	347 (24.09%)	346 (24.03%)	319 (22.83%)
Number and % of LAC	5*	5 (0.3%)	7
Number and % of young carers	49 (3.4%)	49 (3.4%)	21
Number and % of students privately fostered	1*	1 (0.07%)	1
Number and % of students with CP plan	2*	0	0
Number and % of CIN	3*	3 (0.2%)	4
Referrals made for early help	5*	5 (0.3%)	0
Family support assessments conducted	4*	5 (0.3%)	0
Proportion meeting threshold	0	0	N/A
CP meetings attended	0	0	4
Number and % of students with an EHCP	35 (2.43%)	35 (2.43%)	31
Number and % of students with serious medical conditions	2*	2 (0.14%)	**
Number and % of students receiving external support: CAMHS	22 (1.5%)	22 (1.5%)	**
Number and % of students receiving external support: behaviour support	0	0	**
Number and % of students receiving external support: S and L	1*	1 (0.07%)	**
Referrals to Channel	0	0	0

*fewer than 1% of the whole Academy population

** This information was not reported last year and so is not available

SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned.

CG has completed external contractor ID checks – SCR is updated.

Addition of Self-declaration dates.

Missing ID checks rectified – CG checked catering team documents

CCU checking SCR half termly (latest check 09.05.23 - no issues.

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
Brooke Traffic Light Training	19 th April 2023	2	Brook Young People

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	4	5	5
Racist Incidents	0	3	1
Cyber Bullying	0	0 (n/a)	0
Homophobic Bullying	0	1	1
Transphobic Bullying	0	0	0

Analysis and Next Steps

Reported bullying remains low which is pleasing. Equally, we see very small numbers of racist and homophobic bullying – this is the first time we have been asked to record cyber bullying on a Principal's report but looking back to the previous report and the same period as last year, there wasn't any recorded. We continue to work with students to ensure they understand what bullying is. There were seven incidents of friendship friction which thankfully did not continue onto being classed as bullying as we were able to work with the students involved before any behaviours became persistent.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	1	N/A	4	0
Verbal:	0	N/A	N/A	0
Physical:	1	N/A	N/A	0

Analysis and Next Steps

This incident was the only one in the whole of last term which is encouraging. However, we will continue with our sexual abuse and harassment plan which ensures that students are regularly reminded to report any concerns and the ways in which they can do so.

Curriculum

Key Stage 3 Curriculum

The focus in this report will be the curriculum in Key Stage 3. Please provide details of how confident you are in how well a knowledge-rich curriculum has been implemented and embedded in your school in Key Stage 3. Please provide an update where possible from your report in Autumn term 2.

Teaching and Learning

CPD

The INSET day whole-staff CPD focused on core routines (particularly warm/strict entry and exit routines) with video footage of good practice and a scripting exercise. This was followed up with a CPD briefing on Friday morning consolidating the key messages from the session. Other CPD briefings last term included using mini whiteboards in conjunction with hinge questions to check for understanding and using precise praise to create a culture.

This term, have an external speaker from the University of Cambridge giving a presentation on diversifying the curriculum for a whole-staff CPD session this term which will support the work departments are undertaking to ensure their curriculums explore a diverse range of experiences, narratives and perspectives. The aim of diversifying our curriculum is part of department action plans and the focus of a working group.

Behaviour and Culture

Implementation of the Core Routines and B&C Framework:

Strengths and impact of implementation

- Creation of two working groups to increase staff and student engagement through listening and responding to student/staff voice and reviewing the following elements of the B&C Framework:
 - 1) Core Routines
 - 2) Positive Behaviour and Relationships
- As a result of the core routines working group, we have seen small changes to the start of the morning welcome, that have made this cleared to students and more efficient. QA of this process daily, resulting in daily feedback to HoYs, has resulted in visible improvement in the movement from the morning welcome and maintenance of expectations at the start of the day.
- Continued to run staff CPD on elements of the core routines and other TLAC strategies for strong classroom culture that align to the Longsands 7 Principles. This included video footage of good practice seen within the academy.
- Heads of Department met on the inset day to review quality assurance of core routines within their departments and produce action plans as to how to continue the embedding of these across the academy.
- Dressing room has had further stock purchased to support in making sure students are dressed correctly for the day – there is also now a student support officer in charge of the day-to-day running and maintenance of this room – including reclaiming borrowed items.

Areas for improvement in the effective implementation

- Consistency seen in tutor time which will be driven through increased and more frequent feedback with HoYs. Assistant principals now linked to a year group to facilitate this.
- Further reduction of students out in corridors during lesson time – this is to be monitored on behaviour walks with a record of when students are not out of lessons with a legitimate reason using tablets – technology being developed by IT Support.

- Students assemble for morning welcome with greater urgency and purpose. Daily QA of this process, with each component of the routine rated will allow for daily feedback which will be
- Improving punctuality to lessons and to school. C2s now to be given if arriving at school after 08:45 to act as a deterrent, and students who are routinely late have been identified and will have targets surrounding punctuality.

Next Steps

- Improve consistency of application of house points and golden tickets to ensure that all students feel recognised. Whilst number of house points has increased, this is not consistent for KS4. Golden tickets are now being monitored by department and teachers against lessons taught to identify any inconsistencies and promote the awarding of this reward. This will be reviewed weekly, and conversations had where there needs to be greater consistency.
- Working parties to be amalgamated and further staff invited to join. This has resulted in three new members to the working group, with the focus early on this half term looking at tutor time for the new year.
- Catherine and I met behaviour leads from across the other secondary schools within the trust to feedback on the new behaviour policy – and this provided an opportunity to hear good practice in the other schools. Going forwards there are some working groups to work on barriers to aspects of the policy, to allow it to be implemented successfully.
- Student services will be locked during lesson time to stop students accessing this during time in which they should be learning. This has seen a visual reduction in those attending. Moving forwards a record sheet of those who leave lessons will be kept monitoring repeat offenders and ensure the purpose of this is explained to them. Exit cards will be reviewed again at the end of the half term, to ensure only those who still require one have access to one.
- Continued daily QA of morning welcome and tutor time, with feedback on tutor time to HoY daily from SLT members to drive continual improvement at a quicker pace and establish the correct routines more quickly.
- Working with key students where punctuality is an issue. 17 key students have been identified and put on punctuality report/ had this as a target added to their reports. This is being monitored in link meetings with HoY.
- A CPD session on the routine “Silence is Golden”, and how talking is used within lessons to promote maximum progress.

Summer Term Reboot:

Monday	Tuesday	Wednesday	Thursday	Friday
N/A Training Day	HOY delivers live teams assembly to cover: <ul style="list-style-type: none"> Welcome back – warm and positive greeting – looking ahead Respect theme (importance of respect in everything we do) Astrea Ascent “It’s who I am” Punctuality & Corridor Expectations including purpose Break and Lunch time expectations (including social areas) including purpose Uniform and Equipment- including purpose Rewards and Recognition – including Gold Ticker Draw Results 	HOY delivers live teams assembly to cover: <ul style="list-style-type: none"> Reflection on yesterday – strengths and shout outs Respect: Responding calmly Respect: PD Reminders – link back to respect / how to report concerns ect 	HOY delivers live teams assembly to cover: <ul style="list-style-type: none"> Reflection on yesterday – strengths and shout outs Respect: Listening attentively and talking politely 	HoYs: <ul style="list-style-type: none"> Respect: Tutor reflection on yesterday – strengths and shout outs Rewards and Recognition including Data reflection Awarding of Golden Tickets

- A big focus on positivity and more instant recognition from HoYs through morning welcomes and the reboot sessions.
- A reminder of all key expectations at the start of the third term – with purpose slides following all expectations in response to student voice that they were unclear on purpose.
- Reboot sessions ran as assemblies over TEAMS by HoYs, based upon staff feedback that there have been too many voiced over Ppts from SLT – it also gave HoY the opportunity to tailor these to year groups and specific examples. As a result of these sessions, being polite and responding calmly, we have seen a reduction in the number of incidents of a student speaking rudely towards a member of staff – with cases currently below the average for the year.
- CPD to staff on non-verbal and warm/strict to help promote positive learning environments and working relationships with students – the aim being to reduce number of C2s, as identified in an upward trend across the year. Currently this is still increasing, but the reasons for which include lateness to school, a new category, and missed second chance detentions – these are beyond lesson time. Strategies are being put in place to further work on reducing those in detention.

Behaviour Data:

House Points Spring Term 2023

HPs	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2
Number of HPs	3056	4474	4075	4809	1950	2588	2143	2835	901	1028	27	31	10	17	12162	15782
% Of Whole Cohort	25.1%	28.3%	33.5%	30.5%	16.0%	16.4%	17.6%	18.0%	7.4%	6.5%	0.2%	0.2%	0.1%	0.1%		
% Of Cohort	98.9%	99.3%	99.7%	99.7%	95.1%	95.8%	96.9%	98.3%	85.3%	84.6%	29.0%	28.0%	6.7%	7.4%		
Number of HPs (PPI)	698	993	968	1203	334	425	441	566	166	198					2607	3385
% PPI Cohort	98.6%	100.0%	98.6%	98.6%	83.3%	89.4%	92.2%	93.8%	71.9%	71.9%						
Number of HPs (SEND)	383	514	529	652	202	273	509	561	103	139	0	0	1	2	1727	2141
% SEND Cohort	100.0%	95.3%	100.0%	100.0%	88.6%	91.4%	93.8%	95.8%	75.0%	77.5%	0.0%	0.0%	7.1%	14.3%		
Number of HPs (Non-SEND)	2673	3960	3546	4157	1748	2315	1634	2274	798	889	27	31	9	15	10435	13641
% Students Non-SEND Cohort	98.8%	100.0%	99.6%	99.6%	96.0%	96.4%	97.5%	98.7%	87.1%	85.8%	29.7%	28.6%	6.7%	6.7%		

- House points have seen an increase in most measures, as there has been a concerted push to acknowledge the positive behaviours seen in lessons and around the academy. Both house points and golden tickets are issued less in the higher years of the school - and a target for this term is to increase consistency of application -firstly by focusing on distribution of golden tickets awarded within departments.
- Whole staff CPD focussed on using *Precise Praise* (TLAC technique 60) to promote behaviour expectations when awarding golden ticket at the end of the lesson. (17/4/23)
- More robust recording of the awarding of golden tickets to identify subject areas or colleagues who may require additional support in this area.

C1 Reminders Spring Term 2023

C1s	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2
Number of C1s	1269	1352	1644	1452	1390	1152	1188	736	637	273	9	4	0	1	6137	4970
% Of Whole Cohort	20.7%	27.2%	26.8%	29.2%	22.6%	23.2%	19.4%	14.8%	10.4%	5.5%	0.1%	0.1%	0.0%	0.0%		
% Of Cohort	56.7%	58.3%	72.7%	62.5%	60.3%	60.6%	56.4%	53.3%	50.4%	34.6%	5.3%	1.1%	0.0%	0.7%		
Number of C1s (PPI)	444	519	536	430	449	318	293	177	168	70					1890	1514
% PPI Cohort	61.8%	66.7%	81.3%	76.7%	68.2%	66.7%	65.6%	57.8%	50.0%	31.3%						
Number of C1s (SEND)	358	412	329	302	348	315	320	250	193	173	121	147	121	147	1790	1746
% SEND Cohort	69.8%	76.7%	66.7%	60.5%	66.7%	71.4%	63.8%	54.2%	47.5%	25.0%	0.0%	0.0%	0.0%	0.0%		
Number of C1s (Non-SEND)	911	940	1427	1282	1130	958	939	606	552	245	9	4	0	1	4968	4036
% Students Non-SEND Cohort	54.4%	55.0%	73.6%	62.8%	59.4%	59.1%	55.0%	53.1%	50.9%	36.2%	5.4%	1.1%	0.0%	0.7%		

- CPD on warm/strict and class-based behaviour management strategies, including non-verbal approaches, were delivered to staff to provide a toolkit for managing low level behaviour and prevent escalation to a C2. (17/04/23). This coupled with a reinforcement of disruption-free learning expectations via the behaviour curriculum in tutor time sessions, is intended to lead to a long-term reduction in C2s.
- From 17/4/23 – 28/4/23 there has been a reduction in the number of C1s (300) and but little change in C2s (-1) issued, compared with 20/3/23 – 31/3/23. Next steps include looking at C2s at a department level. There will also be further work on reducing C2s for behaviour that extends beyond the classroom e.g. missing detentions and failure to complete homework.

C2 Detentions Spring Term 2023

C2s	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2
Number of C2s	352	461	403	427	334	449	548	544	227	148	0	1	12	0	1876	2030
% Of Whole Cohort	18.8%	22.7%	21.5%	21.0%	17.8%	22.1%	29.2%	26.8%	12.1%	7.3%	0.0%	0.0%	0.6%	0.0%		
% Of Cohort	28.2%	31.4%	31.4%	35.1%	30.3%	33.1%	35.2%	33.1%	22.8%	19.5%	0.0%	1.1%	6.0%	0.0%		
Number of C2s (PPI)	175	235	179	147	166	193	158	162	78	49					756	786
% PPI Cohort	41.2%	43.5%	53.3%	43.8%	45.5%	45.5%	40.6%	37.5%	32.8%	21.9%						
Number of C2s (SEND)	152	189	89	83	114	121	148	134	49	30	0	0	1	0	553	557
% SEND Cohort	46.5%	55.8%	33.3%	36.8%	44.4%	45.7%	48.9%	39.6%	25.0%	17.5%	0.0%	0.0%	7.1%	0.0%		
Number of C2s (Non-SEND)	200	272	314	344	220	328	400	410	178	118	0	1	11	0	1323	1473
% Students Non-SEND Cohort	24.9%	27.1%	31.1%	34.8%	28.3%	31.3%	32.5%	31.8%	22.4%	19.8%	0.0%	1.1%	5.9%	0.0%		

- There has been an increase in the number of detentions issued last half term due to the reissuing of a missed detention (a second chance detention). This accounts for 13% of detentions issued. The decision has been taken

to no longer issue a *second chance detention* as evidence suggests students are choosing which detention to attend. Other strategies are being explored to support students in attending detentions.

- The increase in C2 detentions reflects the focus on reducing lateness to lessons. 338 C2s were issued for lateness. Previously students who were 4 minutes or more late to lessons were not issued a C2. Staff were often inconsistent in their recording of lateness so historic data is unreliable. However, since the C2 lateness detentions was implemented in (date) there has been a *reduction* in lateness to lessons. Furthermore 41% of late to lessons were 17 students between 6th March to 1st May – these students are a focus in link meetings with HoY and those not on reports have been put on punctuality report, and if already on report punctuality has been added. This has been in place for 4 school days, but these students and their punctuality will be monitored.
- A C2 detention ladder has also been introduced to provide a scaffold for tutors and HoYs to work with, guiding them on what intervention to take when, to ensure that intervention takes place as early as possible, to prevent escalation of behaviours and repeat events. This will inform conversations in link meetings and HoY will now be requested to keep a record of those on report and how many reports are successful in reducing C2s (repeat offending) as a measure of impact.

C3 Isolation Events Spring Term 2023

C3s	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2	SPT1	SPT2
Number of C3s	53	65	42	47	64	75	73	82	32	13	0	0	0	0	264	282
% Of Whole Cohort	20.1%	23.0%	15.9%	16.7%	24.2%	26.6%	27.7%	29.1%	12.1%	4.6%	0.0%	0.0%	0.0%	0.0%		
% Of Cohort	9.5%	10.6%	7.2%	8.9%	9.4%	11.5%	10.1%	11.1%	7.0%	3.7%	0.0%	0.0%	0.0%	0.0%		
Number of C3s (PPI)	25	35	13	9	44	46	29	27	23	4					134	121
% PPI Cohort	16.2%	20.3%	10.7%	8.2%	21.2%	22.7%	15.6%	15.6%	17.2%	3.1%						
Number of C3s (SEND)	20	36	14	9	35	29	30	28	7	4	0	0	0	0	106	106
% SEND Cohort	23.3%	27.9%	17.9%	10.5%	30.6%	31.4%	19.1%	20.8%	12.5%	7.5%	0.0%	0.0%	0.0%	0.0%		
Number of C3s (Non-SEND)	33	29	28	38	29	46	43	54	25	9	0	0	0	0	158	176
% Students Non-SEND Cohort	7.1%	7.5%	5.5%	8.7%	6.4%	8.7%	8.3%	9.2%	6.0%	3.0%	0.0%	0.0%	0.0%	0.0%		

- There has been a spike in the number of isolation sanctions issued.
- The focus on high expectations, consistency, and clarity about escalations has led to an increase in C3 inclusions. In addition new systems and processes, such as triage, have led to a reduction in failed C3 inclusions and students refusing to complete the inclusion in the reset room. This has removed the need to escalate to a suspension for non-compliance resulting in a reduction in suspension numbers.

Suspension analysis and commentary:

Year to date (25th April)

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	312	110	127	65	25	97	81	42	1	1
% Of Cohort	18.1	31.4	54.5	22.6	8.4	32.7	27.8	15.4	0.9	1.2
Total Days	469.5	211.5	188.5	94	29	115	160	68.5	1	2

Totals 2021/22 Vs 2022/23

	2021-2022							2022-2023						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST1	ST2	SuT1	SuT2
All	244	18	42	26	74	40	44		56	65	99	80		
PP	128	12	22	14	41	22	17		31	32	47	41		
SEND (all)	108	9	20	11	31	16	18		25	20	41	38		
SEND E	17	0	1	1	5	3	8		8	8	9	8		
SEND K	91	9	19	10	25	13	10		17	12	32	30		
Boys	188	15	35	19	59	31	29		39	53	72	40		
Girls	56	3	7	7	15	9	15		17	12	27	40		
Year 7	20	1	5	2	4	5	3		5	7	17	6		
Year 8	94	3	12	10	31	12	26		7	11	5	8		
Year 9	24	1	4	2	8	3	6		26	21	23	34		
Year 10	42	6	13	2	8	6	7		9	12	34	27		
Year 11	58	6	8	10	22	12	0		8	14	19	5		
Sixth Form	6	1	0	0	1	2	2		1	0	1	0		

- Suspensions have reduced from last term by 19% but remains higher than in same half term last year (80 vs 74). This reduction is partly due to the introduction of the new reset classroom on March 20th. This has generated greater reflective and supportive conversations between students and teachers, and further communication with home, resulting in more positive outcomes.
- Suspensions for boys has dropped by 45%, whilst suspensions for girls have increased, 60% of these are down to 6 girls who are a focus this half term regarding support.
- The number of boys suspended dropped from last half term by 62% (30 students) **and is about half what the number was in ST2 2021/22 (8 compared to 14 last year)**. Boys have been subject to much of the intervention that has been put in place, with more boys on reports than girls, explained by the previous half term's terms data.
- The number of students suspended decreased 53% on the last half term and is down compared to the same half term last year by 31% (14)
- There is an upward trend in the number of suspensions given for Persistent or general disruptive behaviour, with a further increase of 15% (8) suspensions on the last half term. 68% of all suspensions are accounted for by this persistent disruption. 25% of these suspensions are down to fur students, and these students on PSPs to support in reducing disruption. This has resulted in a current reduction in the number of suspensions all four of these students have for disruption. HoY have been asked to identify those who are being disruptive and identify what intervention is taking place with them. E.g. Reports, contact home, talks with the students. Currently there are 12 suspensions this half term for disruption (9th May) compared to 55 for this reason last half term. With two weeks remaining this represents a big reduction.
- Following the introduction of the reset classroom, suspensions for disruption have decreased 27 in the five weeks following the rooms' introduction compared to 49 in the five weeks preceding. Week 25 ended at the lowest point for the last half term, holding suspensions below the three-week average, and bringing the levels of suspension for this below that of AT2.

Suspension Reduction Plan (RAG):

Objective	RAG	Comments/Additions to plan
Introduce new format of Reset Classroom		The reset room was introduced on the 20th of March, and includes the triage room, where supportive conversations can take place in advance of entering the room. IT allows students to complete work while in isolation.
Introduction of Return-to-School Process		Return to school meetings now all accompanied by linked SLT
Use data to track suspension and plan intervention		To produce clear guidance sheet on setting work for a suspension
Behaviour Escalation Tracker		All complete, students on PSP from previous half term on heightened tracker
Behaviour Curriculum		Tutor led this half term, following SLT voice overs last half term.
Continued Development of a Positive Learning Culture		Develop QA of core routines, that allows for impact following observations to be measured
Increased Visibility of Leaders		Assistant principals now linked and line managing a year group each
Manage Suspension Decisions		Work to start looking at consistency in escalation of behaviour process within departments to identify where further support is required, or if there is any intervention that needs to take place with students at a department level.
Increase use and visibility of rewards and praise of students' hard work		Look at consistency of golden tickets, and identify which lessons needs reminders

- The combination of a conversation with a member of staff before entry to the reset classroom, along with the incorporation of a conversation including both pupils and parents before a suspension is reached has reduced the number of students failing isolation, resulting in a reduction of suspensions.
- The increased capacity of the reset classroom, along with IT facilities, has allowed to accommodate all students in one location and provide resources when a student cannot access their classroom – maximising learning that takes place in this room.
- Golden tickets are a tangible reward that students can receive public praise for, and which has a physical prize from the raffle they are entered in. Students show these off and are visibly pleased to receive these. This focus on the positive and the praise aims to promote focussed learning and going forwards the consistency in issuing golden tickets is the focus, reducing negative behaviours and the chance for these to escalate.
- Return to school meetings with SLT are producing clear, must meet and measurable targets – this will be a focus of continued QA through sampling of minutes on a weekly basis.
- The behaviour escalation tracker has pre-made letters that allow for earlier intervention for those repeatedly getting it wrong and getting isolated. It also requires phone calls at set trigger points to further increase collaborative communication with home and to prevent this developing into suspensions. Of the 25 who reached level one, only 2 students reached level 2 for C3s (6 C3 events) showing that the letter and phone call were having an impact.

Behaviour and Culture Analysis and Next Steps

- The two working group will amalgamate with a focus on tutor time consistency and communication of the positive behaviour and relationships policy in advance of a September launch.
- Producing a plan, that brings a more coordinated approach to assemblies, behaviour curriculum and PD for the new academic year.
- Track the number of C1s/2s given in relation to attendance/punctuality, home learning, mobile devices and disruption following behaviour curriculum sessions – looking at impact of these sessions.
- Provide further support to those repeatedly late to lessons to improve punctuality.
- Improve consistency of the praise systems used across the year groups, by all departments.
- CPD on silence is golden.

Attendance

Attendance Data up to 31 March 2023, end of Spring Term

	Key Attendance Target	This time last year	Year to date
Whole School	94%	91.3%	91.5%
Individual Student	96%		
Pupil Premium	94%	86.0%	86.4%
SEND	90%	86.7%	87.9%
Maximum % of pupils who are PA:	15%	24.2%	22.0%
% of PP pupils who are PA:	20%	41.4%	37.7%
% of SEND pupils who are PA:	23%	33.5%	31.2%

Attendance for students at AP

There are 40 students (5/5/23).

Some students attend an external provider part time and also come into school part time.

External providers include:

- Academy 21
- Olive Academy
- Academy of Central Bedfordshire (PRU)
- OverLoaded
- Cambridge Regional College (CRC)

Attendance at Longsands minus AP students is 91.7% and PA is 21.6%

Number of students moving off roll to *Elective Home Education*

7 students, 3 SEN, 6 PP, 3 DD.

Provide details below of the progress made to date on areas of your Attendance Action Plan.

Objective	Key Actions	Update and summary of impact to date
Raise the profile of attendance within the school so that it becomes 'everyone's responsibility'	<ul style="list-style-type: none"> ➤ Minimum of 1 good news attendance piece published on the website per fortnight (improvements, 100%s, rewards, advice etc.) ➤ Celebrating attendance through Twitter. ➤ 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 form time based student level attendance session subject to tutor time arrangements ➤ Weekly attendance update in SLT and shared with HOYs ➤ Weekly form time based student level attendance session subject to tutor time arrangements. ➤ Student handbook issued, given to every student to monitor attendance during the academy day 	<p>Evidence from students buying into attendance improvements to be gathered</p> <ul style="list-style-type: none"> - Andy Holmes, Attendance Lead, is based in Longsands 3 days a week to support the implementation of this Rapid Improvement Plan - Promotion of good attendance is located around the Academy site - Good news pieces shared at appropriate points - New rewards for 100% attendance and 0 behaviour points on a weekly basis to be introduced. Impact to be measured - Update on Attendance in SLT meetings a weekly standing item
Ensure that Year 6 students develop good habits around attendance from the start of secondary school	<ul style="list-style-type: none"> ➤ Visit each primary school (every year) in preparation for transition to give clarity on expectations and rewards ➤ Initial stepped (RAG) categorisation of students based on year 6 attendance ➤ Attendance Policy shared with parents / carers ➤ Transition days to include a presentation to students, parents and carers about the importance of excellent attendance and the tiered rewards structure. 	<ul style="list-style-type: none"> - Attendance updates to be given in Primary schools via visiting Head of Year where Kelly is unable to attend - Attendance policy and information to be blended into the Transition Information Pack
Areas to focus PP	<ul style="list-style-type: none"> ➤ Leader's approach to the tracking and sharing of attendance data (inc. PP & SEND) ➤ Reduce the number of PA students (inc. PP & SEND) 	<ul style="list-style-type: none"> - New initiative to be launched with HoY to focus on the attendance of PP students. Impact to be measured
The use of collective time to ensure attendance is high profile and impacting on students	<ul style="list-style-type: none"> ➤ Celebration of Success assemblies to include an Attendance focus ➤ Regular whole staff CPD sessions ➤ Sharing of data and analysis with Heads of Year to disseminate to tutors to inform conversations with students ➤ Attendance based Form Competitions for each year group with prizes ➤ Fantastic Attendance (FA) Cup. Final two weeks of each term forms compete against 	<ul style="list-style-type: none"> - Whole Staff CPD had positive impact on the reduction of the number of missed registers per week from a height of 28 to 9 in the week after the CPD was delivered. - FA Cup is running. Display board to be updated -

	other forms (mixed year groups). Form prizes for FA cup winners	
Create a rewards strategy that focuses on what students' value	<ul style="list-style-type: none"> ➤ Launched 21-22 rewards programme ➤ 100% ticket issued to students on a weekly basis with half term draw for prizes ➤ Termly reward days/trips/visits ➤ HOY to organise alongside ATL, behaviour, and/or extra sessions (11) ➤ Attendance celebration ➤ 100% attendance badges and certificates given at end of the school year during awards evening. 	<ul style="list-style-type: none"> - Attendance features as part of the wider Academy Rewards Strategy - 100% Attendance and Attendance Rewards to be given at Awards Evening in July 2023.

Attendance Next Steps:

- Complete the Attendance Strategy 2023 – 2024 to include foci on Sixth Form, PP and SEND
- Implement the Rapid Improvement Plan as outlined in the table above
- Review RIP every fortnight in Line Management Meetings to highlight areas completed and areas for development
- Agree priorities for September and the next Academic year

Year 11 Maximising Achievement Plan

Year 11 Mock Exams-Spring Term:

This table shows the mock exam results, Forecast results (PR3) compared with results from Summer 2022.

				Basics			Ebacc			Attainment 8			Progress 8				
Dataset	Filter	Stu Count	KS2 Prior	9-7 E/M	9-5 E/M	9-4 E/M	EBacc Strong	EBacc Standard	EBacc APS	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Results 21/22	Summary	266	104	18.4	53	78.9	39.1	54.1	5.03	52.13	10.77	10.38	0.08	0.39	0.62	-0.09	0.26
Mock Y11 Spr	Summary	272	104.5	9.9	40.8	62.5	18.4	33.1	4.1	43.82	9.37	8.96	-0.68	-0.42	-0.46	-1.03	-0.62
PR3 Year 11	Summary	272	104.5	15.8	54.8	75	30.5	46	4.6	48.35	10.01	9.92	-0.36	0.06	0.04	-0.54	-0.19
Results 21/22	Non-Disadvantaged	214	104.5	21.5	57.5	84.6	42.5	57.5	5.33	55.09	11.31	10.95	0.22	0.53	0.78	0.09	0.41
Mock Y11 Spr	Non-Disadvantaged	208	105	12.5	47.1	69.7	21.6	37	4.44	47.37	10.13	9.66	-0.38	-0.19	-0.2	-0.78	-0.38
PR3 Year 11	Non-Disadvantaged	208	105	18.3	61.1	80.3	34.6	50	4.91	51.56	10.56	10.58	-0.17	0.28	0.28	-0.3	0.04
Results 21/22	Disadvantaged	52	101.5	5.8	34.6	55.8	25	40.4	3.81	39.95	8.54	8	-0.54	-0.17	-0.03	-0.8	-0.36
Mock Y11 Spr	Disadvantaged	64	102.5	1.6	20.3	39.1	7.8	20.3	3.01	32.3	6.91	6.69	-1.66	-1.18	-1.28	-1.85	-1.4
PR3 Year 11	Disadvantaged	64	102.5	7.8	34.4	57.8	17.2	32.8	3.6	37.89	8.23	7.78	-0.97	-0.65	-0.77	-1.31	-0.9
Results 21/22	Female	134	104.5	23.9	59	83.6	51.5	69.4	5.51	56.47	11.87	10.78	0.49	0.43	0.85	0.3	0.53
Mock Y11 Spr	Female	140	105	12.1	37.9	64.3	20.7	33.6	4.24	45.84	10.37	8.71	-0.26	-0.63	-0.41	-0.84	-0.51
PR3 Year 11	Female	140	105	17.1	55.7	79.3	32.1	45	4.79	50.72	10.94	9.84	0.02	-0.06	0.1	-0.28	-0.05
Results 21/22	Male	132	103.5	12.9	47	74.2	26.5	38.6	4.55	47.73	9.65	9.97	-0.34	0.36	0.38	-0.48	-0.02
Mock Y11 Spr	Male	132	104	7.6	43.9	60.6	15.9	32.6	3.95	41.69	8.3	9.23	-1.14	-0.2	-0.51	-1.25	-0.74
PR3 Year 11	Male	132	104	14.4	53.8	70.5	28.8	47	4.4	45.83	9.02	10	-0.77	0.2	-0.03	-0.83	-0.33
Results 21/22	Non-SEN	235	105	20.4	57.9	84.3	42.6	58.7	5.29	54.49	11.18	10.83	0.14	0.45	0.72	0.01	0.34
Mock Y11 Spr	Non-SEN	232	105.5	11.6	46.1	69.8	21.6	37.9	4.45	46.92	10.12	9.6	-0.5	-0.33	-0.34	-0.99	-0.53
PR3 Year 11	Non-SEN	232	105.5	18.5	62.5	81	35.3	53	4.97	51.64	10.71	10.59	-0.2	0.17	0.17	-0.44	-0.07
Results 21/22	SEN K	29	98	3.4	17.2	41.4	13.8	20.7	3.24	35.97	8	7.31	-0.29	0.11	-0.02	-0.71	-0.2
Mock Y11 Spr	SEN K	32	98.5	0	12.5	21.9	0	3.1	2.23	27.8	5.19	5.88	-1.76	-0.72	-1.05	-1.17	-1.08
PR3 Year 11	SEN K	32	98.5	0	12.5	43.8	3.1	3.1	2.59	31.23	6.13	6.44	-1.31	-0.47	-0.61	-0.99	-0.77
Results 21/22	SEN E	2	93	0	0	0	0	0	0.83	10	2	2	-2.67	-1.94	-2.11	-2.46	-2.29
Mock Y11 Spr	SEN E	8	94.5	0	0	12.5	0	12.5	1.56	18.13	4.38	2.75	-1.69	-1.72	-1.5	-1.68	-1.36
PR3 Year 11	SEN E	8	94.5	0	0	25	0	12.5	1.92	21.25	5.25	4.25	-1.25	-0.97	-1.2	-1.72	-1.05

Year 11 Maximising Achievement Plan:

Context and Intent

Context of the Year 11 cohort and position of the Academy:

There are 272 pupils in Y11, with an average KS2 SS score of 104.4. This is slightly higher than last year's cohort who had an average KS2 SS of 104.0. The current Year 11 cohort has 62 PP students and 41 SEND (8 EHCP and 33 SEND K). There are a small number of KS4 students in AP, with 11 pupils (8 non EHCP and 2 EHCP) in Y11 following alternative provision pathways.

In the summer of 2022, Year 11 outcomes demonstrated significant improvement in the headline figures and the academy achieved and exceeded the FFT20 headline targets: A8 increased from 48.77 to 52.10; 4+ EM increased from 71.6% to 78.6% and 5+ EM from 47.4% to 53.0%; 4+ EBacc increased from 22.5% to 53.8% and 5+ EBacc from 15.8% to 39.1%. Similarly, there were improvements in the outcomes of PP students (cohort of 58): A8 rose from 36.76 to 39.34, 5+ EM rose from 19.6% to 32.8% and 4+ EM from 52.2% to 55.2%. SEND students' outcomes (cohort of 32) showed improvements too: A8 went from 30.42 to 33.32; 5+ EM went from 12.5% to 15.6%, although 4+ EM fell from 45.8% to 37.5%. Entry and pass rate for EBacc for both PP and SEND rose significantly.

Overarching objective of the plan, including year 10 Mock performance position

The current Y11 cohort achieved less well in the end-of-year exams in Year 10 (July 2022) than the previous cohort with a very similar profile on paper, and the most recent forecasts suggest that students are not performing as well as last year's cohort. The level of improvement required to raise Y10 mock exam A8 to target levels is of the order of 1.04 grades per student per subject; from the same position this time last year, the equivalent uplift was 0.85 grades.

Year 10 mock exam headlines: A8 APS =4.16; P8 = -0.78; P8 Eng = -0.56; P8 Maths = -0.79; P8 EBacc = -0.72; P8 Open = -1.12; 4+ EM = 58.5%; 5+ EM = 34.9%; 7+ EM = 5.1%; EBacc 4+ = 30.5%; EBacc 5+ =14.7%

The cohort had been a cause for concern, particularly in relation to behaviour and attitudes and a lack of resilience, although this has improved over the year and Y11 have responded well to the support and challenge. The attendance of some students has been an ongoing concern and we have worked hard to keep this above the national average. The progress shown through this year's mock exams when compared to the previous 2022 cohort at the same point last year, suggests that the year group is making positive progress, but continues to lag behind last year's cohort. For example, A8 scores for the 2023 cohort were 41.86 (vs 46.44 for 2022 cohort) in November 22, and 43.83 (vs 49.56 for 2022 cohort) in March 23

KEY PERFORMANCE TARGETS

Attainment 8 score: ALL: 54.6 PP: 49.3 SEND: 40.0	Grade 5+ Eng & Maths: 60% (163 students)	Grade 4+ Eng & Maths: 80%	% of students achieving EBacc: Strong (5+): 35% Standard (4+): 50%	Progress 8 score: ALL: 0.5 PP: 0.0 SEND: 0.2
Current Predictions (March 2023)				
Attainment 8 score: ALL: 48.35 PP: 37.89 SEND: 29.23	Grade 5+ Eng & Maths: 54.8 (149/272 students)	Grade 4+ Eng & Maths: 75% (204 students)	% of students achieving EBacc Strong pass: 30.9% Standard: 46.3% (66.2% entered)	Progress 8 score: ALL: -0.19 PP: -0.90 SEND: -0.83

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 	<p>Targeted interventions continued. These now include tutor time interventions taking place in Maths, English, Science, MFL and Computer Science</p> <p>Subject review meetings completed with action points.</p> <p>Second mock exam data analysed at whole-school, departmental and student level.</p> <p>Mentoring groups updated. A record of conversations was maintained in the Autumn Term.</p> <p>Updated rank order by P8 has fed into Raising Achievement meetings where students are discussed on a weekly basis. Minutes of these weekly meetings, with appropriate action points were shared.</p>

	<p>performance, students of concern, action steps, support needed.</p> <ul style="list-style-type: none"> • HoD completes mock results analysis to be shared with SLT (link) – template provided 	<p>Period 6 class lists updated for non-Core subjects, so students prioritise the weaker subjects.</p> <p>Final mentoring push on PP students with additional scrutiny given to students who show that they can make final improvements</p>
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 to analyse data. Teachers of targeted students made aware, to ensure they have approaches in place to support those targeted.</p> <p>P6 attendance being monitored. Focus on reward for attendance, with students attending all three sessions during a week being entered for a weekly prize draw. Academic mentors aware of targeted students.</p> <p>English and Maths tutor time additional classes focused on Basics measures, targeting students who are achieving a basics measure in one subject, but not the other.</p> <p>Basics 5+ target 60%; 54.8% (149) predicted; 40.8% (111) Spr mock</p> <p>14 more students required to achieve target 21 students are forecast to achieve grade 4 in English, and 5+ in Maths 19 are grade 4 in Maths and 5+ in English</p> <p>Significant gap between spring mocks and predictions/target. English and Maths department aiming to close gap through tutor time interventions, specifically aimed at students who are just missing out on a grade 5 in either subject. Additionally, awareness-raising of targeted students with teaching staff; encouragement to attend Period 6s.</p> <p>Basics 4+ target 80%; 75% (204) predicted; 62.5% (170) Spr mock</p> <p>14 more students required to achieve target 9 students grade 3 in English, grade 4+ in maths 14 students grade 3 in maths, grade 4+ in maths</p>

<p>3. Increase PP and SEND achievement to close the gap</p>	<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 to update intervention approaches.</p> <p>SEND students (K=32, E=8 students): SEN K students achieved A8 27.8 & -1.08 in the spring mocks and the PR3 prediction is A8 31.23 & P8 -0.77. The gap between SENK and non-SEN for P8 is -0.7 for predicted grades and -0.55 for mock exams (32 students).</p> <p>SEN EHCP students achieved A8 18.13 & -1.36 in the spring mocks and the PR3 prediction is A8 21.25 & P8 -1.05. The gap between EHCP and non-SEN for P8 is -0.98 for predictions and -0.83 for mocks (8 students).</p> <p>SEN K/E predicted 9-5= 4/0 students SEN K/E predicted 9-4= 14/2 students</p>
<p>4. Increase teaching time to support target students in closing attainment gaps.</p>	<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. Continuing to work 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>Extending use of tutor time to give additional tuition to targeted small groups – more subjects now becoming involved. This is happening in English, Maths, Science, MFL, Computer Science</p> <p>Use of general tutor time for additional revision.</p>
<p>5. Ensure all identified students take up Xtra sessions to maximise achievement</p>	<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 weekly and target students and/or call home to encourage. • Regular positive communications in assemblies, tutor time and messages 	<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>6. Ensure students are in correct tiers in science, maths, MFL to maximise outcomes.</p>	<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 	<p>Ma/Sci/MFL have revised tiering in the light of outcomes from March mock exams.</p> <p>Regrouping of students in maths according to mock exam outcomes. The impact of this</p>

	<p>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.</p>	<p>has been to ensure students who are still working at grade 4 complete the remainder of their GCSE at Foundation Tier.</p>
<p>7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses.</p>	<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. Dept action plans checked to ensure focus on Y11 progress and support. Quality first teaching.</p> <p>This is being done. For example, students in Maths have been re-set pending changes to tiers resulting from mock exams.</p> <p>Established revision resources across all departments.</p> <p>Continuing concern in ELit about the performance of boys. This is being managed through tutor time revision.</p> <p>This will form a focus of fortnightly MAP meetings.</p> <p>Behaviour walk each lesson.</p> <p>Thorough processes in place, including QbyQ analysis and linking questions to online and other revision resources. For example, Hegarty Maths.</p>
<p>8. Improve quality of revision resources and homework to ensure students improve recall of core knowledge.</p>	<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) • 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' 	<p>Reviewed homework strategies in November and recommunicated expectations with staff, students and parents. Established minimum of 10 hours homework pw – 2 each in Core, plus 1hr in each other subject.</p> <p>New revision strategies based on cognitive science being taught as a programme to Y11</p>

	<p>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>	<p>and being used by departments to update approaches.</p> <p>Improved mock exam revision information issued.</p> <p>Assemblies used to support.</p>
<p>9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time.</p>	<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>
<p>10. Use subject-specific exam preparation to improve students' exam technique</p>	<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, or boundaries consistent with all Astrea schools.</p> <p>Guidance shared for mock exams.</p>
<p>11. Support, motivate and incentivise for full participation and engagement</p>	<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 for Spring mocks took place</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 for students with low P8 scores based on March 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>Regular communications with parents.</p> <p>Development of a 'masterclass' programme whereby students work with subject teachers for at least one hour the day before every exam.</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 in November and also Spring mocks.</p> <p>Thorough post-mock exam analysis has taken place.</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	<ul style="list-style-type: none"> Do not grant study leave; instead, use every lesson to support students' preparations 	<p>Planning for summer includes a 'masterclass' programme whereby students</p>

that keeps students focused to the end	<ul style="list-style-type: none"> 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 	work with subject teachers for at least one hour the day before every exam
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Next steps, including Year 11 runway plan

Raw marks improvement target update

- Subjects continue to work on raw marks improvement from Feb mocks to Summer 23. What is expected of each student in the February mocks? Do they know? Discussions from SLT link meetings have featured in the QA of this. Assemblies in Maths to talk about raw marks improvement.

Period 6 attendance

- Rewards – students with weekly 100% attendance into draw for voucher – draw made and prize awarded each Monday in assembly. AP: SJP

Use of tutor time

- Regular weekly sessions with specialist teacher for English, Maths, Science, MFL, Computer Science.
- General tutor time – use for revision. HOY11 has planned revision schedule for implementation by tutors.

Easter or May half-term sessions

- Some HODs engaged in Easter time revision sessions. This took place in Science, Geology, MFL.
- HODs will be invited to make use of May half term.

Mentoring

- Updated mentoring lists based on March mocks led to further mentoring of students.
- Final push on mentoring based on PP ‘winnable’ students. Students selected based on PP students whose average Subject Progress Indicator was negative. HOY11 and SLT selected students from this list who we felt we could make a difference with in the final few weeks.

Masterclasses

- Plan for masterclasses now completed and being implemented, meaning that students will have access to subject teachers for at least one hour the day before each summer exam.

Year 13 Mock exam outcomes and next steps

Year 13 mock exams took place in January 2023.

	PR2 Y13 (predicted grades)	Mock Y13	PR1 Y13	Mock Y12	2022 Results	2019 Results
L3 Overall Cohort	163	160	169	170	129	123
L3 Overall Ave Pts/Entry	34.45	31.21	33.28	29.08	34.58	30.1

L3 Overall Ave Grade	C+	C=	C+	C=	C+	C
A level Cohort	133	128	141	145	110	123
A Level Ave Pts/Entry	35.87	32.11	33.84	29.53	34.75	30.1
A Level Ave Grade	B-	C+	C+	C=	C+	C
Applied Cohort	78	77	81	81	69	60
Applied Ave Pts/Entry	31.17	29.19	31.95	27.98	32.15	26.76
Applied Ave Grade	D-	M+	D-	M+	D=	M+

(all calculated using 2019 national data)

Commentary and next steps:

- Key indicators show that students are roughly on target to match 2019 outcomes. Average points per entry roughly in line.
- Government have stated that 16-18 Value Added measures have been suspended for Summer 2023.
- Use of both SISRA and ALPs to make sense of the data. Both facilities draw out the same key points.
- These grades are improved from PR1 and show more optimism amongst subjects.
- Slightly higher hopes for A-level, in comparison with applied subjects, than previously.
- Subject teachers continue to focus on weaker topic areas when planning lessons, and also in support of students who need interventions. A number of subjects offer subject clinics in support of students. Whilst voluntary, these are enthusiastically received by a significant proportion of students. Examples include maths and science clinics.
- The Head of Year 13 continues to organise regular one-to-one student support, particularly where mental health is a concern – this is a particular feature of the current cohort, also impacting on attendance.
- More able students receiving support via Keystone Tutoring.

Review of Catch Up and Intervention Programmes

In whatever format you find easiest, please provide an update of the intervention and catch-up programmes taking place in your academy. Please include the following if used:

- Fresh Start
- Corrective Maths
- My Tutor
- Any other programmes used within the school

Literacy Interventions

We have continued to refine the process for placing students onto specific literacy interventions to make sure students are placed on the appropriate programme for their specific literacy needs. We use a combination of NGRT, teacher assessments and SATs data amongst other tools to identify students for intervention and then triage them onto one of

three reading programmes (Catch-Up Literacy, Fresh Start Phonics or Lexonic). Once students have completed one intervention, if there is an additional need to address, they may be placed on a follow-up intervention e.g. progressing from phonics to comprehension.

We have improved the tracking and monitoring of interventions and all information is shared both on the SEND register and updated frequently. Additionally, the Fresh Start data is now synced with BromCom so it can be monitored by the central trust support for Fresh Start as well as SLT.

Our dedicated Teacher of Reading is now trained to oversee NGRT reading tests which allows us to track reading ages more routinely for students on interventions.

- **Fresh Start Phonics**- for students with phonics gaps and issues decoding words. 14 students have completed Fresh Start this year and passed the exit assessment.
- **Lexonic**- targeted support for dyslexia. 14 students have completed Lexonic so far this year, 100% of them improving their reading age by an average of 2 years and 2 months. An intake of new 27 students have begun Lexonic.
- **Catch-Up Literacy** – focused on reading comprehension. 45 students have had Catch-Up Literacy interventions this year, with 58% of them so far improving their reading age by 10 months or more. 75% of students have improved their programme levels. We have expanded the capacity to provide Catch-Up Literacy through our Teaching Fellow, who is now trained to deliver the sessions.

Catch Up Numeracy

Year Group	% completed phase 1	% of those on programme with SEN who completed phase 1
Year 8 – 12 students	83%	75%
Year 9 – 10 students	80%	67%
Year 10	89%	93%

Next Steps:

1. Introduce the Hodder Diagnostic Reading Analysis 1-1 test as an additional tool which will give us a more accurate overall assessment of students' strengths and weaknesses for literacy to plan bespoke interventions.
2. Expand staffing capacity to deliver Fresh Start phonics next year so that more students can have 1-1 instead of small group sessions and interventions can take place more frequently, shortening the length of time students are on the intervention.
3. The highest priority/highest need EAL students are already on an appropriate literacy intervention, however we now need to ensure students with a higher level of English are supported with interventions appropriate to their language level.
4. Update and streamline the tracking and monitoring of Catch-Up numeracy.

SEND Update

SEND Executive Summary:

	Number of students	% of cohort
Number of students on Roll	1687	100%
Number of students with an EHCP (E)	35	2.07%
Number of students with SEN Support (K)	185	10.9%
Breakdown by Year Group:		
Year 7	E: 7 K: 34	E: K:
Year 8	E: 4 K: 35	E: K:
Year 9	E: 6 K: 28	E: K:
Year 10	E: 6 K: 44	E: K:
Year 11	E: 9 K: 31	E: K:
Year 12	E: 1 K: 1	E: K:
Year 13	E: 2 K: 12	E: K:
Breakdown by Gender:		
Boys	E: 26 K: 115	E: K:
Girls	E: 9 K: 70	E: K:
Breakdown by Type:		
Cognition and Learning	E: 8 K: 94	E: K:
Communication and Interaction	E: 11 K: 17	E: K:
Social, Emotional and Mental Health	E: 11 K: 48	E: K:
Sensory and/or Physical needs	E: 5 K: 26	E: K:

Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	91.5%	87.9%	92.1%
PA YTD	22.7%	30.6%	21.3%

Suspensions:

	All Students	SEND Students	Non-SEND Students
Number of Suspensions YTD	324	132	192
1+ FTE YTD %	6.9%	16.7%	4.7%
Perm Ex	0	0	0

Strengths

- **APDR Cycle is now in place** – 2 full terms have been assessed and shared with parents. – Impact: Parents are now aware of support in place and feel a part of process
- **Information sheets are in place and shared with staff** – Key workers have updated information sheets consistently and share these with staff when new changes occur. – Impact: Staff are aware of changes consistently and this is shared immediately.
- **Interventions are in place for Cognition and Learning, Communication and Interaction and SEMH**- These included Catch Up Literacy, Catch Up Numeracy, TFTF, Mindfulness for Y11, Canine Therapy and Lego Therapy – Impact: Attendance is still above national average for SEND and reading ages have been improved consistently this academic year.

Improvements

- **Quality Assurance** – Ensuring that practice is happening consistently within the classroom.
- Key areas of development and improvement and the intended impact
- **Quality Assurance**- A whole school approach to be embedded, ensuring that all departments have ownership of whether SEND support is at a high level.
- Access planning and arrangements
- Year 11 and 13 Access Arrangements are in place and ready for summer series.
- Year 10 Access Arrangements are being monitored and tested for weekly.
- Parental engagement
- APDR cycle sent out termly to parents asking for feedback.
- SENDCo attends all parents' evenings to support with process.
- Key workers are available to speak to parents if applicable.
- Parental engagement is improving, and this was evident within the most recent parental survey.
- Any other relevant information regarding your SEND provision
- New Sheila Coates bid has been accepted for £5000 to create a small sensory room, helping students with ASD when using exit cards.

HR, Operations and Site Update

Site maintenance/improvements and any projects

- Toilets refurbished in F-Block, new cubicles had been fitted and re-opened – vandalized in less than a week.
- Boys' toilets in H-Block will be starting soon (date TBC) - toilets will be opened up, the wall will be brought down to about waist height with sinks and hand dryers on the wall and fitted with all cubicles floor to ceiling in height.
- Steps at the front of the school have been refurbished. We are waiting for a quote for the other set of stairs with a view to starting in the next couple of weeks.
- Fire door project for the main school I believe will start during the summer holidays.
- Phase two of the heating pipe works will begin at the end of July, all pipes in the area will be moved from underground to above due to the age of the pipes being over 60yrs old.
- Refurbishment of the reception entrance to start in the summer holidays.
- Mezzanine floor in the 6th form has had new carpet tiles laid along and new office space created.

- The former finance office has been repurposed as a Trust office.

Any other site or operational matters

- Currently there is a burst water pipe in the F Block and it will take 3-4 weeks to replace. Two classrooms will be out of action
- Maggot infestation in two science rooms – being resolved currently

Number on Roll Update & Projections for September 2023

Current NOR PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
April/May 2023	284	293	284	287	272	101	167	1688
March 2023	283	291	287	287	272	101	168	1689
January 2023	283	292	287	286	272	101	168	1689
October 22 Census	278	293	288	282	272	106	172	1691
1 st September 22	279	289	285	279	270	88	173	1663
October 21 Census	291	288	282	277	265	186	150	1739

Projected NOR for September 2023 PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
April/May 2023	296	286	293	287	290	150	100	1702
March 2023	290	283	291	287	287	150	100	1688

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in Autumn term 2022	3	3	6	1	1	4	4	22
Leavers in Spring term 2023	3	3	4	1	0	3	1	15
Leavers in Summer term to date 2023	1	0	1	1	0	0	1	4
Total number of Leavers 2022-23	7	6	11	3	1	7	6	41
Joiners in Autumn term 2022	6	6	7	6	3	0	0	28
Joiners in Spring term 2023	3	1	2	3	0	1	0	10

Joiners in Summer term 2023 to date	3	3	1	0	0	1	0	8
Total number of Joiners 2022-23	12	10	10	9	3	2	0	46

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22	2	4	2	4	3	0	0	0
EHE Autumn term 2022	1	1	3	0	0	2	0	7
EHE Spring term 2023	0	0	2	1	0	0	0	3
EHE Summer term 2023 to date	0	0	0	0	0	0	0	0
EHE YTD 2022-23	1	1	5	1	0	2	0	10

Analysis and Commentary:

Ernulf Managed move requests:

- 1 failed to start
- 1 returned (their choice)
- 1 successful
- 2 ongoing
- 1 being processed currently

Transition Activities

Year 6 to 7:

Ellen Simpson (Transition Co-ordinator) has been in touch with all feeder primary schools (there are 17 this year) in order to organise visits and to gather information about the children before they join us in September. S7e is holding after school drop-in sessions for parents and carers at the bigger schools so that any questions can be addressed. Timetable planning for the transition day is underway (and an extra day for vulnerable students) and the parent/carer information booklet sections have been distributed to the relevant staff for updating. Next steps will include the collation of pre and post transition work for Maths and English, finalising the booklet for Year 6 children to complete and then, following the school visits, tutor groups will be allocated and the parent and carer evening organised.

Any Other Academy Matters

- Enrichment Programme and Activities

Enrichment Analysis – Year to date

	Year 7	Year 8	Year 9	Year 10	Year 11	Years 7-11
Number on roll	283	291	287	287	272	1420
Number of PPI Students	69	73	66	64	64	336
Number of SEND Students	43	38	35	48	40	204

Enrichment	Year 7	Year 8	Year 9	Year 10	Year 11	Years 7-11
Number attended an Enrichment	278	288	275	267	17	1125
% of Cohort	98.2%	99.0%	95.8%	93.0%	6.3%	79.2%
Number of PP Students	67	72	57	56	5	257
% of Cohort	97.1%	98.6%	86.4%	87.5%	7.8%	76.5%
Number of SEN Students	42	38	32	44	2	158
% of Cohort	97.7%	100.0%	91.4%	91.7%	5.0%	77.5%

Six the Musical, London for 30 GCSE and prospective GCSE Drama students in Years 9-11. Nine sixth form students visited Greece as a part of the Erasmus Project for a week at the end of April.

- Community Engagement and Events
- Attendance and updates at Parental Events
- Any other contextual matters/news/information



First Aid Policy

2023-2024

Date	May 2023
Written by	Vice Principal
Adopted by Longsands Local Governance Committee	18 May 2023 (TBC)
Review Date	September 2024

Health and safety regulations

The Health and Safety (First Aid) Regulations 1981 require employers to provide adequate numbers of First Aiders, facilities and equipment to enable First Aid to be given to employees who are injured or who fall ill at work. These regulations apply to schools in the same way as all other workplaces. In addition, under the provisions of the Health and Safety at Work etc Act 1974, employers have a duty to ensure, so far as is reasonably practicable, the health and safety of non-employees.

Assessment of First Aid needs

The 1981 regulations require employers, in order to decide how to meet their obligations, to make an assessment of the First Aid needs appropriate to the circumstances of each workplace. This assessment will then help employers to determine how many First Aiders are needed and what other First Aid facilities and equipment should be provided. The HSE ACoP advises that, when making this assessment of need, employers should consider workplace hazards and risks, the size of the organisation and the nature and distribution of the workforce, the organisation's history of accidents, the needs of travelling, remote and lone workers and access to the site for emergency medical services.

Making First Aid procedures known

It is vital that all Academy staff know who our First Aiders are and how to contact them and that there are agreed procedures in place for dealing with all kinds of emergencies, including those in isolated areas such as playing fields. This forms a part of our Safeguarding and Health and Safety Training which takes place at the beginning of each academic year. First Aid notices are displayed which give the location of First Aid equipment and the location of key First Aiders.

First Aiders in the Academy

Any member of staff can volunteer to become a First Aider. At Longsands Academy we have a large number of First Aiders, firstly because we operate on a large site with a significant number of students and employees, and secondly because a number of staff, teaching and non-teaching, regularly take students away from the Academy site on trips, visits and sports fixtures.

All of our First Aiders hold a valid Emergency First Aid at Work certificate (1 day course) and our lead First Aider holds the First Aid at Work certificate (3 day course). These certificates are valid for three years and we book training for colleagues when their certification is about to run out. Our site team are trained First Aiders to ensure that there is First Aid coverage before and after the Academy day.

Please see appendix one for a list of current First Aiders.

The main duties of our First Aiders are:

- to give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at the Academy;
- when necessary, ensure that an ambulance or other professional medical help is called.

First Aid Facilities

We have a First Aid room next to our main Administration Department for students to be treated - this has a toilet and hand washing facilities (with hot and cold running water) next door. We also have a further room with a bed where students can lie down if necessary. This room is close to main reception should external medical assistance be required. The main First Aid room has a CCTV camera installed to ensure that students can be monitored if the First Aider needs to leave the room to call parents/carers.

First Aid kits

First Aid supplies are stored in the First Aid room and a mobile kit is also stored here to enable the First Aider on duty to take supplies out to the location of an accident or injury. In addition there are First Aid kits within the main canteen area, and in the main curriculum teaching areas for Science, Technology and Physical Education and further mobile kits for off-site activities.

The First Aid and Wellbeing Officer checks the contents of the First Aid kits regularly to ensure that stock is replenished and that any items which have reached their expiry date are disposed of safely. Medicines and tablets are not stored in our First Aid kits.

Defibrillator

Our Defibrillators are available in three locations: N block therapy room, Main Reception and the Sports Pavilion should an emergency of this nature occur. Cardiac arrest can affect people of any age and without warning; if that happens, swift action in form of prompt defibrillation can help save a person's life. Staff, who volunteer and include our First Aiders, are trained to use the Defibrillator.

Off-site Activities

Mobile First Aid kits are provided for every Academy visit, in addition to any First Aid kits which may be provided by transport companies. These kits are monitored by the First Aid and Wellbeing Officer and the contents vary depending on the type and length of the visit.

Procedure in case of accident, injury, defects or hazards

In case of an accident, the following procedures should be followed:

- The injured party should be seen by a qualified First Aider/Appointed Person
- If the injuries cannot be treated at the Academy, arrangements should be made for transportation to hospital. An Ambulance must be called.
- All injuries must be recorded on an accident form by a qualified First Aider.
- If the accident is as a result of an incident on site, all parties involved and any witnesses need to file an incident report.

Hygiene / Infection Control

All staff should take precautions to avoid infection and must follow basic hygiene procedures. Staff will have access to single-use disposable gloves and hand washing facilities and should take care when dealing with blood or other body fluids and disposing of dressings or equipment. All bodily fluids on the floor will be cleaned up using an absorbent powder, then swept up with a designated dustpan and brush and placed in a secured plastic bag and disposed of appropriately. Bodily fluid spillages on hard surfaces will be cleaned up with paper towels and disposed of in a sealed plastic bag in a yellow hazard bin. The area will be thoroughly disinfected.

Record Keeping

A record of any First Aid treatment given by First Aiders/appointed persons is made on an accident form (which must be kept for three years) and this information is then entered into 'Bromcom'. This includes:

- The date, time and place of incident;
- The name (and class) of the injured or ill person;
- Details of the injury/ illness and what First Aid was given;
- What happened to the person immediately afterwards (for example went home, resumed normal duties, went back to class, went to hospital);
- Name and signature of the First Aider or person dealing with the incident.

Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) some accidents must be reported to the HSE. The employer must keep a record of any reportable injury, disease or dangerous occurrence. This must include: the date and method of reporting; the date, time and place of the event; personal details of those involved and a brief description of the nature of the event or disease. Please see the following link for accidents which must be reported to the HSE:

[Incident reporting in schools \(accidents, diseases and dangerous occurrences\) EDIS1 \(hse.gov.uk\)](https://www.hse.gov.uk/ed1.htm)

In addition, we are also required to report the following types of incident on the Astrea 'Every' system:

All accidents, incidents and near misses involving employees

- All instances of verbal abuse, aggressive behaviour and violence towards employees
- Any incidents which result in pupils or members of the public requiring further medical treatment (e.g. hospital, GP, Dentist etc.)
- Any incidents which are RIDDOR reportable

As a part of our health and safety policy and annual briefing, all employees are reminded that they are responsible for any defects in the equipment or damage to their classrooms and should report such to the Site Manager. Any damage to the building that could be dangerous should also be reported to the Site Manager immediately.

Special Arrangements

In some cases children with medical needs may be more at risk than other children. We recognise that we may need to take additional steps to safeguard the health and safety of such children. In a few cases individual procedures may be needed and these will be detailed in an Individual Health Care Plan. The First Aid and Wellbeing Officer and Medical Needs TA are responsible for making sure that all relevant staff know about and are if necessary are trained to provide any additional support these children may require with the support of the Head of Year.

Emergency Situations

First Aiders are trained to recognise and respond appropriately to the emergency needs of children with chronic medical conditions such as asthma, diabetes, epilepsy and severe allergic reaction. Students with asthma need to have immediate access to their reliever inhalers when they need them. If a student has forgotten their inhaler, we are able to provide an emergency inhaler as agreed by parents/carers on entry to the Academy. Students with conditions such as epilepsy, diabetes and anaphylaxis will have a plan, discussed with the First Aid and Wellbeing Officer in case of emergency. These students will carry their own medication where necessary, unless parents/carers request otherwise and spare medication is also held centrally. If the Academy has to give an injection for anaphylaxis, an ambulance will always be called.

Child Protection

If any concerns are raised that have safeguarding implications (e.g. unexplained marks or scars), whilst a person is being treated for First Aid, the First Aider must inform the Designated Safeguarding Lead who will then take appropriate action.

Physical Contact with Students

The treatment of students for minor injuries, illness or medical conditions may involve members of staff in physical contact with young people. Any treatment should:

- Not involve more contact than necessary
- Be undertaken by staff who have volunteered to be designated to the task
- Be carried out wherever possible, in front of other children or adults
- Be recorded on an Accident Form and recorded in Bromcom
- All parents/carers will be informed if their child has received any treatment at Academy

Review of Provision

The Principal will review this policy and the First Aid provision provided in Academy annually to ensure that these remain fit for purpose.

Links to other policies

This policy should be read in conjunction with the Health and Safety Policy and Supporting Students with Medical Conditions Policy

Appendix 1
First Aid Trained Staff

Surname	Forename	Date Course Completed	Expiry Date
Allen	Keith	May-22	Apr-25
Bingham	Kelly	Nov-22	Oct-25
Blake	Sam	Mar-22	Feb-25
Blocksidge	Amie	Oct-21	Sep-24
Bloodworth	Jack	Jun-22	May-25
Boston	Jo	Mar-22	Feb-25
Bresler	Julia	Jun-22	May-25
Chilton	Claire	May-22	Apr-25
Clark	Sonya	May-22	Apr-25
Collingwood	Tracy	Oct-21	Sep-24
Couzens	Laura	May-22	Apr-25
Crowhurst	Sophie	Nov-22	Oct-25
Dickerson	Brad	Oct-21	Sep-24
Dixon	Kate	Jun-22	May-25
Dowling	Rachel	Mar-22	Feb-25
French	Elizabeth	Oct-21	Sep-24
Hansford	Anna	Oct-21	Sep-24
Hood	Seb	Jun-22	May-25
Hopewell	Tricia	Mar-22	Feb-25
Howell	Maggie	May-22	Apr-25
Hudson	Jordan	Jun-22	May-25
Hughes	Bethany	Mar-22	Feb-25
Kirk	Donna	May-22	Apr-25
Kite	Angie	Mar-22	Feb-25
Lampett	James	Nov-22	Oct-25
Little	Kate	Aug-20	Jul-23
Martin	Pete	May-22	Apr-25
Milne	Jay	Nov-22	Oct-25
Moore	Adrian	Mar-22	Mar-25
Moore	Dave	Mar-22	Feb-25
Murray-Brooks	Simon	Jun-22	May-25
Powell	James	May-22	Apr-25
Prabhu-Naik	Susannah	Nov-22	Oct-25
Redmond	Polly	Oct-21	Sep-24
Saklani	Priya	Jun-22	May-25
Saunders	Kate	Jun-22	May-25
Smith	Kelly	Oct-21	Sep-24
Smith	Bethany	Mar-22	Feb-25
Swainston	Janette	May-22	Apr-25
Thompson	Deanna	May-22	Apr-25

Villarta	Elena	Oct-21	Sep-24
Walker	Belinda	Sep-21	Aug-24
Walton	Elizabeth	Oct-21	Sep-24
Wayman	Jonathan	Mar-22	Feb-25
Zoylinos	Nicola	Mar-22	Feb-25