



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Wednesday 28 June 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: Clare Greaney; Tom Smy

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
18.05.23	Schedule cycle for HOD subject presentations	Principal	Item 6
18.05.23	Staff survey proposal to be shared with the Chair	Principal	Item 5
18.05.23	Include attendance comparative data in future Principal's report	Principal	Ongoing
18.05.23	Publish First Aid policy 2023-25	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 18 May 2023	Papers attached - (pp3-9) - Chair
4	40 mins	Principal's report and questions	Papers attached – (pp 10-35) Principal
5	5 mins	Staff Survey	Oral update – Principal
6	2 mins	Head of Department subject presentation schedule	Table attached (pp35) - Principal

7	5 mins	Policies: <ul style="list-style-type: none"> Trust Behaviour policy – for information 	Papers to follow - Chair
8	5 mins	Membership <ul style="list-style-type: none"> Link Lead roles Link Lead visits (TBC) 	Oral item- Chair
9	2 mins	Chair's Update	Oral item - Chair
10	2 mins	Risk Register	Oral item - Chair
11	5 mins	Future agenda items and confirmation of forthcoming dates 2023-24 LGC meeting dates TBC: <ul style="list-style-type: none"> 27 September 2023 (Weds) 16 November 2023 (Thurs) 25 January 2024 (Thurs) 21 March 2024 (Thurs) 20 June 2024 (Thurs) 	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Thursday 18 May 2023

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Catherine Cusick Principal - Longsands Academy Lee Larcombe - Vice Chair; Claire Chilton; Alexis Ivett; Dawn Milne; Rob Simonis; Richard Slade.
In Attendance:	Melanie Basson (Clerk). Clare Greaney; Jo Myhill-Johnson.

Minute Reference	Summary of action required	Responsible	Status
22.03.22	Add Staff Survey to future agenda items	Clerk	Complete
22.03.23	Behaviour data (C1, C2, C3s) to be reported as a percentage of PP cohort in all future Principals Report.	TS	Complete
22.03.23	Present data demonstrating the progress and impact of the introduction of Reset Classroom/Triage room.	TS	Complete
22.03.23	Publish Young Carers policy 2023-36	Principal	Complete
18.05.23 Item 3	Schedule cycle for HOD subject presentations	Principal	Autumn 1
18.05.23 Item 3	Staff survey proposal to be shared with the Chair	Principal	26 May 2023
18.05.23 Item 4	Include attendance comparative data in future Principal's report	Principal	Ongoing

18.05.23 Item 7	Publish First Aid policy 2023-25	Principal	10 June 2023
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1) Introductions and Apologies

The meeting started at 5.30pm. Introductions were made, and staff 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 22 March 2023 were circulated to committee members and ratified on 2 May 2023.

The Principal acknowledged the need for the committee to receive subject presentations from Head of Departments (HOD). **Action: Principal to set up a cycle of HOD subject presentations schedule, starting in the 2023 Autumn term.**

With regards to carrying out a staff survey, it was agreed the survey should be comparable to previous surveys to measure progress to be completed at a suitable time. **Action: Before this half term, Principal to communicate, a staff survey proposal to be undertaken after May 2023 half term.** The Principal aspires to present outcome of the staff survey at the next LGC meeting.

Based on the outcome of the Staff Survey, Mr Slade enquired what next steps the academy plan to take.

The Principal explained that responses from staff will be considered and a strategy will be put in place based on the outcome and opinions expressed in the Staff Survey.

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
- Year 11 maximising achievement plan
- Catch up
- SEND
- PP
- Year 6 to 7 transition
- Operations and Site Update
- Number on Roll Update
- Other academy matters: to include enrichment and community.

The Principal's report was taken as read and questions were invited.

Safeguarding

Ms Greaney explained the academy can now compare student welfare profile figures with other Astrea Cambridgeshire academies. Ms Greaney informed the committee the academy has a relatively low number of students with Child Protection Plans and Child in Need plans for a school of this size. The academy continue to work closely with the Local Authority highlighting concerns and offering feedback to social care, with a robust and tenacious approach.

Dr Larcombe enquired regarding the progress of the Online Safety working group.

Ms Chilton explained the next meeting is scheduled to take place next half term and would notify Dr Larcombe of the date with a view to inviting along.

The committee noted the academy has met with the Local Authority in response to one Ofsted qualifying complaint, anonymously made in January 2023. The Local Authority concluded academy procedures are rigorous and robust in dealing with this complaint and the matter was closed with no further action required.

The committee were informed the academy has a newly appointed counsellor in post who is available to all students, including the Sixth Form.

Curriculum

Mr Simonis enquired how the curriculum report is compiled and monitored.

The Principal explained each Head of Department completes their departments section, which is then quality assured by Ms Gordon. The Principal informed the committee that Dimitris Spiliotis visited to carry out a deep dive into sequencing and progress of curriculum, which was led by SLT.

Teaching and Learning

The Principal presented information regarding teacher and department gradings and explained the process of measuring quality of teaching and learning.

Attendance

Ms Greaney informed the committee the academy are working with the Trust Attendance Lead, Andy Holmes around attendance improvement strategies. Academy Attendance Manager, Kelly Baker and SENCO, Tom Laud continue to hold online parent consultations with parents, with a view to improving attendance rates for persistent absentees and SEN/PP students.

The Chair enquired why the academy attendance target is not set at 100%.

Ms Myhill-Johnson explained the national average for attendance is 90.8% and the Local Authority average is 91%. The academy has set a target aiming to achieve pre-Covid figures of 95-96%. The Principal explained the academy recognise 100% is unrealistic as it is highly unlikely that all students would not need some time off due to illness alone. Figures are based on actual attendance data for the academy, local and national rates.

Action: The Principal agreed to include comparative attendance data to future Principal Reports.

Mr Simonis questioned whether the academy has identified specific patterns in attendance and whether attendance figures are affected by the same group of students.

The Principal explained attendance figures include persistent absentees. Internal truanting has increased since Covid, where a group of students are persistently defiant and refuse to attend lessons.

The Principal highlighted the academy Progress 8 score shows Year 11 students have an overall grade of a fifth below predicted grades. The Principal reassured the committee the academy are addressing this and introduced Masterclasses

to deliver gaps in the learning and raise standards in the quality of teaching. So far, feedback from staff and students and parents has been positive.

The committee acknowledged the hard work and goodwill shown by staff to support of Year 11 and 13 students in preparation for their examinations.

The committee noted significant progress to student reading abilities, in relation to the success of the catch up reading program.

The committee acknowledged that SENCO, Tom Laud was successful in a Sheila Coates Foundation grant, where the academy were awarded 5k to create a sensory room.

The Principal was thanked for their report.

5) Behaviour & Culture Update

The Principal presented data demonstrating the progress and impact on internal isolation and suspension rates following the introduction of the Reset Room/Triage room.

The academy has seen a decrease in the number of students refusing to attend internal isolation. Before attending the Reset Room, students have a conversation with a member of staff to reflect on their behaviour and offer support. The Reset Room is well resourced and students have access to a computer to complete their work, with staff on hand to support.

The academy has already seen a reduction in behaviour sanctions as a result of the Suspension Reduction Plan.

Ms Milne questioned whether the academy make reasonable adjustments to accommodate individual students' circumstance and identified SEN.

The Principal reassured the committee that adjustments are made when addressing behaviour of students with SEN, so instead of issuing a behaviour sanction by way of a C1, the student might be redirected to another task. Adaptations are applied for students to take into account expected level of engagement a different times of the day and school week/term. The academy communicates academy expectations to middle leaders to apply a warm strict approach, further CPD will embed this.

In light that a regular review cycle of students Assess, Plan, Do, Reviews (APDR) and SEN strategy sheets is established, Dr Larcombe informed the committee of plans to hold leaders to account as to how this is demonstrated in practice, on his next SEN Link Lead visit.

Dr Larcombe asked what rationale is behind the summer term behaviour culture reboot.

The Principal explained behaviour routines are reviewed each term. Summer term changes were made in response to the working party group and Student Voice sessions. Tweaks to the application of behaviour and culture routines include core routines, tutor time and the morning welcome.

The Principal informed the committee the academy intend consulting with staff, next Monday 22 May 2023, of proposals to enforce the uniform policy with regard to cosmetic aesthetics.

The academy plan to communicate its intentions to enforce the uniform expectations to parents/carers of students in Year 7-11, before half term, that students are not permitted to wear false nails or false eyelashes and to keep make up and jewellery to a minimum.

The Principal recognised that whilst these requirements may not affect learning directly, it does affect students' attitude to learning and follow rules.

With a view to ensuring detentions are effective, the Principal explained adjustments will be made where each detention will be half an hour long. If students are issued multiple detentions in one day, they would be expected to attend a double detention for an hour.

Acknowledging site works planned, Ms Milne enquired whether the academy expect the work to be completed by the end of the summer holidays, in light that the Operations Manager post is vacant.

The Principal reassured the committee that the site work schedule is on track. Regional Operations Manager, Julie Carles is supporting the academy in the absence of an Operations Manager.

Sixth Form

The Principal informed the committee that Sixth Form admissions are up on last year with 130 students applying for places from September 2023.

The committee discussed the Sixth Form offer and acknowledged:

There is an expectation from students that Sixth Form is an adult environment, where students are treated like adults and offered a suitable space to work. Mr Ivett suggested considering offering incentives such as working from home, where students have met learning and behaviour expectations.

Sixth Form should promote relationships with existing students who can benefit from continued pastoral support with familiar pedagogical approaches.

Sixth Form offer should be promoted as an attractive option for all students considering Post 16 education, as a place to work with extensive learning resources and expert academic teaching.

PAN

The committee acknowledged admissions for September 2023 is oversubscribed. Appeals will be heard next week, and the academy expect to take up to 300 students into Year 7 in September 2023.

With regard to transition of students to Year 7 in September 2023, the Principal informed the committee that visits to primary schools are underway. The transition team will gather information on students regarding primary school records relating to safeguarding/home life/friendship issues and behaviour traits. The SENCO, Mr Laud will liaise with primary schools with regards to student SEN.

The Principal was thanked for their report.

6) Community Perception

The Principal informed the committee the academy hosted a 'Meet the Principal' evening session for parents/carers. The evening was a success with around 40 attending, 59 questions were submitted in advance. The Principal held a live Q & A where parents/carers had opportunity to express misunderstandings and address concerns.

The Principal informed the committee that there will be further opportunities at the Parent Forum and termly Parent Voice sessions.

The Principal acknowledged that parents/carers invited other parents/carers to St Neots Football Club to share opinions of the academy and the Trust. The Principal offered to attend in some capacity, but this was declined and was informed organisers will feedback on the outcome.

The committee acknowledged the academy provides appropriate opportunity for parents/carers to communicate concerns. And there is sufficient information updates for parents/carers on the website and regular communications through Newsletters.

7) Policies

In advance of the meeting Longsands First Aid policy 2023-25 was circulated to the committee and governors were invited to review.

The policy was adopted by the committee. **Action: Academy to arrange publishing Longsands First Aid policy 2023-25.**

8) Link Lead Visits

The committee were asked to complete Link Lead visits before the end of this academic year and submit reports to the Clerk for presentation to the committee.

9) Chairs update

The Chair updated the committee regarding the Chairs Trust briefing attended recently:

- Cambridge schools are delivering good improvements in Key Stage 4.
- Attendance across the Trust is still below the national average.
- Suspensions are down in primary schools but up in secondary schools
- Thanks was given to those that have supported exclusion panels.
- The Trust is on track for a 0.2% financial surplus
- The Trust pays teaching staff 1% above the national average
- Key risks are (1) impact of strikes, (2) recruitment and (3) staff retention
- TMB/LGC – request to keep meetings to 90 minutes

The Chair was thanked for their report.

10) Risk Register

The committee identified no additional risks.

11) Future agenda items and confirmation of forthcoming dates

The committee noted the date of the next Longsands LGC meeting date is scheduled for **Wednesday 28 June 2023.**

Future agenda items:

- HOY Subject presentation cycle
- Staff Survey
- Community perception and engagement
- 2023-24 LGC meeting dates

12) Any Other Business

The Principal presented model changes to timings of the school day, being proposed for implementation in September 2023.

Ms Chilton asked when staff could expect to be consulted around the proposed changes to the timings of the school day.

Ms Cusick agreed to share the proposed model with the committee electronically by the end of this week, seeking approval no later than the end of the day, on 21 May 2023. On approval, changes will be presented to staff on Monday 22 May 2023.

Mr Ivett sought confirmation on the process of implementing changes to the timings of the school day and introduction of Period 6, bearing in mind the requirement to give stakeholders half a term's notice.

Ms Cusick acknowledged that stakeholders should be informed with no less than half a term notice. And reassured the committee the academy aims to communicate the model adopted for the timings of the school day parents/carers before half term, Friday 27 May 2023.

Clerks note:

As agreed, the Principal shared the proposed timings of the school day model with governors on 20 May, the Chair noted:

- The LGC acknowledged in previous LGC meetings, governors discussed concerns regarding the impact these changes may have with regards to a later lunch and impact on staff.*
- The LGC recognised DfE expectations that academies offer 32.5 hours of teaching per week.*
- The Principal informed governors that the food outlets are open at morning break and students are able to have a substantial snack at that point of they choose. This change was suggested by middle leaders and supported by SLT.*
- The LGC acknowledged their responsibility to ensure stakeholder engagement around this process and identify potential strategic risks;*
- The LGC approved the Principals proposal to consult with staff, parents/carers in consultation of changes to the timings of the school day.*

The Principal sought approval from the committee regarding a minor change to school uniform in response to feedback from parents/carers and students. The academy are proposing to change the colour of school trousers from mid-grey to black. Parent views will be sought, and the academy are proposing a transitional year from September 2023-2024 where students will be permitted to wear mid-grey and black trousers. From September 2024 all students will be expected to wear black trousers.

The committee raised no objections to the academy uniform proposal to change the colour of school trousers from mid-grey to black.

Mr Slade enquired regarding the progress of the academy Community Infrastructure Levy (CIL) funding bid.

Miss Chilton confirmed the academy were successful in a bid for CIL funding for £325k the Computer Science Department. The committee were informed the academy has a two year window to secure DfE match funding scheme for an additional £325k. The committee were delighted to hear that £325k has been awarded to the academy for the Computer Sciences Department and anticipate the progress in securing match funding from the DfE.

Mr Ivett and Mrs Chilton, staff governors retired from the meeting.

The rest of the committee were informed regarding staffing, as recorded in confidential Part B of the minutes. Attendees were thanked for their contribution and left the meeting.

The meeting finished at 7:45 pm

The LGC agreed the above to be a true and accurate record of the meeting on: 16 June 2023.



Principal's Report
Summer Term Two
2022-2023

Longsands Academy
Catherine Cusick

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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 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	Lockdown drill completed successfully Actions from previous safeguarding review completed		
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, to replace previous counsellor in post
Ofsted Qualifying Complaints	None		

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 (Summer HT1)	This time last year
Number and % of PP	20.04%	346 (24.03%)	319 (22.83%)
Number and % of LAC	0.3%	5 (0.3%)	7
Number and % of young carers	2.96%	49 (3.4%)	21
Number and % of students privately fostered	0	1 (0.07%)	1
Number and % of students with CP plan	(2) SW request for ICPC refused. Dropped to CIN (0%)	0	0
Number and % of CIN	4 – including 2 students above (0.23%)	3 (0.2%)	4
Referrals made for early help	0	5 (0.3%)	0
Family support assessments conducted	5 – 2 x S17 enq. - 3 x MASH enq.	5 (0.3%)	0
Proportion meeting threshold	2 – referred to Early Help	0	N/A
CP meetings attended	0	0	4
Number and % of students with an EHCP	35 (2.07%)	35 (2.43%)	31
Number and % of students with serious medical conditions	2 (0.14%)	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	0	1 (0.07%)	
Referrals to Channel	0	0	

SCR Scrutiny:

CCU checking SCR half termly – no issues found

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	4	4	5
Racist Incidents	1	0	1
Cyber Bullying	0	0	0
Homophobic Bullying	0	0	1
Transphobic Bullying	0	0	0

Analysis and Next Steps

Reported bullying incidents are very low, potentially too low for a school this size. However there are examples of *friendship friction* (used where the threshold for bullying has not been met but there is evidence of the type of behaviour that could evolve into bullying. Used to monitor.

Kate Saunders (AP) is undertaking student voice work around bullying to check that students know where to report any incidents and feel comfortable in doing so. Updates will be provided to governors.

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:	0	1	4	
Verbal:	0	0	n/a	
Physical:	0	1	n/a	

Analysis and Next Steps

Again as the reported incidents are very low the student voice will address this issue too.

Curriculum

Curriculum Planning and Model for 2023-24

Key Stage 3:

Subject	Year 7	Year 8	Year 9
English	8	8	8
Maths	8	8	8
Science	6	6	6
PE	4	4	4
MFL	4	4*	4*
History	4	4	4
Geography	4	4	4
RE	2	2	2
Computer Science	2	2	2
Music	2	2	2
Art	2	2	2
DT	2	2	2
Personal Development	2	2	2
Total	50	50	50

* Students who wish to take up a second language (Latin, German) would be able to take part during an after-school electives programme.

Key Stage 4:

Subject	Per fortnight (both Y10 & Y11)
English	9
Maths	8
Science	11*
Core PE	2
Preference 1	6
Preference 2	6
Preference 3	6
Personal Development	1
RE/Computing**	1
Total	50

*additional period after school once a fortnight for Triple science students which is compulsory

**In Year 10 students will have 12 weeks of Computing to ensure that we are compliant with guidelines. The rest of the time will be spent learning RE.

CLFP:

- 3298 periods across the school
 - 2696 periods KS3 & KS4
 - 602 periods KS5

Structure of the School Day:

08.35	Students to arrive by this time
08.40 – 08.45	Morning Welcome
08.45 – 09.10	Tutor time
09.10 – 10.05	Period 1
10.05 – 11.00	Period 2
11.00 – 11.20	Break
11.20 – 12.15	Period 3
12.15 – 13.10	Period 4
13.10 – 13.45	Lunch Years 7-9 & 12-13, Reading Tutorial Years 10-11
13.45 – 14.20	Lunch Years 10-11, Reading Tutorial Years 7-9, 1:1 Mentoring Years 12-13
14.20 – 15.15	Period 5

The decision was taken to consult individual departments in September about their preferences for period 6 and the extended day for the academic year 2023-24. We are still committed to exploring the feasibility of an extended day and will start the consultation January 2024 for a September implementation.

There is a parent/carers forum planned for 4th July which will discuss primarily the Positive Behaviour and Relationships Policy and will look to address any other concerns which have emerged from parent/carers feedback sessions.

To be presented at the meeting

Implementation of the Core Routines and B&C Framework:

Strengths and impact of implementation

- Move to the new detention system, which has showed a positive early impact. Missed detentions have reduced for the first two weeks, as escalation process is more visible and immediate, acting as a clear deterrent. Currently reflection sheets have been removed to simplify the process and make sure high expectations can be maintained through sole focus on one activity – using knowledge organisers. New rooming of these has also helped, allowing for the further separation of year groups, minimising chance for disruption. The movement of registers from one member of SLT to relevant HoY's has allowed a quicker pick up of key students and conversations where required.
- The uniform push following half term has had a big positive impact on the appearance of students around the academy. Whilst there some initial resistance from a minority of students, resulting in 11 suspensions and 8 reset classroom referrals in week one, this has reduced to just one suspension in week two, and no reflection classroom referrals. We now average less than 15 students a day being sent to the dressing room for minor uniform infringements, quickly fixed (ties and white socks, or handing in jewellery).
- Behaviour curriculum continues to reflect areas identified through weekly and half termly analysis of behaviour trends. This has included lateness to lesson, which in combination of a concerted effort with HoYs and tutor with key individuals, has resulted in a downward trend for this misbehaviour. In addition, c2 events for lack of homework have been reduced since the session on the purpose of home learning.
- Greater sharing of behaviour analysis and data has led to a more focused approach with more buy in. Year groups have been selected on a weekly basis for whole staff communication, firstly to up house points through a reminder, but also targeting the behaviours that we want to see rewarded, e.g, be kind. Shared actions from half termly analysis with HoY, with identified deadlines, will put us in a position to more accurately assess impact of all initiatives put in place, contributing to the collective.

Areas for improvement in the effective implementation

- The next step for September is to look reporting more information to parents via the MCAS app so parents can have more supportive conversations regarding the events that have result in a C2 event.
- Development of the way in which uniform is recuperated to make it quicker, resulting in a higher chance of getting the item of uniform back.
- QA of tutor time has resumed following the focus on uniform at the start of the half term. This QA needs to be shared daily with HoY during an after-school meeting where the day is discussed to allow for preparations for the next. I will also ask for some joint QA between HoY link and HoY to calibrate the process and ensure greater consistency of expectations for all staff, giving HoY confidence they know what to be looking for and commenting on, and how to.

Next steps

- Whilst missed initial detentions are on a downwards trend, there has been an increase in the number of missed detentions resulting in a C3 event. This is because missed detention in a row result in a C2, opposed to the previous end of week SLT. It is more immediate, which means these students are being picked up earlier. These students have been identified and will be walked to detentions to ensure all are attending.

- Daily letter to go out from a mail merge list for uniform that has been borrowed and not returned at 15:10, list to be put together by student services and shared with admin.
- Design reboarding and onboard sessions (year7) for truth to school in September to continue to over communicate and persist in consistent embedding of the core routines across all classes to support in maximising learning time, in conjunction with the new timetable.
- Behaviour policy implementation for September. Staff have been given the opportunity to feedback on the proposed positive behaviour and relationships policy. Parents will also do so at the parent forum this half term. Parents will also receive a copy of the revised home-school agreement and asked through nil response that they agree to this, or they don't through an MS form.
- Produce a set of examples of initiatives that have had impact as case studies of good practice, and to share positivity with the staff body that their efforts and hard work with the students is making a difference.

Summer Term Reboot:

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Extended morning welcome – Uniform Check + New detention system	Extended morning welcome Equipment checks and behaviour expectations	Respect, Social Times and Toilets	Moving Around the School	Praise the positives of the week (HqY TEAMS assembly) – tutors present praise postcards
Year 8	Extended morning welcome – Uniform Check + New detention system	Extended morning welcome Equipment checks and behaviour expectations	Respect, Social Times and Toilets	Moving Around the School	Praise the positives of the week (HqY TEAMS assembly) – tutors present praise postcards
Year 9	Extended morning welcome – Uniform Check + New detention system	Extended morning welcome Equipment checks and behaviour expectations	Respect, Social Times and Toilets	Moving Around the School	Praise the positives of the week (HqY TEAMS assembly) – tutors present praise postcards
Year 10	Extended morning welcome – Uniform Check + New detention system	Extended morning welcome Equipment checks and behaviour expectations	Respect, Social Times and Toilets	Moving Around the School	Praise the positives of the week (HqY TEAMS assembly) – tutors present praise postcards
Year 11	Exams	Exams	Exams	Exams	Exams

- The focus for this half term was again bringing high expectations to the fore, and respect, be that in the classroom, in the corridors or respect of the school site itself. The detention system, and it's purpose was communicated – so students are aware of why this system has changed.
- Assemblies took place over TEAMS on Friday to facilitate a thorough check of uniform on the days preceding this, to ensure that it was all corrected – before ending the week on recognising the brilliance of the students and the success stories of the week.
- Toilets remain an issue of concern and it was again shared the cost of the damage to these, and related to what this means in terms of money to be spent elsewhere – that the site that they have access to is their responsibility to care for and take pride in.

- Rudeness to staff remains high, but the reboot's focus on respect, the inclusion of being polite in this half term's curriculum and targeted actions with key students identified for each year group should see numbers fall in coming weeks, ahead of the new year.

Behaviour Data:

House Points Summer Term 1 2023 Vs Spring Term 2

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1
Number of HPs	4474	3666	4809	4674	2588	2703	2835	2141	1028	581	31	0	17	10	15782	13775
% Of Whole Cohort	28.3%	26.6%	30.5%	33.9%	16.4%	19.6%	18.0%	15.5%	6.5%	4.2%	0.2%	0.0%	0.1%	0.1%		
% Of Cohort	99.3%	99.3%	99.7%	99.3%	95.8%	96.5%	98.3%	94.5%	84.6%	70.8%	28.0%	0.0%	7.4%	3.4%		
Number of HPs (PPI)	993	794	1203	1138	425	468	566	422	198	115					3385	2937
% PPI Cohort	100.0%	100.0%	98.6%	98.7%	89.4%	92.2%	93.8%	89.2%	71.9%	54.7%						
Number of HPs (SEND)	514	388	652	676	273	311	561	403	139	72	0	0	2	0	2141	1850
% SEND Cohort	95.3%	97.5%	100.0%	95.0%	91.4%	91.2%	95.8%	84.6%	77.5%	66.7%	0.0%	0.0%	14.3%	0.0%		
Number of HPs (Non-SEND)	3960	3278	4157	3998	2315	2392	2274	1738	889	509	31	0	15	10	13641	11925
% Students Non-SEND Cohort	100.0%	99.6%	99.6%	100.0%	96.4%	97.2%	98.7%	96.7%	85.8%	71.6%	28.6%	0.0%	6.7%	3.7%		

- House points are down, the biggest drop at KS4, but this is accounted for by students being out of lessons for exams/mock exams over several weeks. Next year the system needs to be used consistently at KS5, in line with the rest of the school.
- The increase seen in year 9 is partly due to a daily focus on awarding year 9 house points, as they have been underrepresented, and a setting of a daily target sent to all staff.
- Golden tickets have been monitored but the number being issued does not match the number being returned. The vast majority are not returned. Student voice has been as this is due to the fact, they prefer to take these home and show parents (some receive a reward at home for this). I will re-design and relaunch tickets for September, where they can be torn in half by teacher, so student still gets to take it home, whilst recognised in school and entered the prize draw.
- Rewards are more prominent in the draft behaviour policy, with clear guidelines on the amount that is expected of each staff to issue. This will ensure greater consistency through guided QA. The house system is also being looked at to make it more competitive and provide more opportunities to celebrate success.

C1 Reminders Spring Term 2 2023 Vs Summer Term 1

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1
Number of C1s	1352	1147	1452	1206	1152	908	736	497	273	125	4	5	1	0	4970	3888
% Of Whole Cohort	27.2%	29.5%	29.2%	31.0%	23.2%	23.4%	14.8%	12.8%	5.5%	3.2%	0.1%	0.1%	0.0%	0.0%		
% Of Cohort	58.3%	53.7%	62.5%	58.5%	60.6%	50.3%	53.3%	49.5%	34.6%	23.2%	1.1%	5.6%	0.7%	0.0%		
Number of C1s (PPI)	519	414	430	388	318	270	177	124	70	37					1514	1233
% PPI Cohort	66.7%	65.2%	76.7%	69.7%	66.7%	56.3%	57.8%	55.4%	31.3%	25.0%						
Number of C1s (SEND)	412	304	302	279	315	276	250	213	173	159	147	138	147	138	1746	1507
% SEND Cohort	76.7%	75.0%	60.5%	50.0%	71.4%	55.9%	54.2%	51.9%	25.0%	20.5%	0.0%	0.0%	0.0%	0.0%		
Number of C1s (Non-SEND)	940	843	1282	1054	958	759	606	413	245	104	4	5	1	0	4036	3178
% Students Non-SEND Cohort	55.0%	50.2%	62.8%	59.8%	59.1%	49.6%	53.1%	49.0%	36.2%	23.7%	1.1%	5.7%	0.7%	0.0%		

- As with all three of the sanctions (C1-3), C1s are down, with the decrease in C1s most significant at over 1,000 less than the previous half term. This suggests that students are more consistently meeting expectations without having to be reminded.
- 83.9% of C1 warnings were in KS3. This in part, again, will be due to KS4 sitting exams and not being in lessons. There are very few in year 11, but the drop in year 10s will require some QA across SuT2 as to how consistently are these being applied to this year group.

C2 Detentions Spring Term 2 2023 Vs Summer Term 1

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1
Number of C2s	461	435	427	505	449	434	544	453	148	167	1	0	0	0	2030	1994
% Of Whole Cohort	22.7%	21.8%	21.0%	25.3%	22.1%	21.8%	26.8%	22.7%	7.3%	8.4%	0.0%	0.0%	0.0%	0.0%		
% Of Cohort	31.4%	27.0%	35.1%	32.0%	33.1%	29.0%	33.1%	29.9%	19.5%	15.9%	1.1%	0.0%	0.0%	0.0%		
Number of C2s (PPI)	235	247	147	207	193	201	162	146	49	65					786	866
% PPI Cohort	43.5%	42.0%	43.8%	44.7%	45.5%	46.9%	37.5%	36.9%	21.9%	21.9%						
Number of C2s (SEND)	189	193	83	108	121	135	134	103	30	34	0	0	0	0	557	573
% SEND Cohort	55.8%	50.0%	36.8%	30.0%	45.7%	41.2%	39.6%	40.4%	17.5%	20.5%	0.0%	0.0%	0.0%	0.0%		
Number of C2s (Non-SEND)	272	242	344	397	328	299	410	350	118	133	1	0	0	0	1473	1421
% Students Non-SEND Cohort	27.1%	23.2%	34.8%	32.3%	31.3%	27.4%	31.8%	27.6%	19.8%	15.1%	1.1%	0.0%	0.0%	0.0%		

- Missed detentions was the biggest cause for receiving a C2. The new detention system detailed in the behaviour policy has been brought forward to SuT2, for rapid, and clear escalation as a deterrent and to ensure all consistently receive a consequence for this. Since the introduction of the new system, we have seen a decrease in missed detentions for the first two weeks of the half term.
- Detentions in year 8 are up but just students account for 36% of C2s within the year group. These students have been shared with HoY and SSO, parents of these students are to receive a phone call when their son/daughter receives detentions this half term to discuss the reason for this and to facilitate further supportive conversations at home to reduce the detentions these students are receiving.
- Just 15 students (11% of PP student getting a detention) accounted for 36% of the 866 C2 events. These students have been shared with HoY, with intervention to discussed and tracked in link meetings with SLT – impact to be shared and approaches reviewed.
- Although there has been an increased in SEND (E) detentions, 58% of these fall in year seven, for four students. So there is a reduction in the % of the year 7 SEND cohort, but more detentions for SEND overall. TWS has met with SENDCO and HoY to discuss strategy and adjustments for these students, to ensure that their needs are met by all staff. Poor behaviour despite these adjustments still to be sanctioned.
- Refusal to follow instructions is more of a problem at KS3 level, with a downwards trend as students move through the year groups – the idea of respect, and following instructions has been an assembly in SuT2.
- Majority of rudeness to adult events are one offs, indicating that these are events of a heightened state, but that the conversations and support that follows is effective.

C3 Reset Classroom Referrals Spring Term 2 2023 Vs Summer Term 1

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1	SpT2	SuT1
Number of C3s	65	50	47	69	75	47	82	62	13	16	0	0	0	0	282	244
% Of Whole Cohort	23.0%	20.5%	16.7%	28.3%	26.6%	19.3%	29.1%	25.4%	4.6%	6.6%	0.0%	0.0%	0.0%	0.0%		
% Of Cohort	10.6%	9.3%	8.9%	10.9%	11.5%	9.4%	11.1%	11.0%	3.7%	4.8%	0.0%	0.0%	0.0%	0.0%		
Number of C3s (PPI)	35	32	9	28	46	21	27	30	4	9					121	120
% PPI Cohort	20.3%	18.8%	8.2%	18.4%	22.7%	17.2%	15.6%	26.2%	3.1%	9.4%						
Number of C3s (SEND)	36	23	9	20	29	21	28	24	4	5	0	0	0	0	106	93
% SEND Cohort	27.9%	22.5%	10.5%	7.5%	31.4%	35.3%	20.8%	21.2%	7.5%	7.7%	0.0%	0.0%	0.0%	0.0%		
Number of C3s (Non-SEND)	29	27	38	49	46	26	54	38	9	11	0	0	0	0	176	151
% Students Non-SEND Cohort	7.5%	7.1%	8.7%	11.4%	8.7%	6.0%	9.2%	8.8%	3.0%	4.3%	0.0%	0.0%	0.0%	0.0%		

- Year 8 students have seen an increase in isolation events. 37/69 (54%) of all events were down to just 7 of the 32 students. All students are on PSPs – EIO involved with two of the students. All students, in year 8 and all other years, with more than 4 reset sending's to be subject to random lesson checks by HoY in coming weeks – high level of intervention and support being put in.
- Boys have treble the number of C3 sanctions compared to girls and double the number of students. 50% of these sending's are refusal to follow instructions, linking to the increased number of students in this category. These names have been shared with HoY for them to identify actions and measure impact through link meetings.
- 20% of PP reset events are for truancy, making 61% of all truancy events. All students who truant will now be placed immediately on punctuality report to monitor time in lesson.
- Year 11 is up in all categories, but these are still very small numbers in comparison to other year groups, and all but three reset classroom events were a one off incident, and there was no repetition of poor behaviour.

Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	424	210	172	44	54	141	123	58	2	1
% Of Cohort	24	58	70	15	18	47	41	21	1	0.5
Total Days	665.5	304	268.5	87.5	71.5	184.5	229	88.5	2	2.5

	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	71	
PP	128	12	22	14	41	22	17		31	32	47	41	37	
SEND (all)	108	9	20	11	31	16	18		25	20	41	38	34	
SEND E	17	0	1	1	5	3	8		8	8	9	8	11	
SEND K	91	9	19	10	25	13	10		17	12	32	30	23	
Boys	188	15	35	19	59	31	29		39	53	72	40	46	
Girls	56	3	7	7	15	9	15		17	12	27	40	25	
Year 7	20	1	5	2	4	5	3		5	7	17	6	3	
Year 8	94	3	12	10	31	12	26		7	11	5	8	12	
Year 9	24	1	4	2	8	3	6		26	21	23	34	19	
Year 10	42	6	13	2	8	6	7		9	12	34	27	23	
Year 11	58	6	8	10	22	12	0		8	14	19	5	12	
Sixth Form	6	1	0	0	1	2	2		1	0	1	0	2	

Suspension analysis and commentary:

- Uniform push accounted for 42% of suspensions in the first week after half term, which saw a spike in suspensions. This dropped to one suspension in week two. Students were not suspended for their uniform, but their refusal to borrow the correct uniform when this was offered.
- Large increase in number of boys being suspended, and a drop in girls. 5 of the 36 suspensions for boys were for students not on site, but from their alternate provision. Of the 41 other suspensions, 30% came from just 4 students, all for persistent disruptive behaviour.
- Verbal abuse/threatening behaviour against an adult is high (9) but this is from 9 different students, these are one off incidents, suggesting following intervention is successful. 7 were KS4 students (5/7 year 11) and only one was KS3.
- Biggest drop seen in year 9 in suspensions, students, and repeat offenders. Intense work has taken place with this year group, with the added support of Lauren Phillips. The three repeat offenders account for 11/19 (58%)

of suspensions. Heightened intervention taking place with these students to break the cycle of disruptive behaviour.

- Drop in drug and alcohol suspensions due to a change in approach – this now constitutes a C3 internal isolation, as this means that students work can still be monitored.
- Physical assaults against a pupil were up last half term – this was accounted for by 3 fights and 2 individual events. All bar one fight (6/8) were year 8 students. Of these students for 5/6 it was their first and only suspension – restoratives held, and students placed on monitoring reports.

Suspension Reduction:

OBJECTIVE	Impact/Areas for Development
Introduce new format of Reset Classroom	<ul style="list-style-type: none"> • The reset room has been running for a term now, and in terms of process it works well, and students are clear on expectations. • Triage room is little and can result in students waiting outside - which can be disruptive. This needs to be developed, the ideal would be a staffed space, where students can work whilst waiting to be triaged. Moving forwards, staff in triage need to assess each sending and decide whether this warrants a lesson out of learning, or a day in the reset classroom. • Triage also needs a record of all allowances made for SEND students to facilitate a successful reflection time.
Introduction of Return-to-School Process	<ul style="list-style-type: none"> • Paperwork completed by HoY and uploaded to CPOMS with suspension paperwork. • Suspension channel on TEAMS allows SLT link to monitor suspensions and liaise with HoY about when a return to school will take place. • Outcomes of return to school meetings shared daily in SLT – and with relevant staff to support student in getting it right moving forwards. • Next step is to move to Trust reintegration proforma, which allows for the identification of waves of support already offered, and next steps.
Use data to track suspension and plan intervention	<ul style="list-style-type: none"> • Data analysis now much more targeted with weekly actions shared with SLT, HoY and SSOs. Staff are clear on what they need to do on a weekly basis. Evidence of success include a reduction in lateness to lesson, reduction in missed detentions, and a reduction in repeat offences for disruption. • Behaviour is a permanent feature on HoD fortnightly agenda and scaffolding provided to HoY to track key students and to measure impact between actions. • Trends identified half termly, again with actions identified and shared. Key behaviours also feed into behaviour curriculum for the half term. • HoY line managed by Assistant Principals now to make behaviour everyone's responsibility and produce a strong knowledge of a group of students, increasing support. • Next step: Be able to track all intervention over time for suspended students on one document to tell whole story of support and to inform next steps.
Behaviour Escalation Tracker	<ul style="list-style-type: none"> • Tracks reset classroom referrals, with communication home, meetings and support sessions offered when triggers are met. • The vast majority do not progress beyond stage one, showing that this is successful in slowing/stopping repeat behaviour for most students. It also clearly identifies those who need greater intervention.
Behaviour Curriculum	<ul style="list-style-type: none"> • Behaviour curriculum is produced on a half termly basis, based upon key trends identified by the data. • There has been some success, including a drop in lateness to lesson, but some behaviours e.g., disruption, remain high and will need to be

	<p>revisited. Work to be carried out on the form of disruption – this is now recorded on the suspension tracker</p> <ul style="list-style-type: none"> • Work needs to go into tying behaviour focus with assembly and morning welcome themes, to send a stronger consistent message seen across the whole week. • There could also be more sharing of resources with other schools in trust, to strengthen the curriculum for these behaviours
Continued Development of a Positive Learning Culture	<ul style="list-style-type: none"> • Core routines are seen in all lessons across the academy but some of these are better embedded than others. Recent focus has been on the big five for entry and exit routines. • C1s and C2s for disruption to learning remain high, currently higher than the year average. This has come with a renewed approach to expectations with the new Principal and the need to get these consistently correct ahead of September. • The Astrea Ascent model is a half-termly feature of the behaviour curriculum, which allows students to identify their internal motivation and set targets to move up the model and become the person they want to be. • Further work required on warm strict and non-invasive intervention that can take place alongside the behaviour system.
Increased Visibility of Leaders	<ul style="list-style-type: none"> • SLT presence now in all return to school meetings and PSP meetings. • SLT presence in triage room allows for conversations to take place as an escalation from HoY. • Supportive presence at detentions through the addition of an extra member of SLT to roam detentions. Failed and missed detentions on a downwards trend. • Spike in suspensions for uniform related issues, but this has dropped within a week due to clear conversations with SLT in return to school meetings.
Manage Suspension Decisions	<ul style="list-style-type: none"> • Talking with a parent ahead of a potential suspension has resulted in supportive conversations between parent and child in some instances – avoiding suspension. • Escalation of suspension length for repeated behaviours showing that behaviour will not be tolerated. • Suspensions up to show zero tolerance for defiance and disruption to learning. Should start to see decrease in coming weeks, if this has been successful
Increase use and visibility of rewards and praise of students' hard work	<ul style="list-style-type: none"> • Daily push on house points for targeted years/behaviours has resulted in increased house points issued for students within target groups, • More postcards are going to students through HoY and tutors through a once-a-week push on Fridays. • Introduction of a perfect week house points (0 behaviour points and 100% attendance) has seen the number awarded this increase for the first 4 weeks it has been available. • Still a lot of room to increase positivity further, with a plan being produced for the coming academic year, which will take into account daily, weekly, half termly and termly behaviour.

Behaviour and Culture Analysis and Next Steps

- While all core routines are present, not all are fully embedded and this will be the focus in September, forming part of QA in both link meetings and behaviour walks.
- Behaviour in classrooms is better than behaviour in corridors – this has been identified across academies in the trust, and discussed by behaviour leads. Behaviour policy is currently being reviewed to support behaviour outside of the classroom.

- Staffing transition was highly impactful when first introduced, but with some staff leaving, and timetables changing, staff positions need reviewing to ensure full coverage of the corridors to support the quick and quiet transition of students.

Next Steps

Introduction of the trust wide Behaviour policy to be implemented:

- Staff voice through consultation session
- Draft policy to be shared with parents ahead of parent forum.
- Parent forum to discuss any issues parents may have and explain purpose.
- Staff CPD in September
- Student sessions for onboarding in September.

Further uniform push in September:

- To focus on trousers, having focused on other components in summer term.
- Moving to black trousers – grey okay for one more year (if correct fit).
- Uniform change to be communicated to parents – can be discussed at parent forum as well.
- Uniform expectations to be part of letter, stating September expectations and process.
- Extended uniform checks in September and out of circulation until corrected.

Onboarding of year 7 students:

- Produce a programme that introduces year 7 to the core routines and behaviour expectations of Longsands Academy, including directed practice.

Attendance

	Key Attendance Target	This time last year	Year to date
Whole School	94%	91.7% (Years 7-10) Year 11 finished on 84.9%	92.1% (years 7-10) Year 11 finished on 88.7%
Pupil Premium	90%	88.4%	87.4%
SEND	90%	87.7%	88.1%
Maximum % of pupils who are PA:	15%	22.3%	22.1%
% of PP pupils who are PA:	20%	41.9%	39.4%
% of SEND pupils who are PA:	23%	29.1%	34.1%

- Attendance for students at AP YTD 48.4%

Breakdown of Academy 21

ACTIVE	LESSONS	PRESENT	ABSENCE (AUTHORISED)	ABSENCE (UNAUTHORISED)
Yes	56	24 (42.86%)	0 (0%)	32 (57.14%)
Yes	470	115 (24.47%)	0 (0%)	355 (75.53%)
Yes	67	51 (76.12%)	0 (0%)	16 (23.88%)
Yes	810	601 (74.2%)	0 (0%)	209 (25.8%)
Yes	62	9 (14.52%)	0 (0%)	53 (85.48%)
Yes	25	14 (56%)	0 (0%)	11 (44%)
Yes	56	7 (12.5%)	0 (0%)	49 (87.5%)
Yes	345	74 (21.45%)	0 (0%)	271 (78.55%)
Yes	294	50 (17.01%)	0 (0%)	244 (82.99%)
Yes	359	314 (87.47%)	0 (0%)	45 (12.53%)
Yes	71	62 (87.32%)	0 (0%)	9 (12.68%)
Yes	561	73 (13.01%)	0 (0%)	488 (86.99%)
Yes	519	76 (14.64%)	0 (0%)	443 (85.36%)
Yes	58	16 (27.59%)	0 (0%)	42 (72.41%)
Yes	131	50 (38.17%)	0 (0%)	81 (61.83%)
Yes	80	61 (76.25%)	0 (0%)	19 (23.75%)
Yes	192	151 (78.65%)	0 (0%)	41 (21.35%)
Yes	326	265 (81.29%)	0 (0%)	61 (18.71%)
Yes	42	0 (0%)	0 (0%)	42 (100%)
Yes	298	180 (60.4%)	0 (0%)	118 (39.6%)
Yes	262	113 (43.13%)	0 (0%)	149 (56.87%)
Yes	264	63 (23.86%)	0 (0%)	201 (76.14%)
Yes	429	163 (38%)	0 (0%)	266 (62%)

There are 7 students moving off roll to EHE (1 year 7, 1 year 8, 6 students in Year 9. (6 PP and 3 SEN))

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
Reduce the number of Ns	Alert system set up for teachers to send 'missing student' alert to SSO's	Reduced the number of Ns and aware of truancy quicker. Further work to be done to ensure the alerts are all actioned.
Reduce Truancy	Too many students out of lessons – comms to staff to not allow students out of lesson without a note. Students only allowed to leave through main reception gate.	Positive impact, only a small number of students left site. This were identified straight away and parents and police notified.
Ensure daily attendance checks are completed in a more timely fashion	Attendance Manager to work with Attendance Officer to speed up the process and also identify where efficiencies can be made.	Being completed between 40-60 mins earlier each day.
Increase all staff's understanding of attendance figures and the role they play improving this area	Deliver CPD Include attendance figures in weekly briefing notes Create an attendance board in staff room	Started 19.06.23 – too soon to evaluate impact

NB added to the Attendance Action Plan.

Attendance Next Steps:

- Whole staff CPD (July 2023, September 2023)
- More training for staff on Bromcom (July 2023 & ongoing)
- Include attendance updates on briefing notes (started June 2023)
- Review transition data and send initial letters to Year 6 students with poor attendance.

Year 10 Maximising Achievement Plan

Year 10 Mock Exams & latest forecasts-Summer Term:

Dataset	Filter	Stu Count	9-7 E/M	9-5 E/M	9-4 E/M	EBacc 5+	EBacc 4+	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Results 21/22	All	266	18.4	53	78.9	39.1	54.1	0.08	0.39	0.62	-0.09	0.26
Targets	All	286	16.8	59.8	90.9	50.3	64.7	0.23	0.51	0.78	0.5	0.53
PR1 Year 10	All	286	16.1	54.9	78	39.9	57	0	0.21	0.63	0.08	0.26
Mock Y10	All	290	4.1	35.9	57.2	11.4	25.5	-0.71	-1	-0.68	-1.3	-0.92
PR3 Year 10	All	290	12.1	55.2	78.6	26.9	45.2	-0.04	0.14	0.22	-0.39	-0.02
Results 21/22	Non-PP	214	21.5	57.5	84.6	42.5	57.5	0.22	0.53	0.78	0.09	0.41
Targets	Non-PP	224	18.8	62.5	93.3	52.2	67	0.22	0.5	0.84	0.51	0.55
PR1 Year 10	Non-PP	225	19.2	57.6	80.8	42	57.6	0.07	0.3	0.71	0.15	0.33
Mock Y10	Non-PP	225	5.3	38.7	60.9	13.3	27.6	-0.59	-0.9	-0.55	-1.17	-0.81
PR3 Year 10	Non-PP	225	14.2	58.7	82.2	28.9	46.7	0.08	0.23	0.31	-0.25	0.08
Results 21/22	PP	52	5.8	34.6	55.8	25	40.4	-0.54	-0.2	-0.03	-0.8	-0.36
Targets	PP	61	9.8	50.8	83.6	44.3	57.4	0.28	0.54	0.56	0.46	0.47
PR1 Year 10	PP	61	4.9	45.9	68.9	32.8	55.7	-0.24	-0.1	0.32	-0.19	0
Mock Y10	PP	65	0	26.2	44.6	4.6	18.5	-1.13	-1.3	-1.15	-1.75	-1.33
PR3 Year 10	PP	65	4.6	43.1	66.2	20	40	-0.48	-0.2	-0.14	-0.9	-0.41
Results 21/22	Non-SEN	235	20.4	57.9	84.3	42.6	58.7	0.14	0.45	0.72	0.01	0.34
Targets	Non-SEN	242	19.4	67.8	94.2	57.4	72.7	0.25	0.49	0.8	0.53	0.55
PR1 Year 10	Non-SEN	242	18.6	62.8	84.7	45.9	64.9	0.02	0.3	0.64	0.08	0.29
Mock Y10	Non-SEN	239	4.6	42.7	66.9	13	30.1	-0.6	-1	-0.66	-1.28	-0.88
PR3 Year 10	Non-SEN	239	14.2	64.4	85.4	31.4	52.3	0.01	0.16	0.25	-0.34	0.01
Results 21/22	SEN K	29	3.4	17.2	41.4	13.8	20.7	-0.29	0.11	-0.02	-0.71	-0.2
Targets	SEN K	39	2.6	15.4	79.5	10.3	20.5	0.15	0.53	0.64	0.31	0.42
PR1 Year 10	SEN K	39	2.6	12.8	43.6	7.7	12.8	-0.12	-0.3	0.61	0.05	0.12
Mock Y10	SEN K	45	2.2	4.4	11.1	4.4	4.4	-1.3	-1.2	-0.8	-1.41	-1.15
PR3 Year 10	SEN K	45	2.2	11.1	48.9	6.7	13.3	-0.37	-0	0.01	-0.7	-0.28
Results 21/22	SEN E	2	0	0	0	0	0	-2.67	-1.9	-2.11	-2.46	-2.29
Targets	SEN E	5	0	20	20	20	20	0.4	1.31	0.89	0.66	0.81
PR1 Year 10	SEN E	5	0	0	20	0	20	0.4	-0.4	0.73	0.29	0.29
Mock Y10	SEN E	6	0	0	16.7	0	0	-0.43	-0.3	-0.69	-1.11	-0.68
PR3 Year 10	SEN E	6	0	16.7	33.3	0	0	0.57	0.7	0.71	0.01	0.47

Year 10 Mock Exams & latest forecasts by subject area-Summer Term:

Subject	SPI					
	PR3 Y10	Mock Y10	PR1 Y10	Target	2022 Results	2019 Results
Art Fine	-0.60	-1.16	-0.79	0.58	-0.19	0.04
Art Photography	-0.15	-0.82	0.01	0.62	-0.02	-0.30
Business Studies	-0.38	-0.90	-0.17	0.58	-0.46	0.67
Computer Science	0.32	0.21	0.29	0.82	0.81	0.14
Drama	0.57	-0.18	-0.30	0.45	0.78	0.16
English Language	0.24	-0.51	0.35	0.33	0.30	0.09
English Literature	-0.20	-1.25	0.42	0.60	-0.23	-0.08
Food & Nutrition	-0.64	-1.20	-0.58	0.54	-0.27	-0.32
Geography	0.42	-0.72	0.28	0.71	0.53	0.31
History	0.37	-1.22	0.58	0.96	0.61	0.50
Latin	0.42	-0.80	0.59	0.65	1.03	0.96
Maths	0.19	-0.99	0.24	0.50	0.43	0.22
Media Studies	-0.05	-0.89	0.79	1.26	0.54	0.46
MFL French	-0.62	-1.42	0.05	0.79	0.35	1.04
MFL German	0.75	-0.60	0.60	0.75	-0.23	0.41
Music	0.90	0.37	0.51	0.83	1.13	1.01
PE	0.52	0.13	0.51	0.56	0.50	0.09
Product Design	-0.29	-0.87	-0.12	0.61	0.33	-0.49
Science Biology	-0.13	-1.24	0.63	0.62	0.66	0.43
Science Chemistry	0.14	-0.89	0.48	0.79	0.56	0.73
Science Physics	-0.09	-1.03	0.70	0.79	0.62	0.37
Science Combined	-0.08	-0.89	0.51	0.56	0.49	0.36
Child Development	-1.15	-1.55	-0.27	0.77	0.70	0.11
Construction L1/2	-0.19	-0.96	-0.17	0.64	0.39	
Sport L1/2	-0.85	-0.62	0.00	0.88	-0.14	

Year 12 Mock Exams-Summer Term:

	Mock Y12	PR3 Y12	PR2 Y12	Target	2022 Results	2019 Results
L3 Overall Cohort	98	98	99	102	129	123
L3 Overall Ave Points Per Entry	29.37	34.79	36.39	42.71	34.58	30.1
L3 Overall Ave Grade	C=	C+	B-	B+	C+	C
L3 Overall VA	-0.8	-0.26	-0.08	0.57	-0.13	-0.06
A level Cohort	90	88	91	94	110	123
A Level Ave Points Per Entry	28.48	34.45	36.09	42.62	34.75	30.1
A Level Ave Grade	C=	C+	B-	B+	C+	C
A Level VA	-0.91	-0.32	-0.14	0.54	-0.21	-0.06
Applied General Cohort	22	22	22	22	69	60
Applied General Ave Points Per Entry	35.41	37.03	38.65	43.51	32.15	26.76
Applied General Ave Grade	D=	D+	D+	D*-	D=	M+
Applied General VA	-0.02	0.15	0.31	0.79	0.05	-0.11

Year 10 Mock Exams & latest forecasts by subject area-Summer Term:

Subject	A* - A % (D*)					A* - B % (D*-D)					A* - C % (D*-M)				
	Mo ck Y12	PR 3 Y1 2	Targ et	2022 Resu lts	2019 Resu lts	Mo ck Y12	PR 3 Y1 2	Targ et	2022 Resu lts	2019 Resu lts	Mo ck Y12	PR 3 Y1 2	Targ et	2022 Resu lts	2019 Resu lts
Art (Fine)	0	0	33.3	28.6	0	0	33.3	66.7	57.1	20	33.3	100	100	85.7	60
Art (Photography)	0	0	0		0	0	0	100		100	0	0	100		100
Business Studies	0	0	18.8	5.9	5.6	6.3	31.3	81.3	41.2	44.4	50	81.3	100	70.6	83.3
Classical Civilisation	11.1	33.3	20		11.1	44.4	66.7	80		44.4	77.8	100	100		55.6
Economics	0	0	0	20	12.5	50	0	75	80	25	75	100	100	100	75
English Lan/Lit	0	28.6	25	33.3	28.6	42.9	85.7	75	44.4	57.1	71.4	100	100	77.8	100
English Literature	100	100	60	50	27.3	100	100	100	75	54.5	100	100	100	100	63.6
Film Studies	9.1	9.1	7.7	12.5		36.4	54.5	61.5	25		63.6	72.7	100	87.5	
Geography	17.6	23.5	0	37.5	0	41.2	52.9	77.8	37.5	38.5	64.7	82.4	100	87.5	69.2
Geology	42.9	57.1	0	20		57.1	57.1	85.7	50		57.1	71.4	100	80	
History	0	33.3	33.3	50	5.3	33.3	66.7	83.3	62.5	47.4	83.3	100	100	100	84.2
Maths	20	35	55	36.4	33.3	35	40	100	54.5	47.6	40	70	100	72.7	66.7
Maths Further	100	100	100	80	16.7	100	100	100	80	50	100	100	100	100	83.3
Media Studies	0	0	0	14.3	0	50	100	66.7	64.3	0	100	100	100	71.4	100
MFL French	0	50	50	50	0	50	50	75	50	50	50	75	100	100	100
Music Technology	50	25	25	100	0	50	75	100	100	0	100	100	100	100	20
PE	15.4	15.4	23.1		16.7	38.5	38.5	92.3		33.3	61.5	69.2	100		50

Subject	A* - A % (D*)					A* - B % (D*-D)					A* - C % (D*-M)				
	Mo ck Y12	PR 3 Y1 2	Targ et	2022 Resu lts	2019 Resu lts	Mo ck Y12	PR 3 Y1 2	Targ et	2022 Resu lts	2019 Resu lts	Mo ck Y12	PR 3 Y1 2	Targ et	2022 Resu lts	2019 Resu lts
Psychology	20	17 .1	16.2	13.5	3.8	34. 3	34 .3	73	35.1	34.6	48. 6	60	100	75.7	57.7
RE	0	40	20	0	40	40	60	80	33.3	60	60	80	100	66.7	60
Science Biology	19. 2	26 .9	52	44.4	16.7	34. 6	61 .5	100	61.1	50	69. 2	80 .8	100	77.8	83.3
Science Chemistry	23. 8	42 .9	50	33.3	22.2	47. 6	57 .1	100	52.4	38.9	57. 1	71 .4	100	76.2	72.2
Science Physics	20	20	50	15.8	23.1	30	40	100	36.8	53.8	40	10	100	63.2	84.6
Sociology	9.1	13 .6	8	5.3	8.3	31. 8	45 .5	60	26.3	19.4	45. 5	68 .2	100	57.9	50
H&SC Single	0	0	40	37.5	0	40	40	100	37.5	42.9	100	10	100	75	85.7
Sport BTEC Single	0	0	33.3	0	0	33. 3	33 .3	100	50	0	100	10	100	66.7	100
Computing BTEC Double	0	33 .3	83.3	66.7	0	83. 3	83 .3	100	88.9	33.3	100	10	100	100	33.3
Stageworks BTEC Double	14. 3	14 .3	28.6	61.5	6.3	100	10	100	84.6	56.3	100	10	100	100	93.8
Stageworks BTEC Triple	0	0	0	33.3		100	10	100	100		100	10	100	100	

Year 10 Maximising Achievement Plan:

To be presented at the meeting.

SEF and AIP Review and Planning for 2023-24

SEF Update:

To be presented at the meeting.

Draft September training day plans.

Developing an Inclusive School

Monday 4 September

8.30	Welcome back, Exam outcomes & Introductions (CCU)
9.00	Safeguarding Update (TWS)
10.00	Break
10.30	Vulnerable Students: SEND, DA (KES/Ellen Simpson and TPL)
11.30	Adaptive Teaching & Interventions (SSH/ELL)
1.00	Lunch
1.45	Curriculum Development Time in subject areas
3.00	PD staff meeting
4.00	End of Day

Tuesday 5 September

8.30	Behaviour & Culture (VP – Pastoral)
10.00	Break
10.30	Attendance: making school accessible
11.00	Year Group Meetings
12.30	Lunch
1.00	Curriculum Development Time in subject areas
4.00	End of Day

Draft plans/calendar for CPD, deliberate practice and intellectual preparation for 2023-24.

The calendar for CPD, deliberate practice and intellectual preparation for 2023-24 will be used to support the academy improvement plan and key areas of focus. This includes personal development, behaviour management and teaching and learning. The draft plans for inset days include:

- September day 1 and 2 – as above.
- November – Intellectual Preparation – This is a trust initiative to re-name department meetings on a weekly basis that remove administrative tasks and provide allocation for departmental planning. This includes planning

the next sequence of lessons, reviewing student misconceptions and planning for re-teaching and development of subject knowledge and subject specific pedagogy.

- January – Revisiting teaching and learning principles and adaptive teaching priorities from ongoing quality assurance procedures (adaptive teaching and interventions).
- February – Staff Appraisal / Plans for 24/25 curriculum.
- March – Moderation/Assessment Analysis.
- June – Curriculum communities and leadership conference.

As a result of 2 disaggregated training days, this has provided the opportunity for 13 one-hour CPD opportunities based linked closely with the academy improvement plan but also upon the findings of rigorous quality assurance plans in September on teaching and learning priorities. We also have 16 departmental meetings scheduled for the academic year, which will be used for intellectual preparation and key priorities for the department linked to their respective curriculums.

HR, Operations and Site Update

To be presented at the meeting.

Any Other Academy Matters

You may wish to include information in this section such as:

- Enrichment Programme and Activities

Enrichment Analysis

	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%

The summer Enrichment Programme continues to be delivered this half term. As part of the SEND review process, students are asked questions around what activities they engage with, what they would like to take part in and if there are any barriers to them engaging to further promote student uptake of the rich and diverse programme on offer. Following on from the success this has had, there are plans to put in place similar initiatives to support PP and DD engagement.

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

Proposed Head of Department Subject presentations 2023-24

LGC DATE	Subject Leader
27 September 2023	HoD Social Sciences Doug Cullen
15 November 2023	Head of Sixth Form
25 January 2024	HoD English - Robin Owen
22 March 2024	HoD Maths - Julia Philpott (new)
20 June 2024	HoD PE - Kate Dixon (new)