



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Wednesday 27 September 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: Seb Hood; Thomas Laud; Jo Myhill-Johnson; Craig Knowles; Lizzie Lloyd; Lauren Phillips; Kate Saunders; Tom Smy.

Clerk: Melanie Basson

This meeting will start at 5.30pm with a Safeguarding training session for Governors, delivered by Thomas Laud, Assistant Principal - Inclusion. SLT are invited to join the meeting from 6.00pm.

Minute Reference	Summary of action required	Responsible	Status
28.06.23	Share Astrea Reading Framework with the committee.	Principal	Complete
28.06.23	Consider reporting options for behaviour sanctions	Principal/TS LL	Autumn term
28.06.23	Principal to share Year 11 Maximising Achievement Plan electronically with the Clerk for record.	Principal Clerk	Complete
28.06.23	Invite all SLT to next LGC meeting	Clerk	Complete
28.06.23	Share Trust Positive Behaviour policy 2023-24 with the committee	Principal	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Oral item - Clerk

2	2 mins	Introductions and apologies	Oral item – Chair
3	5 mins	Committee Terms of Reference and Scheme of Delegation	Papers attached - Chair
4	2 mins	Annual declarations of interest	Oral item – Chair
5	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 28 June 2023	Papers attached - (pp3-9) - Chair
6	40 mins	Principal's report and questions	Papers attached – (pp10-68) Principal
7	5 mins	Staff Survey	Oral update – Principal
8	2 mins	Head of Department subject presentation schedule	Oral item - Principal
9	5 mins	Policies: <ul style="list-style-type: none"> • Safeguarding policy 2023-24 • Positive Behaviour policy • Online Safety policy • Acceptable Use - Students 	Papers attached (to follow) (to follow) - Chair
10	5 mins	Membership <ul style="list-style-type: none"> • Link Lead roles • Link Lead visits • PD visit – 28.06.23 - DM 	Oral item- Chair Attached - (p69)
11	2 mins	Chair's Update	Oral item - Chair
12	2 mins	Risk Register	Oral item - Chair
13	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> • Date of next meeting: Thursday 16 November 2023 	Oral item - Chair
14	2 mins	Any Other Business	Oral item - Chair



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Wednesday 28 June 2023

At Longsands Academy

MINUTES – PART A

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

Minute Reference	Summary of action required	Responsible	Status
18.05.23	Schedule cycle for HOD subject presentations	Principal	Complete
18.05.23	Staff survey proposal to be shared with the Chair	Principal	Complete
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
28.06.23 Item 4	Share Astrea Reading Framework with the committee.	Principal	12 July 2023
28.06.23 Item 4	Consider reporting options for behaviour sanctions	Principal/TS LL	Autumn term
28.06.23 Item 4	Principal to share Year 11 Maximising Achievement Plan electronically with the Clerk for record.	Principal Clerk	12 July 2023

28.06.23 Item 4	Invite all SLT to next LGC meeting	Clerk	Autumn term
28.06.23 Item 7	Share Trust Positive Behaviour policy 2023-24 with the committee	Principal	12 July 2023

1) Introductions and Apologies

The meeting started at 5.30pm.

Apologies for absence were received from Dr Larcombe and these were accepted by the committee.

2) Declarations of interest

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

3) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 18 May 2023 were circulated to committee members and ratified on 16 June 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
- Year 10 Maximising Achievement Plan
- SEF and AIP Review & Planning for 2023-24
- CPD Planning for September 2023
- HR, Operations and Site Update
- Number on roll and projections update
- Transition Update
- Any other academy matters: to include enrichment and community

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

Safeguarding

With regard to the Principal reporting low levels of recorded bullying incidents, the committee questioned students' ability to identify behaviour perceived as bullying and how confident students are in reporting it.

The Principal informed the committee that Longsands has 'Tell Us' boxes around school to report bullying, and students are aware they can report it to any member of staff they feel comfortable with. There are designated Safeguarding Leads and Student Support Officers, who work with staff and students to identify bullying/perceived bullying incidents. Student Voice gives an opportunity for student to communicate the bullying topic.

The committee questioned how effective the 'Tell Us' communication boxes are and invited the academy to consider other effective ways to encourage students to report concerns.

The Principal acknowledged the boxes may not be used to full effectiveness and that students are good at reporting discriminatory incidents, but not so much general unkind comments and bullying incidents.

Proposal for changes to the timings of the school day

The Principal shared initial parent/carers feedback regarding the proposal for changes to the school day, where a good response was received:

- Parents raised concerns that lunch seemed very late for Year 10 and 11, at 13.45pm.
- Parents questioned the benefit of reducing the lunch break by five minutes
- Parents recognised there would be better access to toilets and cafeteria with a split lunch

In response to the feedback, the Principal explained the academy are considering the possibility of opening up a third catering option for students during morning break. The Principal will feedback around defining student's patterns of the use of cafeteria facilities and potential options to meet demand in future.

The Chair suggested the building catering facilities are out of date and require significant investment. The Chair was invited to visit the academy during lunchtime in September 2023 with a view to seeing the lunch period in operation.

Ms Milne questioned what plans the academy has in response to the outcome of the Parent/Carer Survey.

The Principal explained analysis of parent/carers responses to the survey is underway and conclusions will be communicated at the right time.

Mr Slade questioned whether there is any evidence to show the benefits to when a subject is timetabled in the school day, resulting in better outcome or student engagement.

The Principal reported it is evident that students are more engaged and better behaved on the whole, earlier in the day.

Teaching and Learning

Astrea Reading Framework

Acknowledging the proposals around the Astrea Reading Framework, Ms Milne questioned the rationale for the introduction of the reading tutorial and whether there was any evidence to suggest reading at students at pace for twenty five minutes per day has any benefit.

The Principal explained the rationale behind the implementation of Astrea reading tutorial and explained the framework is still in draft format. **Action: The Principal agreed to share the Astrea Reading Framework with the committee.**

The Principal informed the committee appropriate consultation will be undertaken and communicated to all stakeholders at the right time.

Mr Simonis questioned how success of the reading tutorial will be measured with regards to student engagement.

The Principal explained SLT plan to conduct regular drop in's when tutorial is delivered and Student Voice will gather feedback from students.

Ms Myhill-Johnson shared average reading ages for Year 7, 8 and 9 and gave comparisons to other schools, explaining that progress will be measurable through reading age data.

Mr Simonis questioned whether department gradings will reflect reading progress and can governors expect to see measurable impact reported.

The Principal confirmed that progress around the reading program will be considered when reviewing department gradings and progress will be reported in the Principal's Update.

Ms Myhill-Johnson explained 'Astrea Reads' will be launched next week, with leaders from each academy in attendance. There are three stages: 1. Tutorial (Astrea Reads aloud), 2. Reading interventions, 3. Reading in the Curriculum.

The Principal to feedback once the reading tutorial is implemented and will continue to tweak and amend the reading offer, staff will receive training, guidance and support. School leaders will determine what books from the recommended reading list will suit students the most.

Behaviour

On behalf of Dr Larcombe, in their absence, the Chair recognised behaviour sanctions for PP and SEND student cohorts are consistently higher than for the rest of the cohort. The data presented highlights there are a high number of behaviour sanctions given to relatively few students. Dr Larcombe suggested presenting this data in a different reporting method to percentage terms.

The Principal explained the data presented to the committee is generated from the Bromcom system, which will produce better reports from September 2023.

Action: The Principal agreed to discuss reporting options with Mr Smy. Dr Larcombe will be invited to pick this up on their next Link Lead visit with Mr Smy.

Regarding the Home School agreement sent to parents/carers, on behalf of Dr Larcombe, the Chair questioned whether the 'nil response' approach had been successful or had there been any significant negative responses from parents/carers.

The Principal confirmed the approach proved successful, but in the event a parent refuses to agree to the Home School agreement, the academy would follow it up with a view to reaching an understanding with the parent/carer.

The Principal informed the committee there have been no suspensions for students who are not in correct uniform. However, when a student refuses to obtain uniform from the academy's uniform wardrobe, sanctions are issued by way of suspension or Reset Room.

Teaching and Learning

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

On behalf of Dr Larcombe, in their absence, the Chair questioned whether the academy has the budget and commitment from the Trust to meet the academy's recruitment plan in relation to teacher vacancies.

The Principal confirmed the academy has the support of the Trust and the budget to meet current recruitment targets.

The committee acknowledged the significant changes in department ratings, the Principal explained the ratings reflect the most up to date status.

Mr Slade questioned whether examination results are comparatively reflected in line with department ratings and questioned what the academy plans are for improving the ratings.

The Principal confirmed examination outcomes are one of the factors used to identify what improvements are necessary. The Principal explained the academy are taking a systematic approach to holding leaders to account by way of action plans shared with Head of Departments (HOD), defining what is required to achieve improvements in their department specifically.

Ms Chilton questioned whether department and teacher ratings were based solely on data and how these ratings are communicated to staff. Also, how SLT will support HOD's and underperforming staff members to improve.

The Principal explained HODs have access to specific student achievement data through SISRA for their subject. Robust line management is in place to determine what support is required and identify how improvements will be achieved and measured. And this is communicated and reviewed with HODs.

On behalf of Dr Larcombe, in their absence, the Chair questioned how quickly support is put in place for staff requiring improvement.

The Principal explained staff were reviewed recently and support put in place for underperforming teachers. SLT have been tasked with communicating with teachers, with a view to putting in place light touch support ready for September 2023. The academy are evidencing where staff are consistently following school guidance, along with performance data, student recognition, as well as quality of teaching and learning.

The Principal presented the Year 11 (current year 10) Maximising Achievement Plan 2023-24, to include:

- P8 forecasts
- Aim to achieve half a grade higher than current year 11
- Basics measures
- Ebacc forecasts

Action: Principal to share Year 11 Maximising Achievement Plan electronically with the Clerk for record.

Action: All SLT to be invited to first LGC meeting of the new academic year.

Mr Slade suggested the results of the recent Year mock examinations reflect the department gradings. The Principal confirmed this is correct.

The Principal informed the committee that a new Sixth Form Leadership team has been appointed and a Maximising Achievement Plan for Yrs. 12/13 is to be drafted for implementation in September 2023.

The Principal was thanked for their report.

5) Staff Survey

The Principal explained Longsands are considering methods for undertaking Staff Surveys next academic year.

The Principal proposes to use same set of questions for staff, student and parent surveys, with an expectation to conduct surveys more regularly in the future. Outcomes of surveys will be shared with the committee highlighting the salient points to be noted by governors.

The Principal circulated the front page summary of Longsands Academy Improvement Plan 2023-24 and initial feedback was invited. The committee will continue to monitor progress and reflect objectives when undertaking Link Lead school visits.

The Principal invited governors to attend Longsands Sports Day, taking place on 6 July 2023.

The Principal gave special thanks to SLTs contribution and input to the AIP 2023-24.

Regarding staffing for September 2023, Mr Simonis enquired whether there were significant staffing gaps or concerns for September 2023.

The Principal reassured the committee there are no significant concerns around staffing levels for September 2023. The committee noted Longsands is seeking an Operations Manager and Reset Base Manager.

The Principal was thanked for their report.

6) Head of Department Subject Presentation Schedule

The Principal informed the committee of a proposal for Heads of Department Subject Presentations at Longsands LGC meetings. At the first 2023-24 LGC meeting, Doug Cullen will be invited to present regarding Social Sciences. A cycle of future subject presentations will be determined by examination results on a priority basis.

7) Policies

The committee noted the Trust Positive Behaviour policy 2023-24 draft was shared recently with parents/carers and asked why this was not shared with the committee in advance, and what expectation or response is required from parents/carers.

Ms Myhill-Johnson explained the Trust Positive Behaviour policy was introduced in September 2022, for academies to implement aspects throughout the academic year. Changes have been made and the policy is still in draft format, ready to be rolled out from September 2023. Parents/Carers have been sent the policy in preparation for September 2023.

Action: The Principal agreed to share the Trust Positive Behaviour policy 2023-24 with the committee for information.

8) Membership

The Committee determined 2023-24 Link Lead roles:

Safeguarding and Behaviour	Lee Larcombe	Tom Smy (DSL)
SEND and Pupil Premium	Lee Larcombe	Tom Laud (Inclusion AP)
Assessment and Moderation	Rob Simonis	Lizzie Lloyd
Teaching and Learning, Curriculum and Professional Development, Fundraising	Richard Slade	Seb Hood Lauren Phillips
Leadership and Management and Sixth Form	Mark Young	Catherine Cusick
Personal Development, Communication.	Dawn Milne	Kate Saunders

9) Chairs update

The Chair invited governors to take part in Exclusion Review Panels, when available and to complete the Guidance for Governors: Meeting Statutory Duties in Suspensions and Permanent Exclusions training module through the National College.

10) Risk Register

The committee identified no additional risks.

11) Future agenda items and confirmation of forthcoming dates

The committee acknowledged proposed 2023-24 LGC meeting dates, to commence from 5.30pm:

- 27 September 2023 (Weds)

- 16 November 2023 (Thurs)
- 25 January 2024 (Thurs) (Remote)
- 21 March 2024 (Thurs)
- 20 June 2024 (Thurs)

The committee noted the date of the next Longsands LGC meeting date is scheduled for Wednesday 27 September 2023.

Future agenda items:

- Staff Survey

12) Any Other Business

The meeting finished at 8.05pm

The LGC agreed the above to be a true and accurate record of the meeting on: 21 July 2023



Principal's Report
Autumn Term One
2023-2024

Longsands Academy
Dr Catherine Cusick

Contents

Agenda Item	Contents
1	Safeguarding – Tom Laud
2	Examination outcomes 2023: analysis and review – Lizzie Lloyd
3	Year 11 (& 13) Maximising Achievement Plan – Lizzie Lloyd
4	Curriculum – Craig Knowles
5	Teaching and Learning – Seb Hood
6	Behaviour and Culture – Lauren Phillips/Kate Saunders/Tom Smy
7	Attendance – Kelly Baker
8	AIP Priorities for 2023-24 – Catherine Cusick
9	Pupil Premium Plan for 2023-24 – Tom Smy
10	Marketing for 2023 – Catherine Cusick
11	Astrea Reads – Seb Hood/Tom Laud (Strand 2 interventions)
12	HR, Operations and Site Update – Catherine Cusick
13	NOR Update – Lauren Phillips
14	Any other academy matters: to include enrichment (Tom Smy) and community (Catherine Cusick)

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, with 1669 students on roll. There are 346 students who are classified as pupil premium, which equates to 21% of the school's population. There are 233 students on the SEND register (14%) and 28 Educational Health Care Plans (2%). We currently have (23) students who are accessing alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, NT&S tutoring, Cambridge Regional College, Olive Academy, and Overloaded. The majority have a hybrid offer which combines external provision and lessons in school. All of the students in Y11 are eligible for the Progress 8 measure as they are studying a full suite of subjects.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases since start of Summer II (05.06.23 – 04.09.23)

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	A new audit has recently taken place on 12 th September 2023, providing the necessary steps required to ensure safeguarding procedures are in place.	Audit to findings to follow.	Trust to send audit actions.
Trends in School	There is a significant number of students facing mental health difficulties across all year groups. A proportion of students also are known to be vaping.	Pastoral and Safeguarding team to continue to provide support with students regarding their mental health, ensuring that referrals are made to the correct professionals and counselling is put into place. Duty staff to continue to monitor key areas of the school, ensuring that appropriate action is taken for any students using vapes.	Trust have provided additional counsellors this academic year to help support with students' mental health difficulties within Longsands Academy

Update on significant cases (anonymised)	At present, we currently have 9 students on a CIN plan and 1 on a CP. 3 students on a CIN plan are currently going through a section 47 and are awaiting a decision to be on a CP plan.	Safeguarding team to continue to attend all CIN meetings and CP meetings, ensuring that updates are shared frequently with outside agencies.	
Summary of referrals made	2 EHA has been completed this academic year.	Referrals will continue to happen throughout the year, making sure that students are receiving not only the correct internal support but have access to external agencies	
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 (Aut HT1)	Previous Report (Spring HT2)
Number and % of PP	346 (24.03%)	20.04%
Number and % of LAC	4 (0.3%)	0.3%
Number and % of young carers	51 (3.2%)	2.96%
Number and % of students privately fostered	0	0
Number and % of students with CP plan	1	(2) SW request for ICPC refused. Dropped to CIN (0%)
Number and % of CIN	9	4 – including 2 students above (0.23%)
Referrals made for early help	1	0
Early Help Assessments conducted	2	5 – 2 x S17 enq. - 3 x MASH enq.
Proportion meeting threshold	0	2 – referred to Early Help
CP meetings attended	0	0
Number and % of students with an EHCP	28	35 (2.07%)
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	3	0
Referrals to Channel	0	0

SCR Scrutiny:

The SCR was scrutinised by Rebecca Stansbury, Trust Safeguarding Officer, as part of a safeguarding audit on 12th September 2023.

There were two action points as a result of the audits as follows:

- A risk assessment was needed for a new member of staff for whom we are awaiting a DBS result. He is being escorted around school at all times, which needed recording on a risk assessment and noting on the SCR. This has now been actioned.
- Teacher Prohibition Order checks to be carried out for Student Support Officers and any other staff members completing intervention work. This has now been actioned.

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
Safeguarding Training	September 2023	144	National College
Advanced Safeguarding Training	September 2023	7	National College
Safer Recruitment Training	September 2023	15	National College

Bullying:

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

Analysis and Next Steps

There has been a low level of bullying incidents recorded since returning to school. All bullying incidents will continue to be logged on CPOMS and will be dealt with in line of behaviour policy. Actions will be recorded via CPOMS and parents will be made aware of this immediately. Students who are the victim of this, will be provided with mental health support via the pastoral system with regular check ins. Risk assessments will also be created, ensuring that bullying incidences will be lowered.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year
All Sexual Harassment Incidents:	0	0	0
Verbal:	0	0	0
Physical:	1	0	0

Analysis and Next Steps

We are concerned about the low numbers of incidents of sexual harassment incidents reported as they seem very low. We will be launching a safeguarding campaign around 'It Stops Now' to raise awareness and ensure that students are clear who they should report any incidents to. In line with KCSIE we must assume that this is happening in school and put measures in place to address it.

The DSL has launched this w/c 18.09.23 and there will be a different focus each half term such as racism, cyber bullying, sexual harassment etc. This is in direct response to the low numbers of bullying and sexual harassment issues we get reported. We will be involving peer mentors and sixth form diversity team to support with this work.

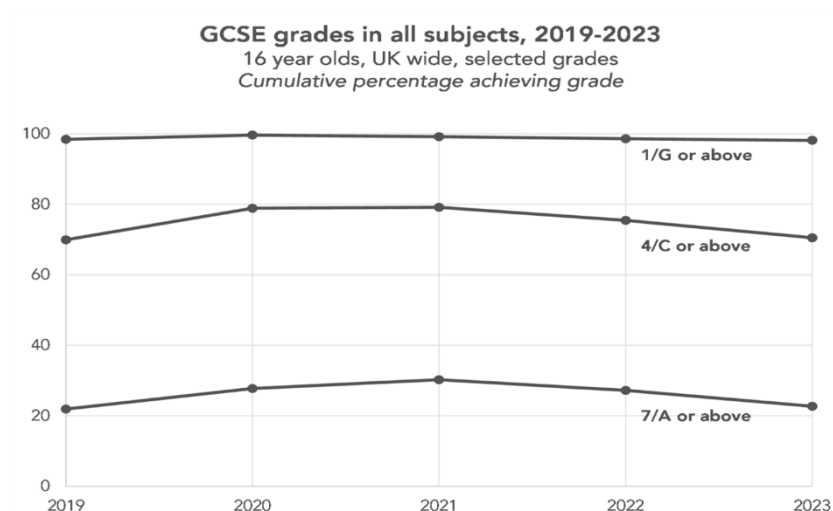
Examination Outcomes 2023: analysis and review

KS4 2023 Results

- Broadly in line with 2019, despite English, Maths, EBACC and Open Buckets all considerably underperforming relative to target.
- BASICS above national and significant improvement on 2019
- Uplift in EBACC 5+ which is pleasing
- P8 on track to be AVERAGE
- Significant gap with PP students at least 0.75 grade behind non-PP.

Measure	Total	
Average Total Attainment 8	47.97	
Average Attainment 8 Grade	4.8	
Average KS2 Prior Attainment	104.5	
Average Total Progress 8	0.14	
Average Total Progress 8 (Unadjusted) ?	0.13	
Measure	Total	%
Students Achieving 9-7 in English and Maths	38	14
Students Achieving 9-5 in English and Maths	136	50
Students Achieving 9-5 in English	170	62.5
Students Achieving 9-5 in Maths	165	60.7
Students Achieving 9-4 in English and Maths	188	69.1
Students Achieving 9-4 in English	206	75.7
Students Achieving 9-4 in Maths	207	76.1
Students achieving 5 Standard Passes inc EM ?	185	68

2019 V 2023 Nationally



This year, 22.7% of GCSEs were graded 9-7, compared to 21.9% in 2019. And 70.5% were graded 9-4, compared to 69.9% in 2019.

This represents a slight uplift but in terms of student progress it is disappointing.

Longsands Results 2019 V 2023

Exam Headlines (All)					Exam Headlines (PP)			Exam Headlines (SEN)		
Measure		2018/19 Exams	2018/19 National Average	2022/2023 Exams	2018/19 Exams	2018/19 National Average	2022/2023 Exams	2018/19 Exams	2018/19 National Average	2022/2023 Exams
Cohort	Total no. of Students in the Cohort	284		272	49		64	41		40
	KS2 Prior Attainment*	4.81		104.50	4.57		102.50	4.30		97.50
Progress	Attainment 8	48.67	46.70	47.89	36.65	36.70	37.46	33.24	27.60	29.26
	Progress 8*	0.15	-0.02	0.12	-0.45	-0.45	-0.59	-0.39	-0.62	-0.38
	English Progress*	0.02	-0.04	-0.53	-0.58	-0.44	-1.20	-0.52		-1.34
	Maths Progress*	0.23	-0.02	-0.08	-0.18	-0.39	-0.56	-0.17		-0.42
	EBACC Progress*	0.34	-0.03	0.11	-0.27	-0.49	-0.68	-0.28		-0.78
	Open Progress*	-0.03	-0.04	-0.67	-0.74	-0.46	-1.49	-0.69		-1.13
	Students Achieving 9-5 in ENG & MATH	33.5%	43.2%	49.3%	18.4%	24.9%	25.0%	20.8%	13.5%	15.0%
Attainment	Students Achieving 9-5 in ENG (Best of)	52.5%	60.0%	62.1%	34.7%	42.0%	37.5%	32.1%		20.0%
	Students Achieving the E-BACC (4+)	10.6%		46.0%	6.1%		31.3%	7.5%		2.5%
	Students Achieving the E-BACC (5+)	13.3%		30.9%	2.0%		17.2%	7.3%		0.0%
	E-BACC APS	3.74	4.07	4.62	3.14	3.08	3.61	2.78	2.24	2.45

Results by Department 2023

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Arabic	0	100	100	100	100	100	100	100	100	100	100	100	100	18	8	1.56	-	
Art (Fine)	0	6.1	15.2	51.5	69.7	81.8	97	100	100	100	100	100	100	33	5+	5.21	0.05	0.02
Art (Photography)	0	0	9.5	38.1	90.5	100	100	100	100	100	100	100	100	21	5+	5.38	1.22	0.91
Business Studies	0	2	14.3	26.5	44.9	61.2	81.6	89.8	95.9	95.9	100	100	100	49	4=	4.16	-0.51	-0.06
Chinese	100	100	100	100	100	100	100	100	100	100	100	100	100	1	9	9	1.45	-
Computer Science	2.9	8.6	8.6	37.1	51.4	62.9	68.6	85.7	97.1	100	100	100	100	35	4+	4.23	-1	0.06
Drama	0	0	0	27.3	54.5	54.5	81.8	81.8	90.9	100	100	100	100	11	4=	3.91	-0.92	-0.91
English Language	2.6	7	15.2	32.2	55.9	71.9	89.6	93.7	97	97	100	100	100	270	5-	4.65	-0.15	-0.04
English Literature	1.6	7.4	18.6	34.5	56.2	73.6	88.4	95.3	98.1	99.2	100	100	100	258	5-	4.74	-0.21	0.02
Food & Nutrition	10	10	30	60	80	80	90	100	100	100	100	100	100	10	6-	5.6	0.85	0.82
Geography	6.7	15.1	30.3	48.7	59.7	71.4	84	89.1	97.5	98.3	100	100	100	119	5=	5.03	-0.08	0.63
Geology	18.2	45.5	45.5	63.6	81.8	90.9	90.9	100	100	100	100	100	100	11	6+	6.36	1	2.14
History	7.1	17.5	27.8	41.3	54	64.3	81.7	92.1	97.6	100	100	100	100	126	5=	4.83	-0.16	0.4
Italian	0	50	50	50	50	50	50	50	50	100	100	100	100	2	4=	4	-1.1	-
Latin	35.7	64.3	85.7	92.9	100	100	100	100	100	100	100	100	100	14	8=	7.79	0.5	1.82
Maths	4.9	10.8	20.9	34	61.6	77.2	87.7	95.1	97	98.5	100	100	100	268	5=	4.89	0.05	0.21
Maths (Further)	19	28.6	66.7	76.2	85.7	90.5	90.5	90.5	90.5	100	100	100	100	21	7-	6.38	-1.17	3.27
Media Studies	7.7	11.5	23.1	50	65.4	84.6	96.2	100	100	100	100	100	100	26	5+	5.38	0.77	0.98
MFL French	2.5	3.7	9.3	17.3	58	84.6	96.9	97.5	98.8	100	100	100	100	162	5-	4.69	-0.5	0.32
MFL German	6.7	20	20	46.7	80	80	93.3	100	100	100	100	100	100	15	6-	5.47	-0.73	0.5
Music	0	18.2	18.2	63.6	72.7	81.8	90.9	90.9	90.9	90.9	100	100	100	11	5+	5.27	0.61	0.83
PE	11.4	22.9	45.7	71.4	85.7	91.4	100	100	100	100	100	100	100	35	6+	6.29	0.82	1.52
Polish	100	100	100	100	100	100	100	100	100	100	100	100	100	1	9	9	2.5	1.45
Portuguese	0	50	50	100	100	100	100	100	100	100	100	100	100	2	7=	7	2.59	-
Product Design	0	14.3	14.3	28.6	57.1	71.4	100	100	100	100	100	100	100	7	5=	4.86	-0.31	1
RE	50	50	62.5	87.5	87.5	87.5	87.5	87.5	100	100	100	100	100	8	7+	7	1.06	1.41
Science Biology	10.1	30.4	51.9	81	94.9	98.7	98.7	98.7	100	100	100	100	100	79	7-	6.65	0.06	0.49
Science Chemistry	13	32.5	64.9	92.2	100	100	100	100	100	100	100	100	100	77	7=	7.03	0.36	0.95
Science Physics	15.6	39	62.3	84.4	100	100	100	100	100	100	100	100	100	77	7=	7.01	0.35	0.89
Spanish	0	0	0	0	100	100	100	100	100	100	100	100	100	1	5=	5	-0.78	1.05
Statistics	0	0	0	0	0	0	0	0	100	100	100	100	100	1	1=	1	-0.75	-4.51
Summary	5.8	14	26.2	43.8	65.4	78.6	90.2	95	97.9	98.9	100	100	100	1752	5+	5.17	-0.07	0.37

9-1 GCSE Double																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Science Combined	0	2.1	9.4	21.7	55.6	73.5	88.5	94.4	96.8	97.9	100	100	100	374	54-	4.42	0.3	0.43
Summary	0	2.1	9.4	21.7	55.6	73.5	88.5	94.4	96.8	97.9	100	100	100	374	54-	4.42	0.3	0.43

Cambridge National L1/L2																	
Name	D* %	D* - D %	D* - M %	D* - P %	D* - L1D %	D* - L1M %	D* - L1P %	D* - U %	D* - F %	D* - X %	D* - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Child Development	12.5	41.7	66.7	83.3	100	100	100	100	100	100	100	100	24	M	5.65	0.94	0.93
Summary	12.5	41.7	66.7	83.3	100	100	100	100	100	100	100	100	24	M	5.65	0.94	0.93

L2 with L1P only															
Name	D* %	D* - D %	D* - M %	D* - P %	D* - L1P %	D* - F %	D* - U %	D* - X %	D* - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Construction L1/2	5.3	21.1	42.1	84.2	89.5	89.5	100	100	100	100	19	P	4.49	1.19	1.77
Sport L1/2	21.4	28.6	42.9	57.1	92.9	92.9	100	100	100	100	14	P	4.3	1.22	-0.73
Summary	12.1	24.2	42.4	72.7	90.9	90.9	100	100	100	100	33	P	4.41	1.2	0.65

Please note that the **Subject Progress Index (SPI)** is a SISRA-exclusive measure showing how each of your pupils have performed in each subject compared with all students in all the schools who share data with SISRA. (provides a national context). The **Residual** compares the performance of each student in that qualification with how they have performed in all qualifications they have taken in schools. This allows us to better understand how subjects within the school are performing relative to the same student. e.g. A negative residual indicates that students in that subject perform less well than in other subjects.

The majority of our subjects have performed in line or better than average compared with other schools using SISRA. Once the IDSR is published in Oct/Nov we will have a better idea about Longsands' performance compared to national and we will have a Progress 8 score. The following subjects are a cause for concern: Business Studies, Drama, English Language. We will have a better understanding of the reasons for underperformance after the Exam Review Meetings.

More concerningly there are a number of subjects where students underperformed in their subject (residual) this needs to be carefully explored and support put into place to ensure that this disparity is removed. These subjects are: Business, Computer Science, Drama, Eng Lang & Lit, Geography, History, Further Maths, MFL: French & German and Product Design. This underperformance will be explored in the Exam Review Meetings and some subject areas will be provided with additional support.

See Year 11 Maximising Attainment Plan for next steps.

KS5 2023 Results

Key Headline Data

	Longsands						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
L3 Overall Average Points per Entry	31.05	31.23	28.96	36.6	38.79	34.57	32.25
L3 Overall Average Grade	C	C	C=	B-	B=	C+	C+
L3 Overall VA	-0.25	0.11	-0.11	0.34	0.47	-0.14	-0.51
Students Included in AAB	104	122	80	90	85	57	87
Students Achieving AAB Including 2 Facilitating (%)	6.7%	13.9%	6.3%	26.7%	28.2%	21.1	18.4
Students Achieving AAB Including 3 Facilitating (%)	4.8%	11.5%	5.0%	16.7%	15.3%	14	9.2
3 Alevels A*-C	42.6%	40.3%	28.2%	63.6%	58.6%	43.6%	40.1%
3 Alevels A*-E	85.8%	77.5%	60.6%	81.3%	72.7%	71.1%	82.1%
A* - B Pass Rate	-	-	31.6%	56.4%	57.6%	46.0%	43.2%
A* - C Pass Rate	-	-	62.8%	84.9%	85.1%	77.1%	69.4%
A* - E Pass Rate	-	-	94.0%	95.9%	99.6%	97.4%	98.7%

	A Levels							
	Average Points				Average Grade			
	2018	2019	2022	2023	2018	2019	2022	2023
Longsands Academy	31.95	30.01	34.71	31.86	C+	C	C+	C+

	Academic Quals							
	Average Points				Average Grade			
	2018	2019	2022	2023	2018	2019	2022	2023
Longsands Academy	31.96	30.08	34.84	32.14	C+	C	C+	C+

	Applied General							
	Average Points				Average Grade			
	2018	2019	2022	2023	2018	2019	2022	2023
Longsands Academy	28.42	26.76	31.87	32.54	Merit+	Merit+	Dist-	Dist-

	Tech levels							
	Average Points				Average Grade			
	2018	2019	2022	2023	2018	2019	2022	2023
Longsands Academy	28.21	SUPP	45.28	n/a*	Merit+	SUPP	Dist*-	

*The computing double used to be classed as a Tech Level but is now an Applied General.

Key points to note:

- This summer sees the return to pre-pandemic grading which means that national results will be lower than last summer. The DfE advised that it will be most meaningful to compare this year's results with 2019.
- Overall, it is positive that in almost all key headline measures, results have improved upon 2019 outcomes, with only a decline in the L3 Overall VA score. This is explained in terms of grade inflation through the nature of the CAGs/TAGs assessment process which consisted of smaller mini papers which could be completed multiple times to take an average – compared to the exam which is a final assessment.
- The subject area performance table clearly highlights how students performed relative to expected progress based on Y11 outcomes. Although the VA score is less valid, the residual progress a clear indicator of which subjects made better progress, relative to others.

Subject Area Performance 2023

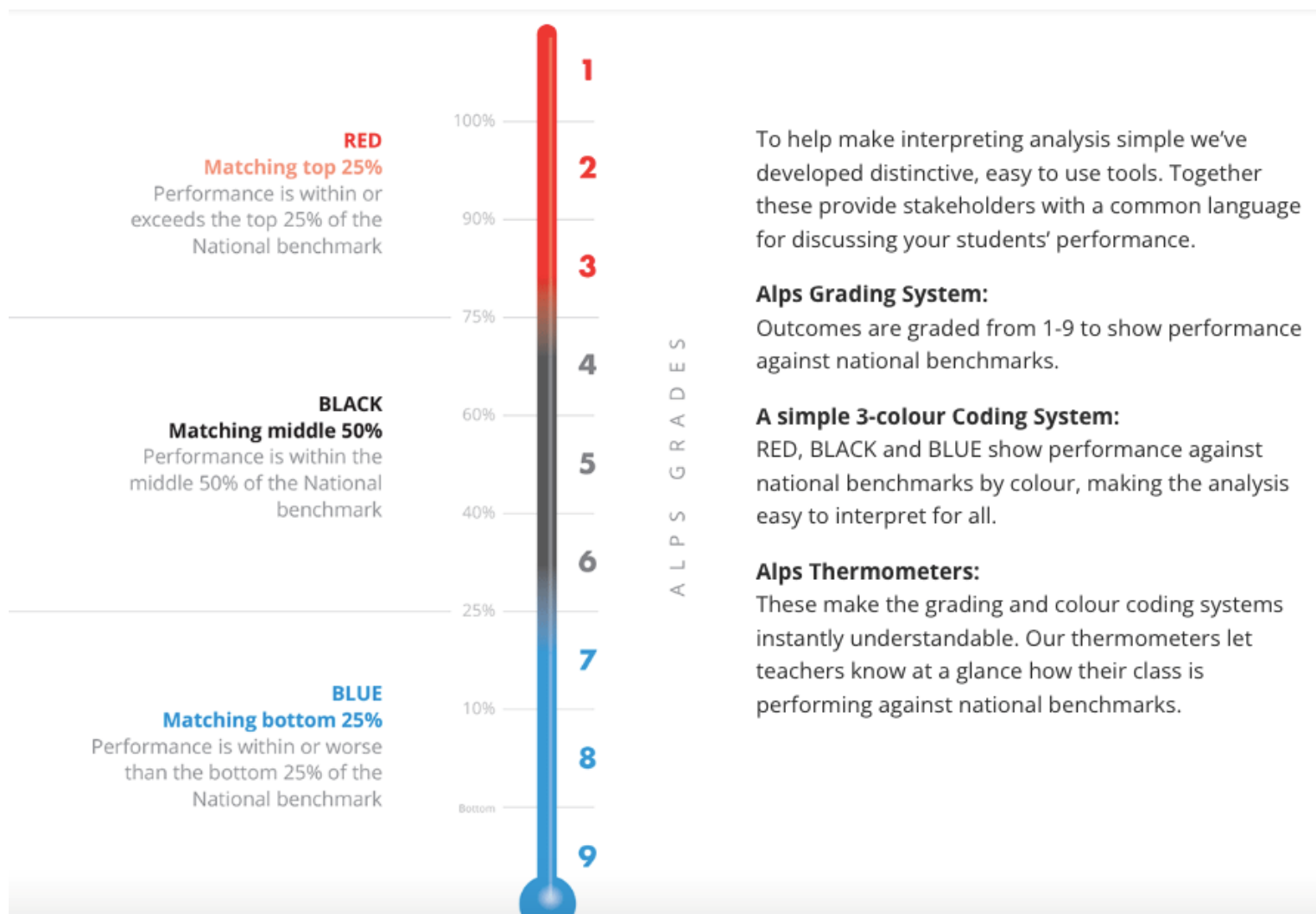
Level 3 Qualifications On Track summary

Name	Total Grades	Average Pts Per Entry	Average Grade	VA	Residual	Avg EAP Diff (Whole)	Avg EAP Diff (Sub)	On/Above Track %	Above Track %	On Track %	Below Track %
Accounting	11	26.36	C-	-0.55	-2.79	-1.2	-1.2	40	0	40	60
Art (Fine)	9	34.44	C+	-0.82	0.52	-1.1	-1.1	22.2	11.1	11.1	77.8
Art (Photography)	7	38.57	B=	0.2	10.83	-0.1	-0.1	71.4	28.6	42.9	28.6
Business BTEC Single	5	36	Dist=	0.39	5	0	0	80	20	60	20
Business Studies	10	26	C-	-0.55	1.4	-0.9	-0.9	30	0	30	70
Classical Civilisation	14	38.57	B=	-0.31	0.75	-0.6	-0.6	57.1	7.1	50	42.9
Computing BTEC Double	11	39.77	Dist+	0.02	3.85	-0.2	-0.2	54.5	27.3	27.3	45.5
Computing BTEC Single	2	50	Dist*=	0.39	-3.75	0	0	100	0	100	0
Criminology	28	26	Merit=	-0.29	3.51	-0.6	-0.6	42.3	3.8	38.5	57.7
English Lan/Lit	19	27.89	C-	-0.91	0.56	-1.1	-1.1	22.2	0	22.2	77.8
English Literature	11	32.73	C+	-0.76	-3.25	-1.2	-1.2	30	0	30	70
EPQ	16	46.25	A-	-0.06	4.07	0	0	100	0	100	0
Film Studies	5	36	B-	0.13	4	-0.4	-0.4	40	20	20	60
Geography	9	26.67	C-	-0.96	-3.9	-1.2	-1.2	33.3	0	33.3	66.7
H&SC	12	24.17	Merit=	-1.04	-1.17	-1.2	-1.2	16.7	0	16.7	83.3
History	23	32.17	C+	-0.57	-2.18	-0.9	-0.9	27.3	4.5	22.7	72.7
Maths	32	38.39	B=	-0.39	0.49	-0.8	-0.8	48.4	16.1	32.3	51.6
Maths (Core)	9	37.78	B-	0.32	6.63	0	0	77.8	22.2	55.6	22.2
Maths (Further)	9	40	B=	-0.89	-5.05	-1.1	-1.1	25	0	25	75
Media Studies	10	30	C=	-0.76	1.65	-0.9	-0.9	30	10	20	70
MFL French	6	33.33	C+	-0.84	-2.69	-1	-1	33.3	16.7	16.7	66.7
MFL German	3	20	D=	-1.55	-3.33	-1.7	-1.7	0	0	0	100
MFL Spanish	1	40	B=	0.91	14.75	0	0	100	0	100	0
PE	12	31.67	C+	-0.35	6.39	-0.6	-0.6	41.7	33.3	8.3	58.3
Politics	9	36.67	B-	-0.85	1.84	-1	-1	50	0	50	50
Psychology	46	28.26	C-	-0.79	-1.61	-1	-1	31.1	15.6	15.6	68.9
Science Biology	26	30.77	C=	-0.58	-2.44	-0.8	-0.8	34.6	15.4	19.2	65.4
Science Chemistry	29	31.38	C=	-0.69	-4.51	-1	-1	31	13.8	17.2	69
Science Physics	12	35.83	B-	-0.7	-5.01	-1.1	-1.1	18.2	9.1	9.1	81.8
Sociology	23	27.83	C-	-0.79	-0.38	-1	-1	45	5	40	55
Sport BTEC Double	7	32.5	Dist-	-0.63	3.21	-1.3	-1.3	14.3	0	14.3	85.7
Sport BTEC Single	1	25	Merit=	-0.84	4.67	-1	-1	0	0	0	100
Sport BTEC Triple	6	28.33	Merit+	-0.21	0	-0.8	-0.8	60	20	40	40
Stageworks Double	11	35.68	Dist=	-0.18	0	-0.3	-0.3	54.5	27.3	27.3	45.5
Stageworks Triple	4	44.17	Dist*-	0.74	0	-	-	-	-	-	-
Summary	448	32.33	-	-0.5	0	-0.8	-0.8	40.3	10.5	29.8	59.7

The **EAP** (Expected Attainment Pathway) is the grade that a student is expected to achieve based on their performance in their GCSEs.

The **Residual** is comparing how students performed in this subject area to how they performed generally. The below track column indicates the % of students who did not make expected progress.

ALPS is a tool we use to compare Longsands outcomes with other schools nationally who are subscribed to ALPs. It is a very useful tool in terms of establishing the performance of both individual subjects and the Sixth Form as a whole in a national context, which is particularly pertinent when students are competing for post-18 places at Higher Education or degree-level apprenticeships. They give each subject a **Grade** between 1-9, with 1 being the best and 9 the worst. In addition it is colour-coded to locate the subject's performance relative to other schools nationally. See the explanation of the colour coding below.



Year on year trends

We can also use ALPS to identify year on year trends. The table below indicates performance in the different subject areas. It is striking that most subject areas are blue, indicating that their performance is in the bottom 25% nationally. This must be improved if the Sixth Form is to be sustainable and attract students. It is important to remember that Teacher Assessed Grades were used in 2020 and 2021, which may have resulted in inconsistencies and inflation. However there is a notable downward trend from 22 to 23.

Type	Subject/Teaching Set	2019/20				2020/21				2021/22				2022/23			
		Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA
A	A - Accounting	8	1.08	2	5.57	7	1.14	1	5.86	13	0.81	7	5.81	11	0.82	7	5.82
A	A - Art (Fine Art)	8	1.01	6	5.38	5	1.03	6	5.12	7	1.10	5	5.84	9	0.92	7	6.28
A	A - Art (Photography)	7	1.00	7	5.28	6	1.25	3	5.25	-	-	-	-	7	1.17	4	5.04
A	A - Biology	20	1.06	1	7.24	28	1.01	2	7.02	18	0.88	4	6.97	26	0.77	6	6.95
A	A - Business Studies	15	1.05	4	5.26	21	1.12	2	5.67	17	0.91	7	5.57	10	0.89	7	5.22
A	A - Chemistry	23	1.04	2	7.06	31	1.00	2	6.81	21	0.82	5	7.05	29	0.73	7	7.18
A	A - Classical Civilisation	10	1.09	3	5.81	-	-	-	-	-	-	-	-	14	0.94	7	6.85
A	A - English Lang. & Lit.	8	1.02	4	5.54	-	-	-	-	8	1.09	2	6.12	19	0.84	8	6.01
A	A - English Literature	14	1.09	2	6.15	17	1.15	2	5.91	3	1.04	3	7.48	11	0.86	8	6.63
A	A - Film Studies	7	1.22	2	4.92	8	1.26	1	4.45	8	1.08	5	4.63	5	1.11	4	5.15
A	A - French	2	1.01	4	6.16	-	-	-	-	2	0.91	6	7.11	6	0.79	7	7.14
A	A - Geography	6	0.99	5	5.70	16	0.98	5	6.13	8	1.01	4	6.11	9	0.78	8	6.12
A	A - German	-	-	-	-	1	1.16	2	7.89	2	0.92	5	5.77	3	0.64	8	6.27
A	A - Government & Politics	11	1.07	3	6.21	6	1.01	5	6.72	3	1.15	2	7.07	9	0.86	7	7.22
A	A - History	26	1.04	3	6.16	14	1.05	3	6.67	7	1.05	3	6.46	23	0.88	7	6.38
A	A - Mathematics	36	0.97	4	7.22	31	1.05	2	6.90	21	0.86	6	7.33	32	0.85	6	7.21
A	A - Maths (Further)	10	0.99	5	8.03	5	1.21	2	7.22	5	0.96	5	8.35	9	0.82	7	8.00
A	A - Media Studies	10	1.05	5	4.96	8	1.23	2	4.80	14	1.08	5	5.13	10	0.93	8	5.61
A	A - Physical Education	4	0.93	5	5.43	12	0.94	5	6.31	-	-	-	-	12	0.89	6	6.08
A	A - Physics	15	1.04	2	7.13	14	1.00	2	6.71	19	0.74	7	6.97	12	0.78	6	7.50
A	A - Psychology	34	1.00	4	5.58	52	1.05	3	6.00	36	0.89	6	6.02	46	0.81	7	6.20
A	A - Sociology	30	1.01	6	5.24	27	0.99	6	5.22	19	0.96	7	4.75	23	0.91	8	5.44
WJEC Applied Dip	WJEC Applied Dip - Criminology	38	0.88	5	4.99	42	0.97	3	4.64	44	0.81	6	4.92	28	0.82	6	5.05
16 Ext Cert	16 Ext Cert - Business	8	0.78	6	5.19	13	0.96	4	4.70	5	1.00	4	4.98	5	0.98	4	5.38
16 Ext Cert	16 Ext Cert - Computing	-	-	-	-	-	-	-	-	-	-	-	-	2	1.08	2	8.55
16 Ext Cert	16 Ext Cert - Sport	3	1.15	2	5.17	5	0.95	5	4.68	6	0.67	8	5.55	1	0.60	8	5.29
16 Dip	16 Dip - Computer Science	26	0.77	-	5.55	-	-	-	-	18	1.00	-	5.76	22	0.88	-	6.19
16 Dip	16 Dip - Performing Arts	30	0.99	3	5.00	38	1.14	1	4.85	20	1.02	2	5.95	22	0.89	4	5.67
16 Dip	16 Dip - Sport	12	0.69	7	4.10	26	0.77	6	4.13	20	0.81	5	5.08	14	0.80	6	5.15
16 Ext Dip	16 Ext Dip - Performing Arts	18	1.07	3	5.01	21	1.11	2	5.03	18	1.20	1	4.95	12	1.06	3	5.47
16 Ext Dip	16 Ext Dip - Sport	-	-	-	-	-	-	-	-	-	-	-	-	18	0.81	6	4.43
16 CT Ext Cert	16 CT Ext Cert - Health & Social Care	18	0.89	5	4.76	8	0.96	4	5.05	8	0.89	5	4.73	12	0.55	8	5.29

Please see Y13 Maximising Achievement Plan for next steps.

Year 11 Maximising Achievement Plan (23-24)

Key Performance Targets						
Average Attainment 8 score: ALL: 5.6 PP: 4.7 SEND K (support): 3.9 SEND E (EHCP): 3.5	Grade 5+ Eng & Maths: 59%	Grade 4+ Eng & Maths: 89.7%	% of students achieving EBacc 5+ 50% EBacc 4+ 64% (61.4% entered)	SPI (P8) score: ALL: 0.5 PP: 0.0 SEND: 0.2	Ave Grade per subject: English – 6 Maths – 5.41 EBacc – 5.68 Open 5.75	Probability of achieving 5+ GCSE 7-9 – 29%

Context and Intent		
YEAR 10 mock outcomes and forecasting		
Indicator (Targets)	2024 Cohort Y10 MOCKS	PR3 (July 23)
Total no. of Students in the Cohort	290	290
KS2 Prior	104.5	104.5
Attainment 8 (56.5)	40.79	49.76
Progress 8 (0.53)	-0.92	-0.02
English Progress (0.23)	-0.67	-0.04
Maths Progress (0.51)	-1.01	0.14
EBACC Progress (0.78)	-0.68	0.22
Open Progress (0.50)	-1.29	-0.39
Students Achieving 9-5 in English and Maths (59%)	35.9%	55.2%
Students Achieving 9-5 in English (Best of) (74.5%)	52.8%	68%
Students Achieving 9-5 in Maths (60.3%)	43.4%	61%
Students Achieving 9-4 in English and Maths (89.7%)	57.2%	78.6%
Students Achieving 9-4 in English (Best of) (92.8%)	70.7%	89.6%
Students Achieving 9-4 in Maths (90%)	61.0%	80.3%
Students Achieving 9-7 in English and Maths (16.6%)	4.1%	12.1%
Students Achieving 9-7 in English (Best of) (22.1%)	17.9%	22.4%
Students Achieving 9-7 in Maths (25.9%)	5.9%	25.2%
Students entered for the E-BACC (64.5%)	61.4%	62.1%
Students Achieving the E-BACC (4+) (63.8%)	25.5%	45.2%

Students Achieving the E-BACC (5+) (49.7%)	11.4%	26.9%
E-BACC APS (5.07)	3.80	4.70

Mock outcomes by Subject Area (summer 23):

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Art (Fine)	0	4.7	7	23.3	55.8	83.7	93	95.3	97.7	97.7	97.7	100	100	43	5-	4.6	0.19	-1.16
Art (Photography)	0	0	0	21.1	31.6	84.2	94.7	94.7	94.7	94.7	94.7	100	100	19	4=	4.21	1	-0.82
Business Studies	0	7.5	17.5	25	35	45	65	75	87.5	87.5	87.5	100	100	40	3+	3.58	0.08	-0.9
Computer Science	5.2	24.1	37.9	46.6	60.3	74.1	77.6	82.8	93.1	96.6	96.6	100	100	58	5=	5.02	0.8	0.21
Drama	11.1	11.1	11.1	22.2	22.2	66.7	88.9	100	100	100	100	100	100	9	4+	4.33	0.37	-0.18
English Language	3.5	8.7	17.4	37.2	50.7	65.6	85.1	93.4	95.1	97.2	97.2	100	100	288	5-	4.57	0.58	-0.47
English Literature	0.7	1.4	6.6	18.8	33.3	54.9	73.6	89.9	92.7	96.5	96.5	100	100	288	4-	3.72	-0.27	-1.24
Food & Nutrition	2.8	5.6	8.3	13.9	36.1	44.4	61.1	80.6	88.9	94.4	94.4	100	100	36	3+	3.42	0.25	-1.2
Geography	2.2	2.2	9.7	26.9	43	59.1	76.3	88.2	92.5	94.6	94.6	100	100	93	4=	4	0.2	-0.72
History	2.1	6.2	10.8	20.1	33	46.4	68	84	95.4	100	100	100	100	194	4-	3.66	-0.52	-1.22
Latin	5.6	38.9	44.4	55.6	77.8	83.3	88.9	94.4	94.4	94.4	94.4	100	100	18	6-	5.83	-0.16	-0.8
Mathematics	0	1.1	6	15.1	44.2	62.1	76.8	89.8	96.8	98.9	98.9	100	100	285	4=	3.92	-0.11	-0.99
Media Studies	0	0	0	25.9	37	40.7	74.1	81.5	81.5	81.5	81.5	100	100	27	3+	3.41	0.39	-0.89
MFL French	0	0	0.7	6.7	20	48	83.3	96.7	97.3	98.7	98.7	100	100	150	4-	3.53	-0.84	-1.42
MFL German	0	0	0	4.8	42.9	85.7	100	100	100	100	100	100	100	21	4+	4.33	-0.53	-0.6
Music	11.8	23.5	41.2	58.8	88.2	88.2	100	100	100	100	100	100	100	17	6+	6.12	1.16	0.37
PE	0	15	27.5	40	62.5	80	97.5	100	100	100	100	100	100	40	5+	5.23	1.08	0.13
Product Design	0	4.9	7.3	14.6	41.5	61	80.5	92.7	97.6	97.6	97.6	100	100	41	4=	4	-0.02	-0.87
Science Biology	2	8.1	16.2	41.4	70.7	92.9	98	98	98	99	99	100	100	99	5+	5.25	-0.17	-1.24
Science Chemistry	2	9.1	21.2	54.5	79.8	92.9	96	96	96	98	98	100	100	99	5+	5.47	0.05	-0.89
Science Physics	2	10.1	21.2	50.5	76.8	90.9	96	96	96	100	100	100	100	99	5+	5.39	-0.03	-1.03
Summary	1.6	5.8	12.2	27	46.4	64.5	81.3	91.2	95.1	97.5	97.5	100	100	1964	4+	4.25	-0.01	-0.92

9-1 GCSE Double (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Science Combined	0	0	0.3	5.4	20.2	44.1	75.8	87.4	90.3	98.9	98.9	100	100	372	33+	3.23	-0.06	-0.89
Summary	0	0	0.3	5.4	20.2	44.1	75.8	87.4	90.3	98.9	98.9	100	100	372	33+	3.23	-0.06	-0.89

Cambridge National L1/L2 (Att8 Points)																	
Name	D* %	D* - D %	D* - M %	D* - P %	D* - L1D %	D* - L1M %	D* - L1P %	D* - U %	D* - F %	D* - X %	D* - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Child Development	7.4	22.2	33.3	37	59.3	70.4	85.2	92.6	92.6	92.6	100	100	27	L1D	3.5	0.18	-1.55
Construction L1/2	0	0	18.8	31.3	50	62.5	81.3	93.8	93.8	93.8	100	100	16	L1D	2.58	0.29	-0.96
Sport L1/2	0	14.3	50	57.1	64.3	92.9	92.9	92.9	92.9	92.9	100	100	14	P	4.04	1.24	-0.62
Summary	3.5	14	33.3	40.4	57.9	73.7	86	93	93	93	100	100	57	L1D	3.37	0.47	-1.17

PR3 (Y10) Latest forecasting by Subject Area (summer 23)

9-1 GCSE (Att8 Points)																		
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Art (Fine)	0	4.7	9.3	48.8	69.8	93	95.3	97.7	97.7	97.7	97.7	100	100	43 5=	5.16	-0.23	-0.6	
Art (Photography)	0	0	0	31.6	78.9	94.7	94.7	94.7	94.7	100	100	100	100	19 5=	4.89	0.72	-0.15	
Business Studies	0	7.5	20	27.5	37.5	57.5	72.5	85	100	100	100	100	100	40 4=	4.08	-0.34	-0.38	
Computer Science	1.7	17.2	32.8	50	67.2	74.1	86.2	91.4	93.1	96.6	96.6	100	100	58 5=	5.14	0.03	0.32	
Drama	11.1	11.1	11.1	33.3	66.7	88.9	100	100	100	100	100	100	100	9 5+	5.22	0.32	0.57	
English Language	3.8	9	22.2	45.8	65.3	88.9	96.2	98.3	98.6	98.6	98.6	100	100	288 5+	5.28	0.36	0.24	
English Literature	0.7	3.1	11.5	31.9	56.3	83.7	94.4	97.2	97.6	97.9	97.9	100	100	288 5-	4.76	-0.16	-0.2	
Food & Nutrition	0	0	5.6	22.2	36.1	58.3	91.7	91.7	94.4	94.4	94.4	100	100	36 4=	4	-0.1	-0.64	
Geography	2.2	5.4	23.7	47.3	68.8	86	92.5	93.5	94.6	94.6	94.6	100	100	93 5=	5.14	0.39	0.42	
History	4.1	11.3	23.7	43.8	68.6	86.6	93.8	96.9	97.4	99	99	100	100	194 5+	5.26	0.14	0.37	
Latin	16.7	44.4	66.7	83.3	94.4	100	100	100	100	100	100	100	100	18 7=	7.06	0.13	0.42	
Mathematics	1.4	8.1	25.6	41.1	62.1	81.8	92.3	97.5	98.9	98.9	98.9	100	100	285 5=	5.09	0.11	0.19	
Media Studies	0	0	11.1	29.6	48.1	70.4	88.9	88.9	88.9	88.9	88.9	100	100	27 4=	4.26	0.26	-0.05	
MFL French	0	1.3	8.7	18.7	38.7	74	94.7	98.7	98.7	98.7	98.7	100	100	150 4+	4.33	-0.98	-0.62	
MFL German	0	0	9.5	61.9	100	100	100	100	100	100	100	100	100	21 6-	5.71	-0.1	0.75	
Music	17.6	29.4	52.9	76.5	88.2	100	100	100	100	100	100	100	100	17 7-	6.65	0.74	0.9	
PE	0	17.5	27.5	52.5	75	87.5	100	100	100	100	100	100	100	40 6-	5.6	0.5	0.52	
Product Design	0	2.4	4.9	24.4	43.9	87.8	97.6	97.6	97.6	97.6	97.6	100	100	41 5-	4.56	-0.33	-0.29	
Science Biology	6.1	16.2	46.5	74.7	93.9	99	100	100	100	100	100	100	100	99 6+	6.36	0.03	-0.13	
Science Chemistry	6.1	21.4	50	79.6	95.9	98	100	100	100	100	100	100	100	98 7-	6.51	0.18	0.14	
Science Physics	6.1	24.2	44.4	72.7	87.9	98	100	100	100	100	100	100	100	99 6+	6.33	0	-0.09	
Summary	2.7	9.4	23.6	44.8	65.6	85.5	94.7	97.2	98.1	98.4	98.4	100	100	1963 5+	5.22	0.02	0.04	

9-1 GCSE Double (Att8 Points)

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Science Combined	0	0	4.5	12.6	32.6	66.6	92	96.3	97.9	97.9	97.9	100	100	374	44=	4.02	-0.21	-0.08
Summary	0	0	4.5	12.6	32.6	66.6	92	96.3	97.9	97.9	97.9	100	100	374	44=	4.02	-0.21	-0.08

Cambridge National L1/L2 (Att8 Points)

Name	D* %	D* - D %	D* - M %	D* - P %	D* - L1D %	D* - L1M %	D* - L1P %	D* - U %	D* - F %	D* - X %	D* - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	Positive SPI %	In A8 Basket %
Child Development	3.7	18.5	37	59.3	70.4	81.5	88.9	96.3	96.3	96.3	100	100	27 P	3.91	-0.46	-1.15	29.6	85.2	
Construction L1/2	0	0	6.3	56.3	81.3	87.5	93.8	93.8	93.8	93.8	100	100	16 L1D	3.3	0.17	-0.19	46.7	93.8	
Sport L1/2	0	14.3	50	57.1	71.4	78.6	78.6	92.9	92.9	92.9	100	100	14 P	3.82	0.11	-0.85	53.8	78.6	
Summary	1.8	12.3	31.6	57.9	73.7	82.5	87.7	94.7	94.7	94.7	100	100	57 P	3.71	-0.14	-0.81	40	86	

Compare Mock/PR3 residual and SPI

Name	Residual	PR3 Residual	Difference	Subject Progress Index	PR3 Subject Progress Index	Difference
Art (Fine)	0.19	-0.23	-0.42	-1.16	-0.6	0.56
Art (Photography)	1	0.72	-0.28	-0.82	-0.15	0.67
Business Studies	0.08	-0.34	-0.42	-0.9	-0.38	0.52
Computer Science	0.8	0.03	-0.77	0.21	0.32	0.11
Drama	0.37	0.32	-0.05	-0.18	0.57	0.75
English Language	0.58	0.36	-0.22	-0.47	0.24	0.71
English Literature	-0.27	-0.16	0.11	-1.24	-0.2	1.04
Food & Nutrition	0.25	-0.1	-0.35	-1.2	-0.64	0.56
Geography	0.2	0.39	0.19	-0.72	0.42	1.14
History	-0.52	0.14	0.66	-1.22	0.37	1.59
Latin	-0.16	0.13	0.29	-0.8	0.42	1.22
Mathematics	-0.11	0.11	0.22	-0.99	0.19	1.18
Media Studies	0.39	0.26	-0.13	-0.89	-0.05	0.84
MFL French	-0.84	-0.98	-0.14	-1.42	-0.62	0.8
MFL German	-0.53	-0.1	0.43	-0.6	0.75	1.35
Music	1.16	0.74	-0.42	0.37	0.9	0.53
PE	1.08	0.5	-0.58	0.13	0.52	0.39
Product Design	-0.02	-0.33	-0.31	-0.87	-0.29	0.58
Science Biology	-0.17	0.03	0.2	-1.24	-0.13	1.11
Science Chemistry	0.05	0.18	0.13	-0.89	0.14	1.03
Science Physics	-0.03	0	0.03	-1.03	-0.09	0.94
Science Combined	-0.06	-0.21	-0.15	-0.89	-0.08	0.81
Child Development	0.18	-0.46	-0.64	-1.55	-1.15	0.4
Construction L1/2	0.29	0.17	-0.12	-0.96	-0.19	0.77
Sport L1/2	1.24	0.11	-1.13	-0.62	-0.85	-0.23
Summary	0.21	0.05	-0.15	-0.8	-0.02	0.77

NB If the difference Mock/PR3 residual is negative it suggests that students are forecasted to make lesson progress in that subject than across the other subjects, which is concerning. The difference between Mock/PR3 SPI indicates how much progress is being made between Y10 mocks (summer 23) and forecast for Exams (summer 24). It has been indicated green if 0.5 or less progress is needed, yellow if between 0.5-1 grade is needed, amber if 1+ grades are needed. It is red if we say students are going to perform worse.

The progress 8 score (-0.02) forecast for current Year 10 students to achieve in Summer 24 suggests that students will make progress broadly in line with national average, however we do not consider ourselves to be an average school. Our P8 target needs to be **at least +0.5**. This would represent a significant downturn from 0.14 (P8 est 2023), 0.26 (P8 2022) 0.12 (P8 2019) compared to previous outcomes in external examinations.

When comparing PR3 forecasts with Year 10 mock outcomes for year 10 is notable that on average students need to make 0.77 progress which represents almost 3/4 grade on average. See *Compare Mock/PR3 residual and SPI* table for the actual progress needed on average in each subject. In 2023 students made 1.01 progress between mock P8 (-0.87) and the actual P8 (0.14), therefore it is credible that students through year 11 will improve by almost a grade.

However we need to accelerate the progress to ensure that students achieve a P8 score of at least 0.5 in their final exams.

The forecast Basics measure – attainment (grades attained) in Maths and English is concerning 4% below (approx. 12 students) 5+ measure and 11% below 4+ measure (approx. 32 students). A higher number must do better. **There are 54 students who have either Maths or English at 5+ but not both and 37 students at 4+ in either Maths or English – these students need to be targeted to ensure that we hit the basics measure.**

EBacc forecasts are particularly concerning with 23% (approx. 67 students) EBacc students not achieving 5+ and 19% not achieving 4+ (approx. 55 students). Within each of the EBacc subject areas a sufficient number of students are forecast to hit the measures e.g. 5+ Eng (68%), Ma (61%), Science (52%), MFL (51%) and Hums (70%) however these means that they are not performing well across all the subjects, **there is ongoing identification of underperformance on a student level for both 5+ and 4+ with corresponding interventions.**

Average Attainment 8 (forecast in brackets)

ALL: 5.3 (4.98) PP: 4.7 (4.31) SEND K (support): 3.9 (3.57) SEND E (EHCP): 3.5 (3.0)

Subject areas need to ensure that they are pushing students to attaining or exceeding their target grades through targeted intervention.

Subject that are causing concern in terms of outcomes (PR3) are:

- Art
- Business Studies
- English Literature
- Food & Nutrition
- MFL: French
- Product Design

Update of progress – see annotations below: Sept 2023 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 FFT5 targets. (LLO/SLT) • Scrutinise subject results to examine gaps in curriculum knowledge (QLA) or underachieving students. Use SPI to estimate subject progress. (SLT/HoD) • Rank order students by estimate of P8 to target support for those with negative estimate score. (HoY11/ELL) • Actions and next steps captured in line management minutes (SLT Links) 	Used the latest tracking and mock data to put students into a subject they are underperforming in currently for tutor time intervention. Students who are not tracking to hit 4+ or 5+ in Basics were given priority for English and Maths intervention (Sept 23)
2. Increase crossover for students achieving 4+ EM and 5+ EM	<ul style="list-style-type: none"> • Weekly EnMa VENN meeting to analyse line by line interventions for students at 4+ and 5+ (HoD Ma/En, ELL, CCU) • Targeted support for cross-over group inside & outside lessons with barriers to progress being addressed in lessons (Teachers, HoD) 	A dry run of the RAG meeting for Basics has happened on 13/9/23. The intervention codes have been updated for the interventions we can run. A full run of the first BASICs RAG meeting will be run on 20/9/23.
3. Increase PP and SEND achievement to close the gap	<ul style="list-style-type: none"> • Ensure all staff fully aware of key groups, esp. PP, SEND and understand the data: SLT data lead, PP/SEND lead work with HoY to plan staff CPD and updates (SENCO, LPH, TWS, ELL) • Use Y10 mock exam and other assessment data to track PP & SEND progress and identify target group (SENCO, LPH, TWS, ELL) • 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. (SENCO, LPH, ELL, TWS, HoD (via minutes)) • MAP meeting minutes discussed at SLT and actions added to Line Management Agendas (HoD/ELL) 	Work to be done in liaising with TWS for PP students. Staff aware of all PP and SEND students within their groups, seating plans completed using Bromcom showing this data.

4. Increase teaching time to support target students in closing attainment gaps.	<ul style="list-style-type: none"> • Subject areas to bid for period 6 'Xtra' sessions in 6 week blocks with clear impact measures (HoD, ELL) • Y11 PM Form time to be retimetabled into intervention groups according to need with a clear focus on EBacc subjects. (almost 3 hours a week) (ELL) • HoD Maths, Science & English timetabled to deliver interventions in these sessions. Y11 tutors are EBacc subject teachers. (ELL) 	<p>Bidding form for period 6 'Xtra' sessions to be shared with HoD for completion.</p> <p>Further Maths class have started as a period 6 enrichment opportunity already.</p> <p>Y11 PM Form time interventions start w/c 18th Sept based on mock outcomes focussing on BASICS.</p> <p>HoDs – Maths/Science/English are coordinating the PM intervention sessions.</p>
5. Ensure that Year 11 have the best teachers.	<ul style="list-style-type: none"> • SLT links to sign off staffing for Year 11 teaching groups after discussing deployment rationale with HoDs (SLT/HoDs/CCU) • Subject specialists/SLT to be deployed to cover Year 11 lessons with any absence. (Cover/SLT) 	<p>HoDs explained rationale for the selection of Y11 teachers with SLT links in July 23. Some movement took place with key groups e.g. Maths set 3 4/5 group.</p>
6. Ensure students are in correct tiers in Science, Maths, MFL to maximise outcomes.	<ul style="list-style-type: none"> • Use mock exams & regular assessment data to ensure students are entered for the appropriate tiers. (HoD, SLT, ELL) • Review tiers at the end of Year 10 via line management meetings (JRM, HoD, SLT) • Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs (HoD, SLT) 	<p>Sets were cross referenced by HoDs/SLT links in July 2023. To be revisited post mocks.</p>
7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses.	<ul style="list-style-type: none"> • Maximise effective use of curriculum time left, ensuring each lesson accounted for and balance of time matches course components as well as sufficient exam preparation & practice in lessons – focus of intellectual preparation sessions (HoD, SLT) • Share department-designed revision activities and guides with students to support effective revision strategies & ensure this is checked by departments (Teachers, HoD) • Check departments are using exam papers to maximum effect in internal exam series – HoD to share their rationale for using past papers. (HoD, SLT) 	<p>HoDs asked to complete delivery of curriculum by Feb half term to facilitate sufficient time for revision (5.9.23)</p>
8. Improve quality of revision resources and homework to	<ul style="list-style-type: none"> • Monitor quality and frequency of homework based on DfE guidelines that students complete 	<p>Homework guidelines issued to HoDs that all KS4 students to complete 2 hours of homework a night. This should be primarily retrieval practice – Carousel Learning to be</p>

ensure students improve recall of core knowledge.	<p>2-2.5 hrs extra study per day (HoD, SLT)</p> <ul style="list-style-type: none"> Regular explicit teaching of effective revision techniques to support students' practice (retrieval, spacing, interleaving, dual coding, elaboration) via tutor time & collapsed session/assembly and share revision guidance to support students and parents (based on cog sci).(HOY11, Tutors) 	shared as purchased by the trust, which impacts positively on teacher workload by creating a self-assessment platform for retrieval practice.
9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time.	<ul style="list-style-type: none"> Daily attendance check for Y11, making calls before other year groups. Prioritise PA students with calls & visits. (Attendance team, HoY 11) Daily attendance data Y11 shared at SLT briefing – targeted response to non-attendance. (Attendance, ELL) Prioritise returning all AP students and students on part-time timetables to full time lessons, if possible. (LPH) Reward and praise high attendance and keep communication in assemblies and tutor time. (HOY11, Attendance) SLT & HoY behaviour walks to visit all Y11 and support disruption-free learning. (SLT, HOY11) Send SSO to collect specific work for any Y11 student in reset. Reset base teacher to ensure work is completed.(All) Ensure core routines mean students have correct equipment every day. (Tutors, Hoy11) 	<p>Return to school meetings happening swiftly to ensure students are back in school as soon as possible.</p> <p>Use of the perfect week to praise attendance and no behaviour points.</p> <p>At least 3 house points given out per lesson for students.</p> <p>Use of praise emails for students tracking a s a 1 on the RAG spreadsheets.</p> <p>Use of tutor time to deliver sessions on how to revise to give students strategies in preparation for their upcoming mock exams.</p> <p>Provided students with incorrect uniform the appropriate attire to ensure they are back within lessons swiftly. If necessary required uniform has been ordered in for the student. Reset base support to email teachers of students in reset the day before they attend to collect relevant work for them – this needs further development.</p>
10. Support, motivate and incentivise for full participation and engagement	<ul style="list-style-type: none"> Use assemblies, tutor times and student bulletin to remain focussed on countdown to key assessment points. (HOY11, Tutors, ELL) Clear revision programme and schedule throughout Year 11. (HoD, HoY11, ELL) Look after wellbeing making use of mentors and support. Use sports and activities to help de-stress (after-school Friday) (HoD PE, HoY11) Use of rewards & treats to motivate students hard work and participation, such as snacks, 	Students have just completed a 2 week programme which focussed on the science of learning

	<p>reward trips, prom points. (Staff, HoY11)</p> <ul style="list-style-type: none"> • Take all opportunities to praise – privately, in the corridor, in public, via emails and calls home (all) • Use academic mentoring for every student who needs to make significant progress to support attendance at school (Attendance) 	
11. 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 (HOY11) • One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support (Tutors, HOY11) • Share important information about revision resources and strategies to make it easy for parents/carers to support at home (HOY11, HoD) • Send praise cards, emails, make calls to recognise efforts of individuals (all) • 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 (HOY11, ELL) • Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (ELL) 	Year 11 welcome evening to be held on 18/9/23 to focus on revision strategies, oversight of how school will support students in preparation for GCSEs etc. No study leave for students in order to maximise time for input from staff.
12. 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 (HOD, HOY11) • 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) (ELL) • Keep to consistent and clear routines that mean the students know exactly what to do in final exams. (All, Exams Officer) 	
13. Use last days in school for final exam preparation that keeps students focused to the end	<ul style="list-style-type: none"> • Do not grant study leave; instead, use every lesson to support students' preparations (ELL) • Collapsed lessons in school prior to exams focused on final 	Explained to parents/carers at Y11 Welcome Evening

	preparations for specific exam techniques and papers (ELL) <ul style="list-style-type: none"> • Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study (ELL) 	
14. Ensure all the slots are filled and all students even AP are P8 compliant	<ul style="list-style-type: none"> • Check curriculum offer for AP students (LPH) • Check curriculum offer for SEND student (a) • Explore alternative courses for students with U grade forecasts – can they reduce their curriculum? 	All AP students are compliant with P8 and have all their slots filled. All SEND students are compliant where appropriate.
15. Need for accurate forecasting	<ul style="list-style-type: none"> • Discuss forecasting strategies in ERAM (HoDs, ELL, CCU) • HoDs to support less experienced members of staff (HOD) • SLT links to support the process with suggestions of new strategies (SLT/ELL) 	Discussions on prediction accuracy to occur in the exam review meetings. Support needed within departments to be discussed.
16. All curriculum areas to share planning to allow for the courses to be finished by Feb half term.	<ul style="list-style-type: none"> • CCU to share with HoDs on INSET • SLT to discuss strategies to speed up curriculum coverage(Every minute matters) with the HoD • Regular checks of progress through student voice/SLT link/work scrutiny 	HoDs asked to complete delivery of curriculum by Feb half term to facilitate sufficient time for revision (5.9.23) Issues to be shared with SLT links who will support with the planning process.
17. Accelerate progress for the HPA.	<ul style="list-style-type: none"> • Create a set of masterclasses to support students getting the 7+ grades • Use of sixth form buddies to support with this – also attract students to sixth form • Tutor time intervention to push 7+ mastery 	Year 11 7+ triple science intervention group created for lunchtime tutor time. Looking into feasibility of having 7+ period 6 sessions for English and Maths.

Key: ELL(Lizzie Lloyd) = AP Assessment & Outcomes, CCU (Catherine Cusick) = Principal, HoY11 (Kelly Bingham) = Head of Year 11, SENDCo (Ellen Simpson), LPH (Lauren Phillips) AP for Inclusion, TWS (Tom Smy) AP for Pupil Premium.

Year 13 Maximising Achievement Plan (23-24)

Context and Intent

Context of the Year 12 cohort and position of the Academy:

98 Students in the cohort, which has resulted in very small class sizes. As a cohort they are almost 2 grades below their targets. In addition, teachers are predicting that they will be on average a grade below where they need to be.

Progress must be accelerated so that outcomes in summer 24 are in line with expected outcomes based on Y11 outcomes. In particular support must be given to students who need to convert the Ds, Es & Us to grade Cs.

On a subject level only 3 subjects are forecasting all students to be on track. 14 subjects claim that less than 25% are going to be on track in their exams in summer 24. **This is very concerning and immediate action is underway to accelerate progress in subject areas.** See the table which compares mock outcomes with the latest forecast grades.

Indicator (Targets)	Final Exams		Y12 Mocks	PR3
	2018/19	2022/23	May 2023	June 2023
L3 Overall Average Points per Entry (43.05)	28.96	32.25	29.27	34.77
L3 Overall Average Grade (B+)	C=	C+	C=	C+
L3 Overall VA (0.58)	-0.11	-0.51	-0.80	-0.26
Students Included in AAB (78)	80	87	76	76
Students Achieving AAB Including 2 Facilitating (%) (19.5%)	6.3%	18.4%	7.9%	15.8%
Students Achieving AAB Including 3 Facilitating (%) (11.7%)	5.0%	9.2%	5.3%	7.9%
3 Alevels A*-C (100%)	28.2%	40.1%	61.8%	70%
3 Alevels A*-E (100%)	60.6%	82.1%	90.8%	95%
A*-A Pass Rate (29.4%)	13%	22.9%	17.6%	25.4%
A* - B Pass Rate (86.7%)	31.6%	43.2%	37.6%	52.2%
A* - C Pass Rate (100%)	62.8%	69.4%	58.4%	78.7%
A* - D Pass Rate (100%)	89.8%	84.5%	76.8%	90.1%
A* - E Pass Rate (100%)	94.0%	98.7%	90%	98.2%
No of U grades (0)	7	5	25	5

Y12 Mock Subject level performance compared with latest forecast (Y12 PR3)

NB Amber indicates mock outcomes and blue indicates the forecasts for Summer 2024 made in Summer 2023.

The subject areas have been colour coded based on the % of students who are on track. Currently we are forecasting:

- 3 subjects 100% cohort on track (green)
- 7 subjects between 51%-99% of cohort are on track (yellow)
- 6 subjects between 25% -50% of cohort are on track (amber)
- 12 subjects say less than 25% of students are on track (Red)

Level 3 Qualifications On Track summary																		
Subject	Number of Students	Mock Average Pts Per Entry	Mock Average Grade	Forecast Average Grade	Mock EAP Diff	Forecast EAP Diff	Mock EAP Diff (Whole)	Forecast EAP Diff (Whole)	Mock % Above Track	Forecast % Above Track	Mock % Above Track	Forecast % Above Track	Mock % Above Track	Forecast % Above Track	Mock % Above Track	Forecast % Above Track	Mock % Above Track	Forecast % Above Track
Art (Fine)	3	23.33	D+	C+	-1.72	-0.72	3.33	3.33	-1.7	-0.7	0	33.3	0	0	0	33.3	100	66.7
Art (Photography)	1	10	E=	D=	-2.85	-1.85	-3.33	-3.33	-3	-2	0	0	0	0	0	0	100	100
Business Studies	16	21.88	D+	C=	-1.5	-0.75	-1.98	0.42	-1.9	-1.2	6.3	18.8	0	6.3	6.3	12.5	93.8	81.3
Classical Civilisation	9	32.22	C+	B=	-0.56	0.22	-1.11	1.3	-0.9	-0.1	33.3	77.8	0	11.1	33.3	66.7	66.7	22.2
Computing Double	6	36.67	B=	B+	-0.23	0.27	8.4	6.25	-1.7	-1	0	50	0	0	0	50	100	50
Economics	4	32.5	C+	C=	0.09	-0.16	7.5	-0.83	-0.5	-0.8	50	25	25	0	25	25	50	75
English Lan/Lit	7	30	C=	B=	-0.75	0.39	-2.86	0.95	-1.1	0	14.3	100	0	0	14.3	100	85.7	0
English Literature	5	52	A+	A=	0.61	0.41	9.33	3.33	0.2	0	60	60	40	40	20	20	40	40
Film Studies	11	29.09	C=	C+	-0.9	-0.45	6.67	3.03	-0.9	-0.5	36.4	63.6	9.1	9.1	27.3	54.5	63.6	36.4
Geography	17	31.18	C=	B=	-0.24	0.17	4.71	4.12	-0.7	-0.3	47.1	64.7	17.6	23.5	29.4	41.2	52.9	35.3
Geology	7	34.29	Y12	B=	0.11	0.25	7.62	5.71	-0.4	-0.3	57.1	57.1	42.9	57.1	14.3	0	42.9	42.9
H&SC	5	29	C=	C=	-0.64	-0.64	7.33	1.33	-1	-1	20	20	0	0	20	20	80	80
History	6	31.67	C+	B=	-0.68	0.16	-0.28	2.5	-1.2	-0.3	0	66.7	0	0	0	66.7	100	33.3
Maths	20	25	C=	C+	-1.7	-0.8	-7.35	-5.62	-2.5	-1.6	5	20	0	5	5	15	95	80
Maths (Further)	2	50	A=	A*=	-0.2	0.8	-1.25	2.5	-1	0	0	100	0	0	0	100	100	0
Media Studies	2	35	B=	B=	-0.19	0.31	5	3.33	-0.5	0	50	100	0	0	50	100	50	0
MFL French	4	25	C=	C+	-1.35	-0.6	-6.67	-3.33	-2	-1.3	25	25	0	25	25	0	75	75
Music Technology	4	42.5	B+	B+	0.52	0.52	1.04	-1.87	-0.3	-0.3	50	75	25	0	25	75	50	25
PE	13	30	C=	C=	-0.78	-0.71	3.85	-0.13	-1.2	-1.2	30.8	23.1	7.7	0	23.1	23.1	69.2	76.9
Psychology	35	25.14	C=	C=	-0.85	-0.54	-1.24	-3.05	-1.4	-1.1	31.4	31.4	17.1	8.6	14.3	22.9	68.6	68.6
RE	5	28	C=	B=	-1.01	-0.01	-4	-2	-1.2	-0.2	20	60	0	20	20	40	80	40
Science Biology	26	30	C=	B=	-1	-0.34	-4.94	-3.08	-2	-1.3	16	16	0	8	16	8	84	84
Science Chemistry	21	29.05	C=	B=	-0.96	-0.11	-2.22	0.6	-2	-1.1	19	38.1	4.8	4.8	14.3	33.3	81	61.9
Science Physics	10	26	C=	C+	-1.07	-0.27	-7.37	-6.75	-2.2	-1.4	0	10	0	0	0	10	100	90
Sociology	22	23.64	D+	C+	-1.42	-0.61	1.21	3.33	-1.4	-0.6	31.8	45.5	13.6	18.2	18.2	27.3	68.2	54.5
Sport Single	3	28.33	C=	C=	-0.79	-0.79	11.11	5.56	-1	-1	0	0	0	0	0	0	100	100
Stageworks Double	7	38.21	B=	B=	0.58	0.58	0	0	-0.4	-0.4	57.1	57.1	0	0	57.1	57.1	42.9	42.9
Stageworks Triple	1	35	B=	B=	-0.12	-0.12	0	0	-1	-1	0	0	0	0	0	0	100	100
Summary	272	29.37	C=	C+	-0.8	-0.26	0	0	-1.4	-0.9	24.7	39.9	8.1	9.6	16.6	30.3	75.3	60.1

Priority Area	Specific Intent and Actions	Update and summary of impact to date
1. Use of Y12 end of year data to identify students who need additional support.	<ul style="list-style-type: none"> • Ensure students are on the correct courses and are given the support they need to be successful. • U-grade students re-sit papers and this information is shared with parents/carers and students • Follow up parent/carer meeting to discuss options if students are not successful in resits. • Option to improve UCAS grades through sitting additional assessments in September. • All students are ragged acc to grade and VA: Green - no support needed Amber - support needed from depts for academic progress issues or with KS5 for anxiety/mental health issues Red - a student failing to make good progress in more than one subject. They will receive both dept support and Sixth Form mentoring. 	<p>Head of Year 12 (former) met with key students who had underperformed notably those with U grades and gave them the opportunity to resit the exams where they got a U.</p> <p>Follow up meetings are taking place currently with the Head of Sixth Form and the Deputy Head of Sixth Form. They will be put on support plans with clear targets that must be met by their form tutors in the Academic Coaching 1:1 sessions.</p>
2. More effective use of study time by students	<ul style="list-style-type: none"> • Created additional study zones in the Sixth Form Centre • Library to be used by students for private study. • Start of year onboarding session around study skills for both Y12 and Y13 in enrichment slot. 	<p>The Sixth Form area has been refurbished and is much more conducive to a study space. There is supervision in these areas and students are using their study periods better. Y12 & Y13 Students have had an intensive onboarding in tutor time about expectations around expectations as well as study support.</p>
3. Improve attendance and punctuality in Sixth Form so students maximise focused learning time.	<ul style="list-style-type: none"> • Students are not allowed to study at home in study periods. • Option in Y13 if attendance is high enough and students are on track. • All students must attend AM tutor time. • Supervised study & contact home to take place if students truant. 	<p>These measures are in place.</p>
4. Timely intervention to avoid students falling behind.	<ul style="list-style-type: none"> • Every 3 weeks, KS5 teachers must update a central spreadsheet on whether students are on track, add a comment and if not on track suggest next steps. • Above information is used to structure 2-3 weekly academic 	<p>The first round of Academic Coaching is taking place.</p>

	<p>coaching sessions in pm tutor time with form tutor.</p> <ul style="list-style-type: none"> • Sixth Form Leadership to QA the coaching conversations. 	
5. Reduce the impact of staff absence on sixth form lessons.	<ul style="list-style-type: none"> • If a teacher is absent all students must report to the library and collect the cover work for completion that lesson. • Opportunity to QA cover work. • Work is no longer set on Teams, to avoid students not turning up to school if staff are absent. • All missed lessons, including lessons which do not generate cover are added to the leave of absence form. 	Students are attending the library to complete cover work if a member of staff is absent.
6. Ensure the HoDs are driving interventions and support for underperforming KS5 students.	<ul style="list-style-type: none"> • KS5 data analysis & interventions are added to the termly line management agendas. • IP sessions allow for support with KS5 teachers include input from those who have taught this previously. 	KS5 outcomes in exams and Y12 mocks are an item on the agenda for the Exam review Meeting and will form the basis of the actions.
7. Improve quality of revision resources and support to ensure students improve recall of core knowledge.	<ul style="list-style-type: none"> • Use of Carousel Learning at KS5 to add knowledge retrieval, with a particular focus on the study packs. • Support with revision schedules with clear countdowns to Mocks I and Mocks II. 	Carousel Learning is scheduled to be launched in Oct 2023, although HoD have been given the opportunity to access a free version online and signposted to how we will be implementing it in July 2023.
8. Students can deepen knowledge through independent work,	<ul style="list-style-type: none"> • Students provided with guidance about independent work (HoDs) • Resources are available online and in the library (HoD, Resources) 	Ongoing
10. 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, information evenings, parent consultations (Head of Sixth Form) • One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support (Tutor & Sixth Form leadership team). • Share important information about revision resources and strategies to make it easy for parents/carers to support at 	There are Y12 and Y13 Welcome evenings taking place.

	<p>home (Sixth Form Leadership Team, HoD)</p> <ul style="list-style-type: none"> • Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (Sixth Form Leadership Team) 	
12. 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 revision periods before each mock series and continue teaching exam techniques to ensure that students are fully prepared. (HoDs) • Follow same post-exam analysis steps as for Y10 exam above to ensure accurate picture of current attainment and targeted intervention (HoDs, ELL) 	<ul style="list-style-type: none"> •
15. Need for accurate forecasting	<ul style="list-style-type: none"> • Discuss forecasting strategies in ERAM (HoDs, ELL, CCU) • HoDs to support less experienced members of staff (HOD) • SLT links to support the process with suggestions of new strategies (SLT/ELL) • Opportunities for subject community work with St Ivo. 	<ul style="list-style-type: none"> •

Key Stage 3 EBACC Curriculum

The focus in this report will be the EBacc curriculum in Key Stage 3. Please provide details of the development of your KS3 curriculum in your academy over the last academic year and your next steps for 2023-24.

The Teaching & Learning focus is on increasing students' contributions in lessons and to ensure that staff can maximise feedback to be systematically checking students understanding, identifying misconceptions and planning for future lessons. (Means of Participation Framework)

Home learning at KS3 will be based on self-quizzing with a view to improve students' recall of knowledge through systematic retrieval practice (Fluency Framework)

Through intellectual preparation sessions there will be increased consistency in the delivery of the curriculum. With more experienced teachers supporting those colleagues less familiar with the curriculum by creating example answers, identifying common misconceptions, exploring effective ways to maximise student understanding and promote knowledge retention (Intellectual Preparation Framework)

Year Group	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the Curriculum and Assessment secondary team
English	<ul style="list-style-type: none"> Knowledge-rich curriculum Breadth of texts studied. 25 Threshold concepts embedded throughout KS3 schemes – this is what we believe students need to know before KS4. 	<ul style="list-style-type: none"> Very confident-established SOWs Many teachers have attended CPD sessions with EMC on specific texts. 	<ul style="list-style-type: none"> Sequencing and streamlining of schemes. Diversity of voices within texts Introduction of full-length Literature style questions into KS3 (with quotation memorisation) 	<ul style="list-style-type: none"> Curriculum discussions
Mathematics	<ul style="list-style-type: none"> Knowledge-rich curriculum. Maths department has a wealth of teaching experience to deliver inspiring lessons and strong outcomes 	<ul style="list-style-type: none"> Very skilled with a strong blend of experience and newly qualified teachers. Qualified maths teachers except for a small proportion of non-specialist teaching in KS3 (less than 10% of lessons) 	<ul style="list-style-type: none"> Further work to continue drive for higher completion rates of Sparx homework. Roll out of Sparx to Y9. Aim for more consistency across different teachers in the way different concepts are taught. Introduction of booklets for Y7 in Sept 2023 	<ul style="list-style-type: none"> Yes – full support from Becky Sanders (taken over from Naveen Rizvi)
Science	<ul style="list-style-type: none"> Knowledge-rich curriculum Key contribution to the formation of the Astrea science curriculum 	<ul style="list-style-type: none"> Strong team of skilled subject-specialists. Embedded use of Best Evidence in Science Teaching (BEST). 	<ul style="list-style-type: none"> Further embed the use of high-quality textbooks. Introduce smaller, regular, less formal assessments in addition to big topic tests to inform teaching. 	<ul style="list-style-type: none"> Yes – full support from James Furness until Sept 2022 Although now not available

	<ul style="list-style-type: none"> • STEM club and regular STEM opportunities and trips provided. • Covers all the N.C. • Taught by science specialists. 	<ul style="list-style-type: none"> • Department recognised as Astrea Team of the Year 2022. • Department CPD delivered for topics out of area of specialism and ECTs by subject specialists. Topics identified using staff surveys on MS forms 	<ul style="list-style-type: none"> • Develop modelling and checking for understanding through refining the use of visualisers and mini whiteboards. • Investigate how centralised homework could be introduced, in a sustainable way. 	
Geography	<ul style="list-style-type: none"> • Knowledge-rich and well sequenced curriculum 	<ul style="list-style-type: none"> • All qualified Geography teachers with specialisms in the use of GIS software. • Achieved SGQM with the Geographical Association last year, recognising the quality of the curriculum. 	<ul style="list-style-type: none"> • Greater modelling of reading geographical material to support students reading chunks of academic text. • Push to encourage students to expand spoken answers and use appropriate geographical/ geological vocab, including T2 vocab, to improve oracy. 	<ul style="list-style-type: none"> • Yes, full support and regular visits from Rob Chambers
History	<ul style="list-style-type: none"> • Knowledge-rich curriculum. • The History Department are a well experienced and talented group of teachers who have subject specialism to be able to bring History to life. 	<ul style="list-style-type: none"> • Highly able and very confident in delivering all aspects of the curriculum 	<ul style="list-style-type: none"> • Work with the new National Lead to review curriculum delivery model and ensure it has sufficient scope and rigour. 	<ul style="list-style-type: none"> • National Lead is engaged with JJW in supporting with the creation of new SoW
MFL	<ul style="list-style-type: none"> • Knowledge-rich and well sequenced curriculum which is based on the three pillars of the MFL curriculum research review 2021: Vocabulary, phonics, and Grammar 	<ul style="list-style-type: none"> • All subject specialist teachers who are confident at delivering all aspects of the curriculum. Two native speakers who contribute to the authenticity of the curriculum. 	<ul style="list-style-type: none"> • Ensure our curriculum reflects a range of narrative voices by celebrating the diversity of countries where French/ German is spoken. • Ensure staff are prepared for the new GCSE and review the KS3 curriculum in light of changes 	<ul style="list-style-type: none"> • No National Lead

Curriculum Plan for 6th Form

Currently there are 228 students enrolled in Sixth Form. 98 in Year 12 and 130 in Year 13.

Year 12 courses with class sizes

Subject	Size	Exam Level	Year
Accounting	7	GCE A Level	12
Art	5	GCE A Level	12
Biology	19	GCE A Level	12
Business Studies	23	GCE A Level	12
Chemistry	20	GCE A Level	12
Classical Civilisation	15	GCE A Level	12
Computing	12	GCE A Level	12
Digital T Level	7	Technical Award	12
English Language	5	GCE A Level	12
English Literature	11	GCE A Level	12
Further Maths	6	GCE A Level	12
Geography	10	GCE A Level	12
Health & Social Care	10	CAMT/CE3	12
History	9	GCE A Level	12
Law	15	GCE A Level	12
Mathematics	30	GCE A Level	12
Media Studies	6	GCE A Level	12
Physical Education	9	GCE A Level	12
Physics	21	GCE A Level	12
Politics	7	GCE A Level	12
Psychology	34	GCE A Level	12
Sociology	32	GCE A Level	12
Sport Double	9	Edexcel BTEC Level 3 National Diploma	12
Sport Single	11	Edexcel BTEC Level 3 National Certificate	12
Resit English	9	GCSE/9FC	12
Resit Maths	9	GCSE/9FC	12
Stageworks	18	Edexcel BTEC Level 3 National Diploma	12

Year 13 courses with class sizes

Subject	Size	Exam Level	Year
Art	4	GCE A Level	13
Biology	26	GCE A Level	13
Business Studies	12	GCE A Level	13
Chemistry	23	GCE A Level	13
Classical Civilisation	9	GCE A Level	13
Computing Double	5	Edexcel BTEC Level 3 National Diploma	13
Economics	4	GCE A Level	13
English Language	7	GCE A Level	13
English Literature	5	GCE A Level	13
Film studies	11	GCE A Level	13
French	4	GCE A Level	13
Further Maths	2	GCE A Level	13
Geography	13	GCE A Level	13
Geology	4	GCE A Level	13
Health & Social Care	5	CAMT/CE3	13
History	6	GCE A Level	13
Mathematics	21	GCE A Level	13
Media Studies	2	GCE A Level	13
Music	4	GCE A Level	13
Physical Education	12	GCE A Level	13
Physics	9	GCE A Level	13
Psychology	35	GCE A Level	13
Religious Education	5	GCE A Level	13
Sociology	23	GCE A Level	13
Sport Single	3	Edexcel BTEC Level 3 National Certificate	13
Stageworks	8	Edexcel BTEC Level 3 National Diploma	13

Teaching and Learning

Next Steps:

We have recently revisited the Teacher Grading in line with the Astrea Teaching and Learning framework, revaluating the number of staff at each grade point. We have considered the teaching standards in conjunction with career stage and identified which teachers are not consistently performing at expected standard.

Actions:

- Line managers to work with and provide support to colleagues who fall below the expected standard.
- SLT to receive CPD about how to support underperformance and how to escalate from supportive light touch approach if colleagues do not improve (September 2023)
- To ensure all line managers are trained in the supportive nature of the light touch process to implement from September 2023. – CCU delivered training on light touch support.
- CPD based upon key priorities within 'Means of Participation' framework to embed and successfully implement within the academy.
- SLT to conduct learning walks every period to monitor teaching and learning standards within everyday practice. Lesson drop ins to evaluate alignment with core routines, pedagogy, curriculum and standards of work produced. Key priorities will focus on identifying strengths and areas to develop based on learning walks and developing Means of Participation by December 2023.
- Introduce and instruct middle leaders along with SLT links to conduct teaching and learning audits to improve practice.
- SLT to re-introduce and re-brand/launch teaching principles across the Academy in line with the Astrea teaching and learning framework entitled 'Pedagogical Principles.' These align with core routines, curriculum, pedagogy, expectations and Scholar work.

Behaviour and Culture

Implementation of the amended B&C Framework and curriculum:

Present a summary plan of the implementation of the updated B&C Framework/B&C curriculum for 2023-24 in your academy.

Autumn 1

All scholars will be completing the below sessions as part of our Behaviour Curriculum:

Week 1	Ambassadors of Longsands Academy
Week 2	Developing Polite Manners
Week 3	Responding Calmly to sanctions
Week 4	Respecting our Community
Week 5	Astrea Ascent
Week 6	Rewards and Sanctions

Provide details of your scholar onboarding plan and activities for September 2023.

Session 1	All Years- Core Routines and B + C changes.
Session 2	All Years- Astrea Ascent
Session 3	Year 7 + 8 Focus= Equipment and Uniform Year 9 Focus- Responding calmly to sanctions Year 10 + 11 Focus=Break and Lunchtime conduct
Session 4	All Years- Why is character important
Session 5	All Years- Character Card Reminder + Reflection
Session 6	Years 7-9 Onboarding Quiz

Students were reintroduced to the core routines across the first few days in September. Students had the chance to practice the entry and exit routines, morning address, equipment check and discussed the habits of attention (3-2-1 STAR amended to FOCU in 3-2-1). Students were explained the purpose and the WHY of each of these core routines and then were able to practice them.

There has been a big focus on the morning welcome at Longsands, ensuring a warm and positive start to the day correct. Some Heads of Year have been provided with a portable voice amplifier to limit the student's feeling of them being spoken to by a raised voice. Morning welcome will take place each morning, which is a slight amendment to last Year. Students will still be addressed by their Head of Year and then tutor will walk them down to Assembly to ensure a prompt start. There has still been some difficulty with students maintaining straight lines and silence as they move towards their form rooms due to the size of the school site. With the change in timing to morning registrations, tutors should have more time to correct the line if they deem appropriate and get students to 'do it again' whilst having enough tutor time left to complete the scheduled activities.

Dressing room has had further stock purchased to support in making sure students are dressed correctly for the day – there is a new student support officer who leads the running of this and maintenance of this room which involves them ensuring they regain any borrowed items from students. The uniform push at the start of this Academic Year will have a positive impact on the appearance of students around the academy. Quick fixes, such as ties, white socks and jewellery are the main uniform infringement along with skirt length. This week has allowed student support officers to contact home regarding any concerns with student's skirt length to ensure a new one is ordered.

Behaviour curriculum continues to reflect areas identified from the end of the summer term such as respecting the community, responding calmly to sanctions and the new rewards and recognition offered at Longsands.

Student services has been relocated and has a Matlock door system to minimise students leaving lessons to speak to their student support officer. Staff have been informed that if a student's needs to see a student support officer, that an alert must be sent out. Student services have received a new timetable to ensure a clear structure to their day and so that they are all on hand to support every student in different year groups.

Behaviour Data:

In whatever format you find easiest, please provide a summary of the data for logged behaviour incidents for the academic year 2022-23.

Rewards:

Group	House Point - Achieve More	House Point - Be Kind	House Point - Participation	House Point - Work Hard	Total
07	83	20	80	303	486
08	4086	822	3584	14549	23041
09	4691	952	6282	15182	27107
10	2572	605	2240	10035	15452
11	2858	485	2510	11184	17037
12	364	48	176	1145	1733
13	42	1	65	83	191
PP	2807	669	3189	10237	16902
SEND	2122	457	2225	8003	12807
Total	14696	2933	14938	52482	85049

- Last year, house points were split into four categories, the most frequently awarded was work hard. This does not tell us much about what the praise has been given for. This year house points will be given for Astrea characteristics: curiosity, respect, responsibility, scholarship, and tenacity. Descriptors have been provided to staff about what behaviours constitute each house point.
- PP and SEND students are under-represented, whilst overrepresented when looking at sanctions. Recognition of the good behaviour of these students, needs to be at the forefront of teaching this year, with students identified on seating plans.
- Sixth form are to be included in the house system, to be made more part of the whole school, and part of this focus will be issuing house points to these students as well. They still need to be recognised, rather than as a separate unit.
- There is a big focus on increasing positivity this year and strategies include:
 - At least 2 praise phone calls/postcards home a week to celebrate student successes from each teaching member of staff.
 - Development of the golden tickets, to form house prize draws, and redesigned so students can take some of the ticket home. There will also be student voice on what students would like to see as an instant prize for receiving a golden ticket from HoY/SLT.
 - Rewards trips running on a termly basis, which will have success criteria for students to be able to access.
 - Half termly house assemblies to celebrate success and individual success.
 - Weekly subject starts to be identified and shared in bulletins, honour roll breakfasts half termly where students are nominated by departments and recognised with a certificate and an enhance house competition to allow for further opportunities for extracurricular involvement.

1. After-School Detention Data (C2)

All	PP	SEND (ALL)	SEND E	SEND K	BOYS	GIRLS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
10255	4322 (42%)	3073 (30%)	661	2412	7186	3069	2091	2589	2258	2418	889

- There is a disproportionate number of afterschool detentions issued to PP students. Staff have received training on emotional dysregulation and ways to support students who are showing signs of this. There has also been a discussion around PP first- ensure PP students are activity engaged in lessons by being questioned first, having their books checked first and being placed onto the seating plan first.
- Year 8 as a year group and boys in general received the highest number of after-school detentions last academic Year. HOY received list of names who were repeat offenders to continue to provide support to these students. Focus for the first Academic Year is to settle students into the new routines with the new behaviour policy.

Reasons for the afterschool issued

	2022-2023
	Total*
Damage to property	64
Disruption to Learning	2424
Failure to complete homework	2190
Lack of equipment/PE Kit/Books/Uniform	393
Lateness to Lesson	1004
Missed Detention	1592
Missed Second Chance Detention	131
Mobile phone used, seen or heard	181
Refusal to follow reasonable instructions	1278
Refusal to Work/Lack of effort	320
Rudeness towards adult	340
Rudeness towards pupil	219
Throwing items	119
Uniform issue	
Other	

- Homework sanctions continues to be high for the number of detentions issued to students. Next steps for this academic year will be to underpin particular year groups and students to enable us to identify barriers. Students have already been provided with their passwords so homework expectations can begin straight away. Homework club is still in operation for students.
- A high number of detentions are received for 'disruption to learning'. The C1 has been amended to verbal reminder with a 'O' added to the behaviour document which will eliminate further escalation. The focus on Assemblies was disruption free learning, expectations through onboarding sessions and TLAC strategies have been a huge focus for CPD sessions.

2. Number of reset base sanction issued (C3)

All	PP	SEND (ALL)	SEND E	SEND K	BOYS	GIRLS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
1573	792 (50%)	580 (37%)	147	433	1062	511	379	347	372	362	113

Number of RESET Recidivist students

All	PP	SEND (ALL)	SEND E	SEND K	BOYS	GIRLS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
201	86	58	12	46	139	62	45	46	45	41	24

- Clear processes in place for HOYS regarding reoccurring students issued reset sanction. Tracker in place to highlight additional support that can be put in place including letters set up to communicate with parent's/carers. HoYs to continue to monitor this.
- HoYs track recidivist reset students
- PP first initiated to support the needs of PP students ensuring they stay in engaged in lessons. CPD training conducted in September around PP needs and strategy plan shared to support students.
- Boys received double the number of reset sanctions compared to girls. Continued to be monitored by HOYS and escalation tracker implemented.

Suspensions for the last academic year 2022-23

	All Students	pp Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	6 th Form
Number of Suspensions	463	228 (49%)	185 (40%)	51	62	148	140	58	4
% Of Cohort	27.4%	69.3%	84.1%	18.0%	21.2%	52.3%	49.0%	21.6%	1.5%
Total Days	740.5	341	300	103	83	195	264.5	90.5	4.5
Suspension Rate	8.5%	18.5%	20.0%	7.4%	7.8%	11.3%	14.0%	8.6%	1.5%
Permanent Exclusions	0								

Suspension analysis and commentary:

- Suspensions increased significantly from 244 to 463 between the academic years 2021/22 and 2022/23 (approx. 50% increase)
- Our current cohort Years 10 and 11 are a key concern; these year groups have nearly three times more than the other year groups. Significant development of alternative provision during the Summer Term means we have a more strategic approach to KS4 curriculum. 5 Year 10 students and 3 Year 11 students have started college placements in September 2023.
- The number of suspensions issued spiked in the Spring Term but demonstrate a 10% reduction between the Spring and Summer term. The trend is most notable in Year 10 where suspensions reduced by a third over the same time period.
- Male students are a particular concern and account for 298 suspensions (*in comparison to 165 female students*); they are 80% higher
- The number of PP and SEN students receiving suspensions (and reset sanctions) is very high and very similar across the last two academic year suggesting a new strategy and approach is required to reduce suspensions for these students.

- In line with National trends, the majority of suspensions have been issued for persistent or general disruptive behaviour (61% of the total issued). Other key categories of concern involve: Verbal/threatening behaviour towards adults (11%); Physical assault against a pupil (9%) Drug and alcohol related (7%); Damage (5%).
- The 2022/2023 Suspension rate (8.5%) is slightly above the National Average Suspension rate (6.91%) for the 2021/2022 academic year.
- No students have been permanently excluded from Longsands during the last academic year (this is below the National Average for 21/22 0.08%)

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
Reset Base & Triage run smoothly and work as a deterrent.	Train all staff on how triage and reset base works	Staff are confident & reset runs smoothly (Staff Voice, SLT voice)	Sept 23	LPH	CCU
	Explain to students how triage and reset base works	Students know what to expect & therefore follow our expectations first time every time – reduction in refusal to enter Reset (student voice, behaviour data)	Sept 23	KES	LPH
	Explain to parents/carers changes to reset base at Welcome Evening	Parents/carers can clearly articulate the purpose of Reset and are supportive. (parent/carer voice)	Sept 23	LPH	CCU
	Quality assure reset base process & quality of work completed.	Reset process works effectively, calm space. Triage is calm and purposeful too. High quality work completed. (Work scrutiny, reset base paperwork)	Ongoing	SLT	CCU
	HoD to provide half termly curriculum map with retrieval booklet for KS3	High quality work available to students so that they can access the curriculum when in reset. (work scrutiny, drop ins)	Sept 24 (half-termly)	CKN	CCU
	Staff to provide equivalent work for KS4	Staff are able to produce work for students who are in reset which ensures they continue to achieve. (work scrutiny, drop ins)	ongoing	HoD	CKN
	Identify work for students to complete for the first hour in triage/reset	Students are no longer dysregulated and are engaged and therefore not disrupting others. (drop ins, staff voice)	Sept 23	LPH	CCU
	Triage & reset base What to dos are written and shared with staff	Staff are confident & reset runs smoothly (Staff Voice, SLT voice)	Sept 23	CCU	CCU
Ensure Reintegration Meetings are highly effective.	Train HoY on reintegration meeting process & escalation, quality assured by SLT link	Reintegration meeting is consistent & quality assured by SLT (student voice, paperwork spotcheck)	Sept 23	SLT Link	LPH
	Create a Longsands waves of intervention process to support reintegration meeting	Reduction in repeat offenders through pastoral interventions. (behaviour data)	Sept 23	KES	LPH
	Suspension paperwork & reintegration paperwork is uploaded to CPOMS	High quality detailed paperwork which creates a clear narrative of interventions. (paperwork spotcheck)	ongoing	HoY	SLT Link LPH (spot check)
	Suspensions/reintegration meetings reviewed daily in SLT briefing	Reduce further suspensions and ensure appropriate escalation. (behaviour data)	ongoing	HoY/SLT link	LPH
	Once a suspension has been agreed, add to the channel on Teams	Clear communication and key stakeholders are aware. (spot checks)	ongoing	All	HoY

	Reintegration interventions added to suspension tracker to facilitate impact analysis.	Interventions are effective and support students in avoiding repeat suspensions. (spot checks)	ongoing	SSO	HoY LPH
	All suspension work must be completed upon return to school or students will have to complete all of it in addition to reset room work before returning to lessons.	Students work during a suspension. (reintegration paperwork, student voice)	ongoing	LPH	CCU
	Quality assure the reintegration paperwork	Ensure consistent & high quality paperwork (Line Management Notes)	ongoing	SLT links	LPH
	SENDco or member of the SEND team present to support reintegration of SEND learners or those with possible SEND needs.	Ensure that reasonable adjustments are in place and all needs are being met. (reintegration paperwork, parent/carer & student voice)	ongoing	SENDco HoY	TPL
Effective identification and intervention before behaviour escalates to a suspension.	Behaviour is analysed weekly and appropriate support and interventions put into place.	There is a reduction in the escalation of behaviour. (Behaviour Data)	ongoing	Tutors, HoY	SLT links
	Regular Home-School meetings arranged for students who hit behaviour thresholds.	Reduction in the numbers of students who progress to the next threshold. (Behaviour Data)	ongoing	HoY	SLT links
	Track reset classroom referrals and arrange next steps when triggers are met.	Reduction in the numbers of students who move beyond the trigger. (Behaviour Data)	Ongoing	KES	LPH
	Training for all staff on deescalation strategies and behaviour management techniques.	Students who are dysregulated are supported and avoid escalation. (Drop Ins, Staff voice)	05.09.23	LPH	CCU
	Reboarding of staff on behaviour expectations and implementation of the behaviour systems (reminder/detention/reset)	Consistent application of the behaviour systems in all lessons, reducing student perception of inequality and unfairness. (Student Voice, Drop Ins)	05.09.23	LPH	CCU
	Implementation of new academic mentoring program for 20 key players identified in Year 11 cohort (predominantly boys) delivered by leadership team.	Increased engagement in school with less behaviour points, (Student voice, behaviour data)	ongoing	LPH	CCU
	Creation of new live Vulnerable student list with allocated key workers for each student to be reviewed via the BASI with clear communication about key information.	Staff are clear about which strateies to use to engage our vulnerable learners.	ongoing	LPH	CCU

	Deliver pastoral team training regarding the effective use of risk assessments and support plans to reduce challenging behaviours and ensure there is greater communication with staff about how to support these students.	Clarity of purpose and approach reduction of inconsistency (QA processes, staff voice)	5.9.23	LPH	CCU
	Whole school training plan to include a toolkit of TLAC behaviour management strategies, least invasive practice and emotional dysregulation.	Clarity of approach for all staff and consistency is evident in interactions with students both within and outside of the lesson (Staff voice, lesson drop ins)	5.9.23	LPH	CCU
	Creation of a detailed overview of the academy's tiered inclusion support available for students so staff are clear on the variety of internal and external forms of support.	Staff clear about support and students are receiving appropriate support in a consistent way. (Minutes of BASI)	ongoing	LPH	CCU
	Ensure there is rigorous and regular QA of Behaviour Support Plans to reduce recidivist suspensions.	BSP are of high quality & there is a reduction in recidivist suspensions (QA paperwork, behaviour data)	ongoing	LPH	CCU
	Continue to develop partnerships with local schools and alternative provision organisations in order to reduce the risk of permanent exclusions and ensure we are ambitious for all our students' outcomes.	The number of students on Academy 21 reduces significantly as they find more appropriate places	Ongoing	LPH	CCU
	Implement new format for triage and reset to make this a more effective deterrent for poor behaviour	Reset is a calmer atmosphere with students completing work in a focussed way.	Ongoing	LPH	CCU
Behaviour Curriculum	Creation of a sustainable year group specific behaviour curriculum which supports students on clearly understanding the <i>whys</i> as well as the <i>whats</i> .	Students understand why there are clear behaviour expectations and the positive impact (Student Voice)	Half termly	KES	LPH
	Behaviour curriculum is informed by key trends identified in the behaviour data.	There is a drop in targetted unacceptable behaviour after being focussed on within the behaviour curriculum. (Behaviour Data)	ongoing	KES	LPH
	Assembly focus and morning welcome themes to align with the behaviour curriculum.	Provide a clearer and more consistent message to students through overcommunication. (Student Voice)	Sept 23	KES	LPH
	Tutors deliver high-quality behaviour curriculum sessions in am tutor time	Increase in the number of tutors identified as having embeded tutor time routines (Drop Ins, Student Voice)	Oct 23	HOY	SLT LINK

	Use deliberate practice sessions to develop behaviour management strategies such as warm-strict and least-invasive intervention.	Students respond to behaviour management strategies/reminders rather than require sanctions. (Lesson Drop Ins,	Ongoing	SSH	CCU
Continued Development of a Positive Learning Culture	Core routines are embedded across the academy, notably the Big 5 at the start and end of lessons.	Quick start to lessons and calm transitions between lessons.	Sept 23	All	HoD
	Students are meeting expectations for disruption-free lessons	Gradual reduction in reminders and detentions.	ongoing	KES	LPH
	All students to be able to articulate the Astrea Ascent model and understand what it means and why it is important.	Students are able identify their internal motivation and move towards being the person they want to become. (Student Voice)	Sept 24	Tutors	HoY
	Corridors are like 'Ghost Ships' with no student being out of lesson time.	Maximising every minute and ensuring high levels of student engagement (Behaviour Walks, Lesson drop ins, Student Voice)	ongoing	All	HoD
	Push on raising the praise with increased house points for students who are getting it right	Students understand and benefit from embracing the positive learning culture. (Student voice/behaviour data)	ongoing	All	TWS
	Regular contact home from the pastoral to 'catch students getting it right'.	Students understand and benefit from embracing the positive learning culture. (Student voice/behaviour data)	ongoing	Tutors, SSOs	HoY
Increased Visibility of Leaders	Reset room supervised by middle leader & Triage Lead is always member of SLT.	Increased leader's presence supports a well-run process and adds increased seriousness to the reset room/triage process. Also allows for consistency. (Drop ins, student & staff voice)	ongoing	SLT	LPH
	SLT presence in second reintegration meetings and onwards as well as BSP meetings.	Ensures consistency of approach and adds a level of seriousness to the process. (paperwork)	ongoing	SLT	LPH
	Increased SLT presence at after school detentions.	Staff feel supported and there is increased capacity to manage students who do not meet behaviour expectations. (staff voice, drop ins)	ongoing	SLT	LPH

Behaviour and Culture Analysis and Next Steps:

- Quality assure tutor time and the core routines to ensure consistency. More frequent feedback required from HoYs through learning walks with SLT link.
- Improving punctuality to lessons and to school. After-school detentions will continue to be issued if students are arriving to school after 08:40 to act as a deterrent, and students who are routinely late have been notified and will have targets surrounding punctuality.
- 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.
- Reporting more information to parents via the MCAS app so parents can have more supportive conversations regarding the events that have result in an afterschool detention including the reporting home of House Points.
- Continue 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.
- Carried out staff voice on their views of behaviour to identify areas of focus – one area to improve understanding of pastoral support is how bullying is dealt with.
- School visit to Woodfields Academy to learn from good, embedded practice.
- Continue to implement behaviour curriculum, speaking to Tim Blake about the implementation of this across Year groups.
- Provide further support for PP and SEND students in meeting expectations and recognising success alongside the SLT link.
- Implement Behaviour and Culture Framework focus is on implementing and embedding more 'TLAC' approaches in the classroom. These will continue to support strong classroom cultures and high expectations.

Attendance

Please provide below details of your attendance data for the end of the last academic year.

	Key Attendance Target for 2022-23	End of Autumn Term 2022	End of Spring Term 2023	End of Academic Year 2023
Whole School %	94%	91.8%	91.5%	92%
Individual Student %	96%			
Pupil Premium %	90%	86.7%	85.3%	87.3%
SEND %	90%	88.1%	87.9%	88%
% of pupils who are PA:	15%	24.7%	22%	22.2%
% of PP pupils who are PA:	20%	38.9%	37.7%	39%
% of SEND pupils who are PA:	23%	33.2%	38.3%	33.7%

Attendance for Year 11: Class of 2024

	Key Attendance Target for 2022-23	End of Autumn Term 2022	End of Spring Term 2023	End of Academic Year 2023
Whole School %	94%	89.2%	88.8%	91.8%
Individual Student %	96%			
Pupil Premium %	90%	83.4%	82.0%	87.7%
SEND %	90%	83.1%	83.0%	89.9%
% of pupils who are PA:	15%	28.3%	27.9%	23.8%
% of PP pupils who are PA:	20%	43.9%	50.0%	26.5%
% of SEND pupils who are PA:	23%	39.0%	39.0%	22.6%

Alternative Provision attendance

Student (Anonymous)	Attendance Prior to AP (%)	AP Attendance Current
A	72% (+16% Auth)	71% (+14%)
B	0%	48% (+31% Auth)
C	56% (+25% Auth)	57% (+20%)
D	11% (+31% Auth)	88% (+1%)
E	72% (+24% Auth)	73% (+24%)
F	67% (+22% Auth)	52% (+19%)
G	48% (+35% Auth)	44% (+23%)
H	47% (+30% Auth)	39% (+26%)
I	45%	46% (+38%)
J	84%	84% (+5%)
K	77% (+17% Auth)	91% (+5%)
L	37% (+37% Auth)	37% (+38%)
M	52% (+22%)	52%
N	0% (+80% Auth)	10% (+73%)
O	54% (+31% Auth)	49% (+30%)
P	9% (+16% Auth)	6% (+10%)
Q	77.4% (+19.7% auth absence)	76% (+24%)
R	87% (+7% Auth)	82% (+15%)
S	72% (+25% Auth)	60% (+31% Auth)
T	17% (+50% Auth)	21% (+45% Auth)
U	2% (+97% Auth)	60% (+40% Auth)

Attendance Next Steps:

Provide details below of your updated Attendance Action Plan.

Area of Focus	Focus on what?
Raise the profile of attendance within the school so that it becomes 'everyone's responsibility'	<ul style="list-style-type: none"> Minimum of one good news attendance piece published on the website per fortnight (improvements, 100%s, rewards, advice etc.) Promoting attendance on Twitter too. 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 focus student level attendance session subject to tutor time arrangements Weekly attendance update in SLT and shared with HOYs
Long term strategy plan	<ul style="list-style-type: none"> HOY's need to improve promoting attendance profile within their areas. HOY's and SSO's to agree what is going to be done to help increase attendance in their years by sharing data to identify appropriate interventions and who/where.
Year 6-7 AND year 11-12 transition work	<ul style="list-style-type: none"> Information to be collected and collated by Transition Co-ordinator during primary visits. Transition from Year 11 -12 Attendance Policy shared with parents / carers
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)
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 by HOY's Regular whole staff CPD Sessions Attendance based Form rewards. Reward programme and celebration 100% attendance badges and certificates given at end of the school year during awards evening.
Leader's approach to the tracking and sharing of attendance data including cohort of groups.	<ul style="list-style-type: none"> Work alongside SENDCO sharing attendance data Weekly sharing (attendance update to SLT including a focus on actions for the next and review of actions from the previous week attendance Work alongside HOY to discuss year group attendance actions Work with AP for inclusion and PP SLT lead to promote register and monitor missed or inaccurate marks
Reduce the number of PA students	<ul style="list-style-type: none"> Ensure truancy sweeps are conducted on behaviour walks, registers are chased and lesson checks are carried out Late Gate to monitor punctuality Inclusion meetings set up to strategically target specific students within each year group with a vision of raising their attendance Weekly line management meetings for SLT lead and attendance manager Ensure students are discussed with HOY and non-attendance process is followed as soon as attendance declines

AIP Priorities for 2023-24

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

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT
QE1 Ensure high levels of attainment and progress for all students in Year 11 and Year 13; identify underachievement and address needs promptly. (ELL) [Raising standards for Y11, Secondary Fluency, Secondary Managing Short Term Absence Framework, Scholarship & Culture]	BA1 Further improve the positive culture of consistently high expectations through the implementation of core routines & systems so behaviour & attitudes inside & outside lessons are consistently exceptional. (LPH) [Behaviour & Culture, Expectation Variance], Uniform & Appearance]	PD1 Continue to develop a robust PD curriculum in Years 7-13 that responds to the needs of the year groups and provides a coherent and well-resourced CEIAG programme. (KES/JDP/TWW) [Behaviour & Culture]	LM1 Supporting leaders to develop further strategic leadership and ensure commitment from all staff. (CCU/LPH) [Behaviour & Culture, Expectation Variance]
QE2 Create a consistently high-quality education provision that is fully inclusive and responsively meets the needs of all learners. (SSH/TPL/TWS) [Teaching & Learning, Every Minute Matters, Means of Participation, Secondary Booklets Framework].	BA2 Continue to support a positive, respectful environment in which bullying is not tolerated and students are confident in reporting any incidents of unkindness. (KES) [Corridors, Behaviour & Culture]	PD2 Provide parents and carers with meaningful opportunities to develop their understanding of how to support students' personal development. (TWS)	LM2 Deliver a talent management programme which supports aspirant leaders and facilitates succession planning. (CCU/MSP)
QE3 Improve reading, writing and oracy across the curriculum, recognising that these are foundational for learning and progress. (SSH) [Astrea Reads]	BA3 Further embed the praise and reward systems to celebrate student effort and achievement and create a culture where students are proud of their successes. (TWS) [Behaviour & Culture]	PD3 Nurture, develop, and stretch students' interests through enrichment, student voice, student leadership opportunities and the house system. (KES/TWS) [Behaviour & Culture]	LM3 Further support staff wellbeing through the development of a workload charter and enhanced opportunities for staff engagement. (CCU/MSP)
QE4 Enhance the professional development of teachers through deliberate practice, intellectual preparation and instructional coaching. (SSH/SHI) [Teaching & Learning, Every Minute Matters, Means of Participation, Expectation Variance]	BA4 Supporting students in further developing mental health strategies to promote tenacity and wellbeing. (KES/TPL) [Means of Participation]	PD4 Celebrate a culture which values diversity, promoting excellent relationships between all stakeholders. (CCU)	LM4 Secure an ambitious, financially viable sixth form curriculum model, which serves the local community. (CCU/TWW) [Scholarship & Culture]
	BA5 Maintain high expectations around attendance and punctuality. (LPH) [Attendance, Every Minute Matters]		

*Please note the initials in bracket indicate who is responsible for this strand of the Academy Improvement Plan.

** The framework mentioned in the square brackets has informed/underpins this improvement priority.

Senior Leadership Team: CCU – Catherine Cusick LPH – Lauren Phillips CKN – Craig Knowles ELL – Lizzie Lloyd KES – Kate Saunders SSH – Seb Hood
TPL – Tom Laud TWS – Tom Smy MSP – Michael Spraggs (Ops Manager)

Pupil Premium Planning and Update

2022/23 RAG Review

Intended outcome	Success criteria
Improved attendance for disadvantaged pupils from 89.85% to 95%.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>The percentage gap of all disadvantaged pupils who are persistently absent being within 2% of their non-disadvantaged peers.</p>
<p>Comment: Pupil premium attendance for 22/23 was 87.7%, compared to the 92.1% of non-PP students. Whilst an increase on 21/22 which was 84.9%, and a reduction in the gap (a fall from 7.6% to 4.4%), the figures still sit below 90% and a distance away from the target of 95%. There needs to be work in conjunction with the attendance officer in identifying and actioning strategies to get PP students into school more of the time. PP students with poor focus will be a priority in BASI meetings, with an electronic log set up to track conversations and mentoring with these students to identify reasons for their poor attendance and help to find solutions to these obstacles.</p>	
To diminish the C2, C3 and exclusion gaps to equal the non-disadvantaged pupils.	<p>Weekly reports on exclusion data will trigger support work by the pastoral team, behaviour manager and TTF. Specific pupils to receive mentoring to help reduce C2/C3/exclusion rates. The efficacy of any such behaviour interventions/programmes will be measured every half term.</p>
<p>Comment: TTF impact analysis yet to be received, but over the course of the year 42% of all after school detentions were PP students, despite only making up just 23% of the cohort. PP students made up 50% of reset classroom events. The amount of time out of the classroom will impact upon ability to progress and raise attainment. Moving forwards, key PP students need to be identified and mentored in relation to behaviour to identify the obstacles that they face, and what strategies can be put in place that can be shared with class teachers.</p>	
Improved attainment outcomes for disadvantaged pupils to bring them in line with target grades.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of at least 4.0 an EBacc attainment 8 grade of at least 4.0 at least 40% passing GCSE maths at grade 5 or above <p>Each PR drop will be analysed for attainment progress against target grade for all disadvantaged pupils. HoDs will receive an analysis for their department and recommend strategies to support individual pupils. In addition, pupils with the greatest attainment gaps will be offered extra support to help them to narrow it.</p> <p>Finally, all intervention and lesson 6 attendance data will be monitored to ensure that disadvantaged students are making good use of this opportunity.</p>
<p>Comment: 22/23 data: Attainment score of 3.74, a drop from 4.0 in 21/22. An average score of 3.61 for EBacc, a drop from 3.81 in 21/22. 39.1% 5+ in Maths, a drop from 42.3% in 21/22. Overall, all three measures have dropped over the course of the year. PP students need to head the list of students who receive any mentoring this year, and they should be part of QA of intervention groups that take place during afternoon tutor time.</p>	
Improved access to enrichment activities for	Sustained high levels of wellbeing by 2024/25 demonstrated by:

disadvantaged pupils, leading to improved outcomes and a broader cultural literacy.	<ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Comment: There is no record of this from the previous year. A spreadsheet will be kept for all PP students, identifying what enrichment has been accessed, and what support has been provided. Where students have not/are not accessing enrichment, this can then be pursued and discussed through PP mentors/the pastoral team, as to what they may appreciate being involved in. Student voice to be collected with support of KES and parent voice on opportunities provided to be conducted by TWS.	

Teaching (for example, CPD, recruitment and retention)

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	RAG
Staff training on high quality feedback	Some training given through work on the seven principles.
CPD for Teaching Assistants	
Quality First Teaching e.g. Training and resources for staff, textbooks and equipment	Staff received CPD at the start of the year, but there was no further update to all staff

Activity	RAG
Period 6 Maths – Catch up Science – Catch up Optional subjects – Catch up	These ran throughout the year, but registers were not always accurately taken. There is not a record/analysis available for PP students who attended and their outcomes versus those who did not.
Lexonix Phonics and Precision Reading	Not continuing into 23/24
Small group interventions / 1:1 – dedicated Maths TA, to support numeracy.	
Small group interventions / 1:1 - phonics teacher to support literacy	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach
Monitoring attendance (e.g. targeted mentoring around attendance for PPI pupils and regular monitoring of attendance with contact home if needed)	Monitored with support of attendance officer KB with parents communicated with, and inclusion of students in attendance schemes e.g. RAC

<p>SEMH – Behaviour & Thrive (e.g. targeted behaviour intervention for identified students who have a disproportionately high number of C2/C3 detentions and/or who have a high exclusion rate. Use the behaviour manager (AM & AKD) to engage with parents and students as part of their intervention.</p> <p>TFTF mentoring sessions throughout the academic year.</p>	<p>Key students identified and shared with HoY and pastoral teams. Key parents met with, yet students were still disproportionately represented through sanctions, and underrepresented for house points. Staff need further guidance in specific students and targets.</p>
<p>Music Therapy – WCW to provide a variety of different musical therapies to work with targeted pupils over ten week time blocks.</p>	<p>Not continuing into 23/23</p>
<p>Breakfast Club – A calm, safe, pre-school space for all pupils to have a free breakfast to help them start their day, the right way.</p>	<p>Runs daily and has regular students visiting. Whilst this is successful, it could be further developed by communicating with parents and inviting further students who may benefit from this.</p>
<p>Nurture Style Approaches and Groups - LGBTQ+ Groups and TFTF sessions.</p>	<p>TFTF yet to give analysis of impact. LGBTQ+ groups needs developing.</p>

- This year the school population is 1412, of which 297 are pupil premium students (21%). Funding for pupil premium students for 23/24 at Longsands Academy is £307,395.
- The pupil premium plan submitted in 22/23 is a three-year plan, as suggested by DfE, but will be updated in the coming weeks based upon the RAG rating above.
- There will be a change in focus from attainment within the plan, to progress, as average P8 score fell from -0.37 (21/22) to -0.58 (22/23). Just 28/62 had a positive P8, and 16/62 did not fill all their P8 buckets.
- The gap between PP and Non-PP has risen from -0.77 in 21/22 to -0.94 in 22/23. By focusing on progress and closing this gap, then attainment will also rise.

Marketing for 2023-24

Open Events for Year 7 2024

Provide details regarding your marketing plan and strategy for Year 7 2023-24. Include details of:

Year 6 Open Evening Outline – Thursday 5th October 2023 (5:30 – 08:00)

- There will be three talks across the evening, one at the start, middle and end, to manage numbers of parents in one space at a time – this will include three students also talking of their experience– one each from year 7, 11 and 13.
- Families will be shown around the school by student guides – who will receive training before the event.
- Families will have up to 2 hours to look around, around the talks – until 7:45pm
- Each subject will offer an experience, so some departments will have more than one experience e.g. Science, that may have Biology, Chemistry and Physics
- 13 subjects and SEND will be represented, along with uniform and the canteen service.
- Tours will not be regimented with bells, allowing parents to request where to go, but there will be a mapped route to follow.
- A map has been produced – one way around the school.
- At 7:45pm parents start to head towards the exit, allowing departments 15 minutes to tidy up.

Sixth Form Open Evening Outline – Thursday 19th October 2023 (6.00pm – 8.00pm)

- Head of Sixth Form is working with HoD to ensure that we are able to showcase excellent teaching and learning.
- Destinations posters are being produced for Y13 cohort (22-23)
- Speeches from Principal and Head of Sixth Form

Publicity

- Letters to go to all local feeder schools detailing the events and inviting them to come and participate by 15/09
- Facebook advert for the open evening to be updated and put out on 15/09
- On arrival to the evening, within a welcome pack, there will be a letter detailing dates of other transition events across the year and key dates for applying for a space at the school.

Prospectus

- The prospectuses (academy and sixth form) for 2023-2024 are to be updated and edited. A small number to be printed, but the majority access this digitally.

Website

- Key transition dates across the year will be added to the website, along with the welcome pack and letter regarding the process and applying for a place, so those who cannot make the evening still have access to the key information.

Astrea Reads

STRAND 1: Astrea Reads Aloud

The Astrea Reads strategy was introduced to all staff on 27th June 2023 by Seb Hood and Louise Jackson in a 1-hour deliberate practice 1 hour session. Both the rationale of the overall Astrea Reads strategy and operational aspects of reading aloud were delivered to staff to ensure clarity upon our return to the academy. Seb Hood also used a professional development day session to again reiterate key operational guidance on the successful start of reading aloud on Monday 11th September. The implementation of Astrea Reads aloud will be monitored by SLT daily during lunch time learning walks to ensure the successful delivery within the academy. A SLT timetable will also be produced to encourage 'guest' appearances within year groups to read aloud to students.

Year 7 Book Carousel

	7D1 BMM	7T1 CKK	7H1 KJD	7T2 CLG	7S2 LMT	7H2 MTL	7A1 A Walker	7D2 DJC	7A2 DAN	7S1 JJB
Aut 1	<i>Hunger Games</i>	<i>Hunger Games</i>	<i>Boy in the Tower</i>	<i>Boy in the Tower</i>	<i>The Hobbit</i>	<i>The Hobbit</i>	<i>Noughts and Crosses</i>	<i>Noughts and Crosses</i>	<i>Wonder</i>	<i>Wonder</i>
Aut 2	<i>Treasure Island</i>	<i>Treasure Island</i>	<i>Hunger Games</i>	<i>Hunger Game</i>	<i>Boy in the Tower</i>	<i>Boy in the Tower</i>	<i>The Hobbit</i>	<i>The Hobbit</i>	<i>Noughts and Crosses</i>	<i>Noughts and Crosses</i>
Spr 1	<i>The Hobbit</i>	<i>The Hobbit</i>	<i>Treasure Island</i>	<i>Treasure Island</i>	<i>Wonder</i>	<i>Wonder</i>	<i>Boy in the Tower</i>	<i>Boy in the Tower</i>	<i>Hunger Games</i>	<i>Hunger Games</i>
Spr 2	<i>Noughts and Crosses</i>	<i>Noughts and Crosses</i>	<i>Wonder</i>	<i>Wonder</i>	<i>Treasure Island</i>	<i>Treasure Island</i>	<i>Hunger Games</i>	<i>Hunger Games</i>	<i>Boy in the Tower</i>	<i>Boy in the Tower</i>
Sum 1	<i>Wonder</i>	<i>Wonder</i>	<i>Noughts and Crosses</i>	<i>Noughts and Crosses</i>	<i>Hunger Games</i>	<i>Hunger Games</i>	<i>Treasure Island</i>	<i>Treasure Island</i>	<i>The Hobbit</i>	<i>The Hobbit</i>
Sum 2	<i>Boy in the Tower</i>	<i>Boy in the Tower</i>	<i>The Hobbit</i>	<i>The Hobbit</i>	<i>Noughts and Crosses</i>	<i>Noughts and Crosses</i>	<i>Wonder</i>	<i>Wonder</i>	<i>Treasure Island</i>	<i>Treasure Island</i>

As a backup in case a form has not finished reading the novel when it is needed by the next group:

Alice in Wonderland.

Carrie's War

Jane Eyre

Boy in the Tower

The Boy at the Back of the Class

Year 8 Book Carousel

	8PRJ	8PRR	8SCR	8JFS	8KMA	8SCL	8FXA	8GGR	8RCL	8 RND
Autumn 1	<i>Great Expectations</i>	<i>Great Expectations</i>	<i>Northern Lights</i>	<i>Northern Lights</i>	<i>I Am Malala</i>	<i>I Am Malala</i>	<i>Chinglish</i>	<i>Chinglish</i>	<i>The Giver</i>	<i>The Giver</i>
Autumn 2	<i>Book Thief</i>	<i>Book Thief</i>	<i>Great Expectations</i>	<i>Great Expectations</i>	<i>Northern Lights</i>	<i>Northern Lights</i>	<i>I Am Malala</i>	<i>I Am Malala</i>	<i>Chinglish</i>	<i>Chinglish</i>
Spring 1	<i>I Am Malala</i>	<i>I Am Malala</i>	<i>Book Thief</i>	<i>Book Thief</i>	<i>The Giver</i>	<i>The Giver</i>	<i>Northern Lights</i>	<i>Northern Lights</i>	<i>Great Expectations</i>	<i>Great Expectations</i>
Spring 2	<i>Chinglish</i>	<i>Chinglish</i>	<i>The Giver</i>	<i>The Giver</i>	<i>Book Thief</i>	<i>Book Thief</i>	<i>Great Expectations</i>	<i>Great Expectations</i>	<i>Northern Lights</i>	<i>Northern Lights</i>
Summer 1	<i>The Giver</i>	<i>The Giver</i>	<i>Chinglish</i>	<i>Chinglish</i>	<i>Great Expectations</i>	<i>Great Expectations</i>	<i>Book Thief</i>	<i>Book Thief</i>	<i>I Am Malala</i>	<i>I Am Malala</i>
Summer 2	<i>Northern Lights</i>	<i>Northern Lights</i>	<i>I Am Malala</i>	<i>I Am Malala</i>	<i>Chinglish</i>	<i>Chinglish</i>	<i>The Giver</i>	<i>The Giver</i>	<i>Book Thief</i>	<i>Book Thief</i>
<p>As a backup in case a form has not finished reading the novel when it is needed by the next group:</p> <p><i>The Call of the Wild</i></p> <p><i>White Fang</i></p>										

Year 9 - Book Carousel

	9AAK	9JSS	9NDZ	9BJC	9SJP	9GES	9ACK	9BCC	9JWB	9KAS
Autumn 1	<i>Pride and Prejudice</i>	<i>Pride and Prejudice</i>	<i>The Boxer</i>	<i>The Boxer</i>	<i>The Outsiders</i>	<i>The Outsiders</i>	<i>Lord of the Flies</i>	<i>Lord of the Flies</i>	<i>The Tenant of Wildfell Hall</i>	<i>The Tenant of Wildfell Hall</i>
Autumn 2	<i>Mythos</i>	<i>Mythos</i>	<i>Pride and Prejudice</i>	<i>Pride and Prejudice</i>	<i>The Boxer</i>	<i>The Boxer</i>	<i>The Outsiders</i>	<i>The Outsiders</i>	<i>Lord of the Flies</i>	<i>Lord of the Flies</i>
Spring 1	<i>The Outsiders</i>	<i>The Outsiders</i>	<i>Mythos</i>	<i>Mythos</i>	<i>The Tenant of Wildfell Hall</i>	<i>The Tenant of Wildfell Hall</i>	<i>The Boxer</i>	<i>The Boxer</i>	<i>Pride and Prejudice</i>	<i>Pride and Prejudice</i>
Spring 2	<i>Lord of the Flies</i>	<i>Lord of the Flies</i>	<i>The Tenant of Wildfell Hall</i>	<i>The Tenant of Wildfell Hall</i>	<i>Mythos</i>	<i>Mythos</i>	<i>Pride and Prejudice</i>	<i>Pride and Prejudice</i>	<i>The Boxer</i>	<i>The Boxer</i>
Summer 1	<i>The Tenant of Wildfell Hall</i>	<i>The Tenant of Wildfell Hall</i>	<i>Lord of the Flies</i>	<i>Lord of the Flies</i>	<i>Pride and Prejudice</i>	<i>Pride and Prejudice</i>	<i>Mythos</i>	<i>Mythos</i>	<i>The Outsiders</i>	<i>The Outsiders</i>
Summer 2	<i>The Boxer</i>	<i>The Boxer</i>	<i>The Outsiders</i>	<i>The Outsiders</i>	<i>Lord of the Flies</i>	<i>Lord of the Flies</i>	<i>The Tenant of Wildfell Hall</i>	<i>The Tenant of Wildfell Hall</i>	<i>Mythos</i>	<i>Mythos</i>
As a backup in case a form has not finished reading the novel when it is needed by the next group: <i>War of the Worlds</i> <i>The Time Machine</i>										

Year 10 Book Carousel

	10 AJF	10 ERM	10 MLH	10 AJR	10 EAT	10 RBB	10 BJD	10 DVK	10 EMA	10 RJE
Autumn 1	<i>Never Let Me Go</i>	<i>Never Let Me Go</i>	<i>Life of Pi</i>	<i>Life of Pi</i>	<i>1984</i>	<i>1984</i>	<i>The Great Gatsby</i>	<i>The Great Gatsby</i>	<i>The Beekeeper of Aleppo</i>	<i>The Beekeeper of Aleppo</i>
Autumn 2	<i>Life of Pi</i>	<i>Life of Pi</i>	<i>Never Let Me Go</i>	<i>Never Let Me Go</i>	<i>The Great Gatsby</i>	<i>The Great Gatsby</i>	<i>The Beekeeper of Aleppo</i>	<i>The Beekeeper of Aleppo</i>	<i>1984</i>	<i>1984</i>
Spring 1	<i>1984</i>	<i>1984</i>	<i>The Great Gatsby</i>	<i>The Great Gatsby</i>	<i>The Beekeeper of Aleppo</i>	<i>The Beekeeper of Aleppo</i>	<i>The Midnight Library</i>	<i>The Midnight Library</i>	<i>Never Let Me Go</i>	<i>Never Let Me Go</i>
Spring 2	<i>The Midnight Library</i>	<i>The Midnight Library</i>	<i>The Beekeeper of Aleppo</i>	<i>The Beekeeper of Aleppo</i>	<i>Life of Pi</i>	<i>Life of Pi</i>	<i>1984</i>	<i>1984</i>	<i>The Great Gatsby</i>	<i>The Great Gatsby</i>
Summer 1	<i>The Beekeeper of Aleppo</i>	<i>The Beekeeper of Aleppo</i>	<i>The Midnight Library</i>	<i>The Midnight Library</i>	<i>Never Let Me Go</i>	<i>Never Let Me Go</i>	<i>Life of Pi</i>	<i>Life of Pi</i>	<i>The Midnight Library</i>	<i>The Midnight Library</i>
Summer 2	<i>The Great Gatsby</i>	<i>The Great Gatsby</i>	<i>1984</i>	<i>1984</i>	<i>The Midnight Library</i>	<i>The Midnight Library</i>	<i>Never Let Me Go</i>	<i>Never Let Me Go</i>	<i>Life of Pi</i>	<i>Life of Pi</i>
As a backup in case a form has not finished reading the novel when it is needed by the next group: <i>To Kill A Mockingbird</i> <i>Fahrenheit 451</i> <i>The Dubliners</i>										

STRAND 2: Reading Intervention

At Longsands Academy we carry out different strands of reading intervention, enabling students to have opportunities to increase on their reading comprehension and levels. Therefore, Longsands will be continuing with our Fresh Start provision which will be carried out by our Teacher of Reading. This will provide students with phonological difficulties opportunities to ensure that they are age related phonetically. This will be starting week commencing 18th September, focusing on our new year 7 cohort. We will also be carrying out 'Fix it' at Longsands Academy, providing support for 40 students over a 12-week programme. This will provide students with an opportunity to enhance their reading comprehension skills and will be working with students in Y7, 8 and 9.

STRAND 3: Reading in the Curriculum

Seb Hood has worked closely with Robin Owen (Head of English) to propose a plan to introduce Sparx Reader to Longsands in Key Stage 3. Both staff members attended professional development opportunities in July 2022 with Sparx to develop an understanding of the programme but also construct an implementation plan at Longsands. Robin has worked with the English department to deliver key operational guidance in July and September and how to set and link with Microsoft Teams. The implementation aligns with the homework policy set out in the Fluency Framework and adheres to the set number of sessions per week e.g., Year 7 1 hour per week. We will also look to introduce house competitions to celebrate our students' successes and commitment to reading weekly for home learning.

HR, Operations and Site Update

HR and Staffing

Joiners 01/09/2023

Joss Lorraine	0425 Pastoral Support Officer
Rutherford Lynne	0425 Admin Assistant
Whitby Suzanne	0425 Admin Assistant
Knowles Craig	0425 Vice Principal (Fixed term)
Lloyd Elizabeth	0425 Assistant Principal
Parker Charlotte	0425 Teaching Fellow
Walker Abigail	0425 Teacher of History

Michael Spraggs appointed as Ops Manager starting Friday 15th September.

We have been assigned two Trust VPs who: James Rawlins & Thomas Fisher who are working two days a week each to increase capacity in the senior leadership team.

Staff Attendance

Total number of days sickness absence for 2022-23 – **1619.5 days**

Total number of days for non-sickness absence was **1902 days, which equates to:**

- Strike action – 590 days
- Training – 163 days
- Unpaid leave – 17.5 days
- Other leave – 1131.5 days

Site maintenance/improvements and any site works projects

There has been extensive school improvement work over the holidays:

- Second phase of the heating - this has overrun slightly into September but is restricted to the PE facilities which is manageable given the current weather. The heating project generated additional work around removing the air ducts which should be completed by the end of the September, but has necessitated some room changes

- The kitchens underwent a complete refurbishment over the summer. Issues that were identified late in August slightly delayed their ability to open, resulting in a limited food offer on 6th September for Years 7, 11 & 12. A full meal offer was available from Thursday 7th September.
- The work that was scheduled for the H Block toilets has been delayed due to a lack of DBS. This is being processed currently and we hope that it will start imminently. The area has been sealed off so it can take place during the school day safely to facilitate a quicker completion.
- Painting and decorating has resulted in the school looking much fresher.
- RCCN, who are our cleaning contractors were less successful in terms of undertaking the deep clean that they committed to. It has not been a smooth transition and they are being held to account for the quality of their service. This process will be facilitated with the appointment of the new Ops Manager.
- We have employed an external agency to manage lettings called Vivify, and the transfer date is 15.09.23. This will enable the site team to dedicate more time to the upkeep of the site.

Number on Roll Update & Projections for September 2023

Please provide updates below of current NOR.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
4th September 2023	300	279	289	282	288	130	98	1666
July 2023	281	293	288	288	106	98	5	1364
January 2023	283	292	287	283	269	102	168	1690
October 22 Census	278	293	287	282	270	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

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	9	4	8	3	0	7	1	32
Total number of Leavers 2022-23	15	10	18	5	1	14	6	69

Joiners in autumn term 2022	6	6	7	7	3			29
Joiners in spring term 2023	3	1	2	3	0	1		10
Joiners in summer term 2023	6	3	5	2	0			16
Total number of Joiners end of year 2022-23	15	10	14	12	3	1	0	55

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			15
EHE Autumn term 2022	1	1	3			2		7
EHE Spring term 2023			2	1				3
EHE Summer term 2023 to date	1		1					2
EHE end of year 2022-23	2	1	6	1		2		12

Analysis and Commentary:

The Leavers data shows greater mobility in KS3 year groups and relative stability in Year 11. There was greater mobility in Summer Term 2-23 compared to the others as you would expect with students leaving to start at a new school in September.

The admissions data shows significantly greater mobility in the Autumn Term 2022 with double the numbers compared to the Summer Term 2023. As you would expect, there is less movement in Year 11 and no obvious patterns across the other year groups.

There were fewer parents opting to Home Educate their children in the 22/23 academic year compared to 21/22. The majority of the EHE decisions in the most recent academic year were taken in the Autumn term 2023, reducing significantly in the Spring and Summer 2023 terms.

Any Other Academy Matters

- The enrichment offering of clubs being offered to students is currently being compiled from Heads of Departments and will be ready to publish by Wednesday 20th September.
- The house cup has been developed this year to include competitions from all departments and aimed at all key stages. This has been introduced in assembly's week commencing 11th September, with the launch of a house competition – Ode to (insert House). Competition to run until October half term, and to be judged by non-house SLT.
- There will be the introduction of a half termly house assembly, to celebrate success of students.

We have Parent/Carer Welcome evenings scheduled for the following dates:

Year 7 Tutor Review Meeting	Thursday 28 th September 6pm-7pm
Year 8 Welcome Evening*	Tuesday 19 th September 7.15pm – 8.15pm
Year 9 Welcome Evening	Wednesday 20 th September 6pm-7pm
Year 10 Welcome Evening	Tuesday 19 th September 6pm-7pm

Year 11 Welcome Evening	Monday 18 th September 6pm-7pm
Year 12 Welcome Evening	Monday 25 th September 6pm-7pm
Year 13 Welcome Evening	Tuesday 26 th September 6pm-7pm

They will focus on any changes in the Academy process as well as specific elements for that year group. We will be exploring how parents/carers can support their children in being successful.



Committee Member Visit Record

Name	Dawn Milne
Date of Visit	28/06/2023
Focus of Visit	Personal Development
Classes/staff visited	James Powell
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i></p> <p>The visit was a face-to-face meeting with James for a general catch up</p>	
<p><i>What I have learned as a result of my visit</i></p> <ul style="list-style-type: none"> Kate Saunders will be taking on PD lead from September and will be the new link governor contact – JP will be more focused on the careers aspects of PD Ofsted visit preparation now complete and JP feels very confident that any queries can be answered At last visit JP had said that Kate Martindale was undertaking student surveys including a rating of PD sessions to get feedback and further improve provision and student engagement and that staff feedback was also being sought on PD sessions and resources – he was not certain that this had happened but there were plans to do this after September when the new PD curriculum is in place Saw some of the new curriculum which JP was very positive about – these have come from Astrea and includes a large amount of support materials for teaching which JP feels teacher will find useful The Tackling Racism Working Party in the school including both staff and students has now met twice – there are plans for a school mural on the subject Based on meeting discussions in 2022, trip costs and dates were submitted by JP for inclusion on the website in November – this would allow parents to plan their expenditure – however, they have still not been added despite JP following up – perhaps due to staff resource in this area? We had talked about 6th Form students helping with PD sessions – although this hasn't happened across the board, some 6th Form Students do reading sessions with lower years which is incredibly positive and effective – with the new PD curriculum this may not be possible in the timetable which would be a lost opportunity – perhaps something that could be added to tutor time instead? 	
<p><i>Positive comments about the focus</i></p> <ul style="list-style-type: none"> Good to see that Ofsted preparation is complete 	
<p><i>Matters to discuss at committee (e.g. proposed agenda items) and future visits:</i></p> <ul style="list-style-type: none"> JP and DM discussed again the importance of mock interview process and how this may be improved by having a second or even third mock interview session where students could put into action some of the feedback given in earlier sessions – JP agreed to look into this in his new role with possibly November and April mock interviews scheduled Ensure trip cost estimated and timings are on website Discuss how 6th Form reading with lower years can be continued 	

