



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 19 March 2024

To be held from 5.30pm

At Longsands Academy

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

In attendance: Seb Hood; Thomas Laud; Jo Myhill-Johnson; Lizzie Lloyd; Lauren Phillips; Kate Saunders; Tom Smy.

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
31.01.24 Item 3	Share and circulate Link Lead reports	Clerk - RS/LL	Complete
31.01.24 Item 6	Leadership and Management Link Lead visit to include focus on stakeholder perceptions of the academy	MY	
31.01.24 Item 6	LGC/Academy to issue a joint statement around the implementation of academy policies.	ALL	
31.01.24 Item 7	Publish CEIAG policy 2023-25	JP	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies AI	Oral item – Chair
2	2 mins	Declarations of interest	Oral item – Chair
3	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 31 January 2024	Papers attached - (pp3-9) - Chair
4	30 mins	Principal's report and questions	Papers attached – (pp10-64) Principal
5	10 mins	Ofsted visit feedback	Oral item - Principal

6	5 mins	Parent/Carer Advisory Council (PAC)	Oral item-Principal
7	5 mins	Link Lead roles and responsibilities • Safeguarding Link Lead visit – LL – 18.01.24 • Careers Link Lead	Papers attached-Chair (pp65-66)
8	5 mins	Chair's Update • Industrial trade union action	Oral item - Chair
9	5 mins	Sixth Form	Oral item - Principal
10	2 mins	Risk Register	Oral item - Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates • Date of next meeting: Thursday 20 June 2024	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Wednesday 31 January 2024

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Catherine Cusick Principal - Longsands Academy; Claire Chilton; Alexis Ivett; Lee Larcombe (Vice Chair); Rob Simonis; Richard Slade.
In Attendance:	Doug Cullen; Melanie Basson (Clerk)

Minute Reference	Summary of action required	Responsible	Status
28.06.23	Consider reporting options for behaviour sanctions	LP/LL	Complete
27.09.23	Link Lead to focus on Academy Annual Safeguarding Review 2022-23 on next school visit and report findings to the LGC	LP/LL	Complete – Item 3
27.09.23	Present anonymised data of student numbers accessing internal counsellors in future Principal Reports	Principal	Complete - Ongoing
27.09.23	Link Lead to focus on Year 11 and Year 13 mock results on next school visit and report findings to the LGC	RSi	Complete – Item 3
31.01.24 Item 3	Share and circulate Link Lead reports	Clerk - RS/LL	
31.01.24 Item 6	Leadership and Management Link Lead visit to include focus on stakeholder perceptions of the academy	MY	
31.01.24 Item 7	Publish CEIAG policy 2023-25	JP	Complete

1) Introductions and Apologies

The meeting started at 5.30pm.

Apologies for absence were received from Jo Myhill-Johnson.

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 16 November 2023 were circulated to committee members and ratified on 5 January 2024.

Matters arising

Dr Larcombe undertook a Safeguarding Link Lead visit and reports will be sent to the Clerk for circulation to the committee.

Mr Simonis undertook an Assessment and Moderation Link Lead visit remotely on 18 and 22 January 2024. The report has been sent to the Clerk this week, for circulation to the committee.

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) Head of Social Sciences Department Subject Presentation

Dr Cullen presented an overview of the Sixth Form Social Sciences Department; the committee noted salient points:

- Department structure
- Staffing
- Subjects – Childcare, Health and Social Care, Psychology, Sociology and Law
- Performance
- Student attendance
- Maximising outcomes
- Future steps

The Principal gave thanks to Dr Cullen for supporting students through a challenging period of staff absence.

Dr Cullen was thanked for his report and questions were invited.

Mr Simonis questioned whether scholars have expressed whether they felt they had been negatively impacted by staff absence.

Dr Cullen informed the committee scholars voiced concerns at the time when staff absences were challenging. Dr Cullen was pleased to report those concerns have been alleviated now that scholars can envisage achieving their long term goals.

Dr Larcombe questioned whether any particular A-Level subjects were affected.

Dr Cullen explained mental health support was offered to scholars, whilst supporting academic goals for all A-Level subjects. The committee were reassured all A-Level scholars are currently where they should be.

Mr Simonis questioned whether there is a likely risk to the reputation and impact of future Astrea Sixth Form numbers, in light of recent experiences of scholars.

Dr Cullen recognised historical experiences could bear a negative view for future scholars, however, the current provision in place offers scholars a positive opinion of their experience in the Sixth Form.

The Principal stated having the right students suited to the right department should see better outcomes in the future. The Principal informed the committee where scholars are in full attendance, scholars see better outcomes. Student Voice is being conducted to obtain views around expectations that scholars should be in full attendance.

Mr Simonis questioned whether the Sixth Form are considering a model that facilitates scholars studying part of their Sixth Form studies at home.

The Principal stated the Sixth Form may consider more flexibility around scholar full attendance as the academic year progresses and into Year 13.

The Principal informed the committee that the new Head of Sixth Form has been appointed to start at Easter.

5) Principals Report and questions

The Principals Report was circulated to the committee in advance of the meeting highlighting the following points:

- Safeguarding
- Data Analysis November Mock Exams
- Year 11 & 13 Maximising Achievement Plan Update
- Teaching and Learning
- Behaviour and Culture
 - Including updated suspension reduction plan
- Attendance
- Pupil Premium Plan 2023-24
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community

The Principals Report was taken as read and questions were invited.

Safeguarding

The committee noted the outcome of Ofsted qualifying complaints, all of which were reviewed by the Local Authority who concluded no action was necessary.

The committee noted support for scholars by way of in-house counselling and mentoring support provision.

November mock examinations

Mr Simonis presented findings from his recent Link Lead visit for Assessment and Moderation. The overall observation was that Year 11 attainment is better than last year with scholars achieving better outcomes than expected at the end of the year. Interventions are in place (including supporting SEND and PP students) and students are engaging, or being actively managed where that is a challenge.

Year 13, however carries more cause for concern, while there is no direct comparator data from the mocks (last years Y13 cohort was not tested in November). The results are not as strong and projections for the end of the year are below expectations. **Action: Mr Simonis has shared his visit report with the Clerk this week and will circulate the report to the rest of the committee for full context, including next steps.**

Maximum achievement Plan

The committee noted Longsands Maximising Achievement Plan is working well and the academy are considering rolling it out in Year 10 in the next academic year.

In relation to Period 6, the Principal informed the committee there is no contractual obligation for teachers to deliver an extra period to the timetable, but that staff may volunteer. Period 6 is funded in the school budget, but the offer depends on uptake from teachers.

The committee noted that a new Head of English has been appointed and has introduced new strategies where Teachers are best suited to teach selective groups to maximise scholar outcomes.

Referring to page 47 of the Principals Report, Longsands November mock results produced a headline Progress 8 figure of +0.26, and the February mocks predict a P8 figure of +0.29, against a target of +0.89; the Chair questioned whether the current Year 11 are likely to meet the P8 headline target in the summer examinations.

The Principal explained the current Year 11 are unlikely to meet the FFT P8 target of +0.5, but predicted scholars will achieve above the national average.

Behaviour and Culture

The Chair referred to page 21 of the Principals Report, questioning why after school detentions have increased overall for all categories, from last year and between AT1 and AT2 this academic year.

The Principal acknowledged the significant increase in suspensions since last term as the academy continue to take a warm strict approach in implementing the Behaviour policy. And acknowledged the academy could do better around post suspensions work to avoid repeated suspensions for some scholars. The Principal explained challenges with staff absence has meant reintegration following scholar suspension, is not where it should be. The Principal acknowledged Longsands suspension rates are not where they should be but remain below the national average.

The Principal highlighted the academy are working with scholars to reduce suspension rates for scholars, as reported on page 25. The Principal explained the academy review individual scholars who repeatedly get suspended and support them with strategies to improve. The academy work closely with PP and SEN cohorts and those on Alternative Provision to reduce repeated suspension.

Mr Slade questioned whether scholars are successful following reintegration after attending alternate provision.

The Principal informed the committee that this varies with every scholar.

The academy carefully consider where reintegration is appropriate at the right time, to ensure scholars returning from alternate provision are reintegrated without detrimental impact on other scholars.

Staffing

The committee noted page 37 of the Principals Report stated current staff turnover is 27.39%, above the Trust average of 16.10%.

The Principal acknowledged staff turnover is high and explained reasons for staff leaving to include retirement, internal and external promotion and to pursue a career outside the Trust. The Principal informed the committee that timings of some staff resignations have presented recruitment challenges. The committee were pleased to note new staff appointments.

The Chair enquired whether the Principal feels the academy has sufficient budget to meets its responsibilities to stakeholders.

The Principal explained that Longsands has PAN of 290 and is able to meet its responsibilities within its budget. This presents a challenge when school admissions reach 300, with regards to class sizes. The Principal explained that Longsands is an expensive school to run with more experienced teachers and ageing buildings. The Principal stated recruitment of staff remains a priority to appoint appropriately qualified, experienced staff to meet need and not to meet quota.

Mr Slade questioned whether the academy envisage more staff leaving and whether there are risks associated with replacing experienced teachers with less experienced teachers.

The Principal reassured the committee staff are on board with the direction of the academy. The Principal acknowledged the risks associated with less experienced staff but reassured this is a normal development in any educational setting. The academy continue to support less experienced staff and develop more experienced staff.

Mr Slade asked whether staff were asked to fill out an Exit questionnaire when they leave employment.

The Principal informed the committee where exit questionnaires are completed, these are sent to central HR to process. The Principal informed the committee they are not aware of any concerns raised as a result.

Of the 9% of teachers identified as future leaders, Dr Larcombe, questioned whether Longsands can offer them developmental opportunities.

The Principal stated the academy work hard to retain teachers identified with the potential to be future leaders and create opportunities wherever possible.

Referring to page 42 of the Principals Report, November mock results report current Year 11 SEN K cohort mock result for scholars achieving a 4+ in both Maths and English for Period 1 was 18.6%. With Period 2 predicted at 34.9%, against final outcome target of 81.4%, the Chair questioned what support is in place to support this cohort who are unlikely to meet this target in the summer examinations.

The Principal explained the academy does not receive extra funding for SEN K scholars as it does with SEN E students, proving it challenging to offer additional support for this cohort.

The Principal explained behaviour and attendance have a negative impact on the achievements of SEN K scholars. Assess, Plan, Do, Review strategies are in place to support some students where relevant.

The Principal explained all Year 11 receive targeted maths and English interventions when other year groups take part in Astrea Reads. But acknowledged there is no additional support for the SEN K cohort specifically and recognised staffing challenges attribute to capacity in providing this.

The Principal was thanked for their report.

6) Parent/Carer Advisory Council (PAC) constitution

The Principal presented a proposed Parent/Carer Advisory Council constitution and this was reviewed by the committee.

Mr Slade questioned how potential candidates will be identified and recruited.

The Principal highlighted parents/carers will be working with the academy, to foster open communication and collaboration between parents/carers, the school leadership and the local governing committee. The PAC will serve as an advisory body with the goal of providing input on matters crucial to the school community, including curriculum, policies, substantial changes, and fundraising activities.

Two parents/carers from each year group shall be invited to self-nominate to become PAC members. The final selection of these parent representatives shall be made by the schools local governing committee, who will aim to secure maximum representativeness.

The Principal clarified candidates will be required to follow a code of conduct: Professionalism, Working in Partnership, Communication and Confidentiality. And have the skill to present support and challenge appropriately and in a way that captures the voice of other parents/carers.

Mr Simonis asked whether suitable candidates could be considered from other year groups where each year group in the absence of willing volunteers.

The Principal confirmed this will be possible to ensure the PAC has appropriate representation to fulfil its purpose.

The committee had a discussion around the academy's response and next steps in relation to recent social media activity, complaints process, potential increase in Subject Access Requests and the Ofsted survey. The Principal explained action plans are in place and are being implemented in response to feedback from parents/carers, scholars and staff.

Mr Simonis questioned how the committee might monitor the academy's progress in response to some of the issues raised by way of the action plan.

The Principal stated the committee can track progress of the academy's action plan to address perceptions of the academy through the Principals Report. The results of Parent/Carer surveys, outcomes of Ofsted Qualifying complaints are shared in the Principals Report.

Action: The Chair was invited to review academy action plan around perceptions of the academy at the next Link Lead visit for Leadership and Management.

Action: In supporting the academy and its leadership team, the committee agreed to issue a joint statement around the implementation of academy policies.

The Principal informed the committee they met with Susanna Connell, CEO of the Diamond Learning partnership, who are responsible for a number of local primary schools. The Principal also attended a meeting with Headteachers at other local schools. The Principal was encouraged by the support received in view of collaborating with local primary schools around scholars transitioning to secondary school.

7) Policies

Longsands Careers, Education, Information and Guidance policy 2023-25 has been reviewed and updated and circulated to the committee in advance of the meeting, which governors acknowledged and **will be published by the academy.**

8) Link Lead roles and responsibilities

Governors were invited to plan Link Lead visits for the spring term and send complete reports to the Clerk.

Dr Larcombe left the meeting.

9) Chairs update

The committee recognised the Chair, Dr Larcombe and Mr Slade's term of office had been renewed for another term of four years.

The Chair informed the committee they had attended the Chairs briefing on 12 January 2024 and gave an update on the Trusts current focus around curriculum, behaviour, recruitment and financial expenditure.

The Chair has sought clarification of the percentage Longsands contributes to the Trust in view that primary schools contribute around 3% of their income to the Trust.

The Chair has asked the trust what the P8 target is for secondary schools.

The Chair to present responses in due course.

10) Risk Register

The committee identified items of potential risk

- Reputational risk
- Industrial action - Unions
- Recruitment

11) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Subject presentation
- Sixth Form

The committee noted the date of the next Longsands LGC meeting date was re-scheduled for **Tuesday 19 March 2024.**

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: 4 March 2024.

Principal's Report

Spring Term Two

2023-2024

Longsands Academy

Dr C Cusick

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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 1642 students on roll. During this half term a total of 433 concerns were recorded on CPOMS. There are 345 students who are classified as pupil premium, which equates to 21.01% of the school's population. There are 233 students on the SEND register (14.19%) and 31 Educational Health Care Plans (1.88%). We currently have 35 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.

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Trust Audit completed 11 th January 2024	Outstanding actions identified.	Ongoing support with completing outstanding actions.
Trends in School	- Students are known to be vaping, which includes on school site. - An increased number of students presenting with deteriorating mental health resulting in self-harm.	Increased duty staff have been deployed to key areas. Toilets are being monitored during social times. Staff to Identify students who require support. Referrals to be completed to appropriate agencies. signposting families to external services for support.	Continue to provide education to students regarding vaping. Staff to identify students know to be vaping.
Ofsted Qualifying Complaints	There have been 4 complaints. We invited a representative from the local authority into the school, who met with Principal, key members of leadership team, visited the reset room, met with students and had a tour of the school. None were upheld		Ofsted wrote to Chair of Trustees to confirm no further action needed.

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (Autumn term 2)	This time last year
Number and % of PP	345 (21.01%)	348 (20.97%)	346 (24.03%)
Number and % of LAC	4 (0.24)	4 (0.24%)	5 (0.3%)
Number and % of young carers	65 (3.95%)	65 (3.92%)	49 (3.4%)
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	0	0	0
Number and % of CIN	8	7	3(0.2%)
Referrals made for early help	0	5	5
Family support assessments conducted	0	5	5
Proportion meeting threshold	0	3	0
CP meetings attended	0	0	0
Number and % of students with an EHCP	31 (1.88%)	30 (1.81%)	35 (2.43%)
Number and % of students with serious medical conditions	2(0.12%)	2 (0.12%)	2(0.14%)
Number and % of students receiving external support: CAMHS	21 (1.27%)	19(1.14%)	22(1.15%)
Number and % of students receiving external support: behaviour support	0	0	0
Number and % of students receiving external support: S and L	0	0	1 (0.07%)
Referrals to Channel	0	0	0

SCR Scrutiny:

The SCR has been checked regularly by senior members of staff in the school and trust since the beginning of the year. This has been scrutinised by Catherine Cusick, Cara Isaac, Michael Spraggs, Julie Carles and Rosie Hart. Specifically, on 12/01/24, 17/01/24, 26/01/24, 29/01/24 and 12/02/24. The SCR was also scrutinised on the 13/02/24 during the schools OFSTED inspection, where it was remarked as being robust.

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Prevent	04/01/24	All Staff	Government
Astrea safeguarding network meeting	17/01/24	1	Astrea

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	Alleged: 13 No Further Action: 3 Substantive: 0	Alleged: 16 No Further Action: 7 Substantive: 1	5
Racist Incidents	5	7	3
Cyber Bullying	0	0	0
Homophobic Bullying	4	0	1
Transphobic Bullying	0	0	0

Analysis and Next Steps

This half term the number of bullying incidents reported remain consistent. Longsands continue to provide education and reinforce a zero-tolerance approach to behaviour which can be considered as bullying. This is delivered in various ways consisting of workshops, assemblies, posters etc. The data shows that the systems in place are working effectively, and the pastoral team are providing consistent support across all year groups. The bullying logs are being utilised, providing Year Teams with an opportunity to analyse data further. Pastoral teams continue to put in place risk assessment and conduct regular check-ins. Assemblies were delivered in January, to provide further education and support surrounding racism. We are seeing a reduction in friendship issues and an increase in positive peer relationships amongst students. Assemblies for all year groups this half term have been planned to include education on protected characteristics and equality.

Sexual Harassment:

	Number of Incidents			
	22/23 HT 2	23/24 HT 2	22/23 HT 3	23/24 HT 3
Verbal Sexual Harassment	N/A*	7	N/A*	3
Physical Sexual Harassment	N/A*	1	N/A*	0
Sexual Violence	N/A*	0	N/A*	0
TOTAL		8		3

**these categories were not used to record incidents in 22-23 and therefore there is no comparable data.*

Analysis and Next Steps

We have seen a decrease in the reporting of sexual harassment incidents within school this half term. This could be due to the education that students have received, improving behaviour of this nature. We will continue to monitor incidents of this nature, to ensure students feel able to speak out against these behaviours. Students attended an assembly on sexual harassment, which was delivered by the DSL. The assembly focus was identifying some of the key behaviours classed as sexual harassment. Students were encouraged to report and challenge any unacceptable behaviour. This message continues to be visible around the school site and is embedded in the student bulletin. Students continue to have access to the safeguarding email address, providing students with an opportunity to report sexual harassment cases if they do not feel comfortable disclosing this face to face.

Year 11 (& 13) Maximising Achievement Plan Update

Year 11 Maximising Achievement Plan Update: Appendix 1

Year 13 Maximising Achievement Plan Update: Appendix 2

Curriculum

Curriculum Planning and Model for 2024-25

Curriculum Plan

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods
English	10	8.0	10	8.0	9	8.0	9	9.0	9	9.0	1	10.0	2	9.0
	80.0		80.0		72.0		81.0		81.0		10.0		18.0	
Media	0	0.0	0	0.0	0	0.0	1	6.0	1	6.0	1	10.0	1	8.0
	0.0		0.0		0.0		6.0		6.0		10.0		8.0	
English Resit	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.0	0	0.0
	0.0		0.0		0.0		0.0		0.0		6.0		0.0	
Maths	10	8.0	10	8.0	9	8.0	9	8.0	9	8.0	2	10.0	3	9.3
	80.0		80.0		72.0		72.0		72.0		20.0		28.0	
Maths Resit	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.0	0	0.0
	0.0		0.0		0.0		0.0		0.0		6.0		0.0	
Science	10	6.0	10	6.0	9	6.0	2	1.0	2	1.0	0	0.0	0	0.0
	60.0		60.0		54.0		2.0		2.0		0.0		0.0	
Biology	0	0.0	0	0.0	0	0.0	10	4.0	10	4.0	1	10.0	2	10.0
	0.0		0.0		0.0		40.0		40.0		10.0		20.0	
Chemistry	0	0.0	0	0.0	0	0.0	10	3.0	10	4.0	1	10.0	2	10.0
	0.0		0.0		0.0		30.0		40.0		10.0		20.0	
Physics	0	0.0	0	0.0	0	0.0	10	4.0	10	3.0	1	10.0	1	9.0
	0.0		0.0		0.0		40.0		30.0		10.0		9.0	
Geography	10	4.0	10	4.0	9	4.0	5	6.0	5	6.0	1	10.0	1	9.0
	40.0		40.0		36.0		30.0		30.0		10.0		9.0	
History	10	4.0	10	4.0	9	4.0	7	6.0	7	6.0	3	10.0	3	9.0
	40.0		40.0		36.0		42.0		42.0		30.0		27.0	
MFL	10	4.0	10	4.0	9	4.0	8	6.0	8	6.0	0	0.0	0	0.0
	40.0		40.0		36.0		48.0		48.0		0.0		0.0	
Art	10	2.0	10	2.0	9	2.0	2	6.0	2	6.0	1	10.0	1	8.0
	20.0		20.0		18.0		12.0		12.0		10.0		8.0	
DT	12	2.0	12	2.0	12	2.0	2	6.0	2	6.0	0	0.0	0	0.0
	24.0		24.0		24.0		12.0		12.0		0.0		0.0	
Drama	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0.0		0.0		0.0		0.0		0.0		0.0		0.0	

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods
Computing	10	2.0	10	2.0	9	2.0	10	1.0	0	0.0	0	0.0	0	0.0
	20.0		20.0		18.0		10.0		0.0		0.0		0.0	
CompSci	0	0.0	0	0.0	0	0.0	2	6.0	2	6.0	1	10.0	1	10.0
	0.0		0.0		0.0		12.0		12.0		10.0		10.0	
Digital T Level	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.0	1	30.0
	0.0		0.0		0.0		0.0		0.0		16.0		30.0	
Music	10	2.0	10	2.0	9	2.0	1	6.0	1	6.0	0	0.0	0	0.0
	20.0		20.0		18.0		6.0		6.0		0.0		0.0	
Sport/PE exam	0	0.0	0	0.0	0	0.0	2	6.0	2	6.0	2	10.0	3	9.3
	0.0		0.0		0.0		12.0		12.0		20.0		28.0	
PE Core	10	4.0	10	4.0	10	4.0	10	2.0	10	2.0	0	0.0	0	0.0
	40.0		40.0		40.0		20.0		20.0		0.0		0.0	
RE Exam	0	0.0	0	0.0	0	0.0	1	6.0	1	6.0	0	0.0	0	0.0
	0.0		0.0		0.0		6.0		6.0		0.0		0.0	
RE Core	10	2.0	10	2.0	9	2.0	0	1.0	10	1.0	0	0.0	0	0.0
	20.0		20.0		18.0		0.0		10.0		0.0		0.0	
Business	0	0.0	0	0.0	0	0.0	2	6.0	2	6.0	2	10.0	2	9.5
	0.0		0.0		0.0		12.0		12.0		20.0		19.0	
PD	12	2.0	12	2.0	12	2.0	10	1.0	10	1.0	0	0.0	0	0.0
	24.0		24.0		24.0		10.0		10.0		0.0		0.0	
Child Dev	0	0.0	0	0.0	0	0.0	1	6.0	1	6.0	0	0.0	0	0.0
	0.0		0.0		0.0		6.0		6.0		0.0		0.0	
H&SC	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	1	10.0
	0.0		0.0		0.0		0.0		0.0		10.0		10.0	
Law	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0
	0.0		0.0		0.0		0.0		0.0		0.0		10.0	
Psychology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	2	10.0
	0.0		0.0		0.0		0.0		0.0		10.0		20.0	
Sociology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	2	10.0
	0.0		0.0		0.0		0.0		0.0		10.0		20.0	

The model above is still draft as we are finalising both the Year 9 preferences (deadline for initial submission was 01.03.24) and Sixth Form Options. The classes above for Year 10 are based on last years groupings, there may be some movement around Geography/History.

Curriculum Lead Financial Planning (CLFP)

Significant amounts of work have been undertaken around the CLFP primarily around staffing and ensuring that we are not overstaffed. At the beginning on the process we had the equivalent of 9 FTE members of staff over we are now at 3.14 FTE.

As at 1st March		Longsands
KPI	Benchmark/Target	340
Projected Balance	£0	£188,349
Contact Ratio	0.75 - 0.79	0.74
Average Class Size: 11-16	27	29.1
Average Class Size: 6th form	20	15.4
Extra lessons as a percentage of op	>10%	3%
Average Teaching Load		36.17
Average Teaching Cost	£61-69k	£65,153
TLR vs Target		-£133,725
Leadership Cost	<19%	16%
Management Cost	<21%	23%
Excess capacity / FTE...		(3.2)
...on Contact Ratio		(4.7)
...on 11-16 average class size		3.9
...on 6th form class size		(2.4)
...on over deployment of staff		(1.0)
And periods...		
...on Contact Ratio		(158)
...on 11-16 average class size		(234)
...on 6th form class size		197
...on over deployment of staff		(119)
...on over deployment of staff		(49)
Cost of Variance		-£205,745
Surplus/(Deficit) if achieve Target		£394,094
Last updated		01-Mar

Improvements have been made and the budget is hitting more of the KPIs.

There is still work to be done on TLR costings to achieve a more financially viable model moving forwards.

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent:

	Number of Teaching Staff	% of Teaching Staff
SLT	9	8%
UPS	57	52%
MPS	29	26%
ECTS	6	5%
ITTs	10	9%
UQTS (not part of ITT)	3	2%

Next Steps:

- Continue to deliver key priorities within the 'Means of Participation' framework using deliberate practice now 1-hour deliberate practice and intellectual preparation opportunities are embedded within CPD in the Academy.
- Onboard new teaching staff in Spring 2 for staff starting after Easter. Provide professional development to new staff to on the teaching and learning priorities.
- Introduce 'The Astrea Way'. These are principles that consolidate Rosenshine's 7 principles and build on Astrea frameworks to embed Means of Participation, behaviour and culture, feedback and home learning. Plan and coordinate deliberate practice and the use of intellectual preparation for the summer term based on teaching and learning priorities identified by SLT quality assurance with SLT links. Priorities include stop and jot (literacy) , whole class feedback and an opportunity for SLT to deliver key behaviour strategies e.g. corridor behaviour/core routines.
- SLT/HODS to continue to conduct 'Drop ins' weekly to monitor teaching and learning standards within everyday practice. Learning walks will align with core teaching and learning principles. Key priorities will focus on identifying strengths and areas to develop and quality assured fortnightly in SLT link meetings.
- Deliver literacy strategies to ITT to develop their professional development.
- Quality assure disciplinary literacy via Knowledge is Power (KIP) tests and Do Now retrieval tasks. Add to SLT link quality assurance schedule to monitor input of formative data to assess progress and delivery of literacy.
- Astrea Reads – Fresh Start – schedule the re-test of 35% lowest reading ages. Use data to monitor next term progress in reading ages and impact of Fresh Start. Identify and measure progress of key groups including PPI and SEND progress. Attend training for 'Thinking Reading' via central team and plan to deliver to identified students' comprehension and fluency-based support.
- Deliver and embed 'Control the Game' to support with student fluency. Conduct student voice on new TLAC strategy. Invite 6th form students to support Astrea Reads with PM tutor time reading top support fluency. Deliver assembly to all students during w/c 4th March on 'Why is Reading Important?'

Behaviour Data:

Number of suspensions

	2022-2023							2023-2024						
	Tot al	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Tot al*	AT 1	AT 2	ST1	ST2	SuT 1	SuT 2
All	463	56	65	99	80	71	88	315	78	110	144			
PP	228	31	32	47	41	37	38	134	42	40	59			
SEND (all)	185	25	20	41	38	34	24	79	23	26	31			
SEND E	51	8	8	9	8	11	5	23	3	10	10			
SEND K	134	17	12	32	30	23	19	56	20	16	21			
Boys	298	39	53	72	40	46	46	206	49	71	97			
Girls	165	17	12	27	40	25	42	109	29	39	47			
Year 7	51	5	7	17	6	3	13	5	0	0	5			
Year 8	62	7	11	5	8	12	19	38	9	11	23			
Year 9	148	26	21	23	34	19	20	75	19	18	43			
Year 10	140	9	12	34	27	23	36	84	26	32	29			
Year 11	58	8	14	19	5	12	0	112	24	49	42			
Sixth Form	4	1	0	1	0	2	0	1	0	0	1			

Analysis Of Suspensions:

- Overall number of suspensions have increased marginally when comparing HT1&2 2023/24 with 22/23, however the general standard of behaviour, in particular within lessons, has dramatically improved in comparison to 2022/23. We are confident that as we continue with our journey of tightening up processes and keeping expectations high.
- There is an increase in number of suspension in Spring 1 due to increased consistency amongst staff and pastoral team in application of the behaviour policy.
- No suspensions were issued to Year 7 in AT1/AT2; an improving trend from the same point last year. This is due to a new behaviour policy, clearer expectations, improved transition process, a better developed Y7 induction onboarding programme which outlines clearly our standards and expectations. This is reflective of improving attitudes and the impact of the new behaviour policy. Clear suspension reduction plan with clear processes implemented to reduce suspensions.
- Year 7 into 8 suspensions remain relatively in line with HT6 last year.
- Year 8 into Year 9 is seeing a positive decreasing trend from summer HT6 last year through Autumn 1 and Autumn 2 this year, with a spike in Spring 1 through tighter processes being implemented in January 2024 and whole staff training for further consistency.
- A reduction in number of PP suspensions from AT1 to AT2, with a slight increase into spring 1.
- Year 10 and Year 11 continue to be a key concern in AT1 and AT2, but an improvement into Spring 1. New process in place with clear SLT pastoral oversight of Key Stage 3 and Key Stage 4 to address behaviours.

- Reduction in SEND K student suspension compared to spring 1 2022/2023

Number of students who have been suspended

	2022-2023							2023-2024						
	Tot al	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Tot al*	AT1	AT2	ST1	ST2	SuT 1	SuT 2
All	143	35	41	68	46	46	49	17	48	58	65			
PP	61	17	19	28	21	23	22	75	24	23	28			
SEND (all)	44	12	13	25	18	20	13	52	16	18	18			
SEND E	8	3	5	7	5	5	2	13	2	6	5			
SEND K	36	9	8	18	13	15	11	39	14	12	13			
Boys	98	24	32	48	27	32	26	107	29	35	43			
Girls	45	11	9	20	19	14	23	64	19	23	22			
Year 7	21	4	6	14	5	2	6	5	0	0	5			
Year 8	23	3	7	4	5	9	12	18	4	7	7			
Year 9	32	12	9	15	15	12	13	41	11	11	19			
Year 10	40	8	10	22	16	13	18	49	15	20	14			
Year 11	23	7	9	12	5	8	0	57	18	20	19			
Sixth Form	4	1	0	1	0	2	0	1	0	0	1			

Analysis:

- Number of students suspended in Year 7 this year compared to last year has significantly reduced.
- Number of students suspended more than once in Year 7 last year into Year 8 this year has decreased slightly from Summer 2 through AT 1 and 2 with a marginal increase into spring 1.
- Number of SEND K students suspended has stayed relatively in line from HT6 last year through AT1 and AT2 this year.
- Improvements in Year 10 and 11 this year compared to the same time last year.

Number of students who have been suspended more than once

	2022-2023							2023-2024						
	Tot al	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Tot al	AT 1	AT 2	ST1	ST2	SuT 1	SuT 2
All	81	9	15	18	17	13	23		21	27	38			
PP	40	6	9	11	8	7	10		13	9	15			
SEND (all)	26	5	5	9	7	8	8		7	6	8			
SEND E	7	1	1	2	1	3	2		1	2	3			

SEND K	19	4	4	7	6	5	6		6	4	5			
Boys	51	7	14	14	8	8	13		13	17	26			
Girls	30	2	1	4	9	5	10		8	10	12			
Year 7	8	1	1	1	1	1	3		0	0	1			
Year 8	12	1	3	1	3	2	5		2	2	5			
Year 9	22	5	5	6	7	3	5		6	5	12			
Year 10	27	1	2	6	6	5	10		8	7	7			
Year 11	14	1	4	4	0	2	0		5	8	13			

Analysis:

- Suspension is acting as an effective sanction with a significant reduction in repeat occurrences.

23/24: 42% reduction between 1 and 2 suspensions.

22/23: 54% reduction between 1 and 2 suspensions

- SEND students have seen a positive decrease in the number of students suspended from HT6 to AT2 this year and compared to spring 1 last year.
- Year 7 into Year 8 has seen a decrease in the number of students suspended through AT1 and AT2, but with tightening of processes, we have seen an increase in Spring 1.

Reasons for suspension

Number of Suspensions

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total*	AT1	AT2	ST1	ST2	SuT1	SuT2
Abuse against sexual orientation and gender identity	2	0	0	1	1	0	0		0	0	0			
Abuse relating to disability	0	0	0	0	0	0	0		0	0	0			
Bullying	0	0	0	0	0	0	0		0	0	0			
Damage	24	5	1	10	4	5	0		1	2	2			
Drug and alcohol related	33	12	10	11	1	0	0		7	2	0			
Inappropriate use of social media or online technology	4	0	0	3	0	1	0		0	0	1			
Persistent or general disruptive behaviour	282	25	29	46	54	46	78		59	87	125			
Physical assault against a pupil	40	2	13	9	4	8	4		3	1	6			
Physical assault against an adult	5	0	0	3	1	1	0		0	0	0			
Racist abuse	6	1	2	1	2	0	0		0	0	1			

Sexual misconduct	0	0	0	0	0	0	0		0	0	0			
Theft	4	2	1	0	0	1	0		0	1	0			
Use or threat of use of an offensive weapon or prohibited item	7	5	0	0	0	1	1		0	1	1			
Verbal abuse/threatening behaviour against a pupil	4	1	0	0	3	0	0		0	0	0			
Verbal abuse/threatening behaviour against an adult	51	3	9	15	9	9	5		5	14	8			
Wilful and repeated transgression of protective measures in place	1	0	0	0	1	0	0		0		0			

Number of Students

	2022-2023							2023-2024						
	Total	AT 1	AT2	ST1	ST2	SuT 1	SuT 2	T ot al *	AT1	AT2	ST1	ST2	SuT 1	SuT 2
Abuse against sexual orientation and gender identity	2	0	0	1	1	0	0		0	0	0			
Abuse relating to disability	0	0	0	0	0	0	0		0	0	0			
Bullying	0	0	0	0	0	0	0		0	0	0			
Damage	20	5	1	10	4	4	0		1	2	1			
Drug and alcohol related	25	12	10	11	1	0	0		7	2	0			
Inappropriate use of social media or online technology	4	0	0	3	0	1	0		0	0	1			
Persistent or general disruptive behaviour	88	13	21	34	32	27	44		38	51	55			
Physical assault against a pupil	32	2	11	8	4	8	4		3	1	6			
Physical assault against an adult	5	0	0	3	1	1	0		0	0	0			
Racist abuse	6	1	2	1	2	0	0		0	0	1			

Sexual misconduct	0	0	0	0	0	0	0		0	0	0			
Theft	4	2	1	0	0	1	0		0	1	0			
Use or threat of use of an offensive weapon or prohibited item	7	5	0	0	0	1	1		0	1	1			
Verbal abuse/threatening behaviour against a pupil	4	1	0	0	3	0	0		0	0	0			
Verbal abuse/threatening behaviour against an adult	32	2	7	12	7	9	5		5	12	8			
Wilful and repeated transgression of protective measures in place	1	0	0	0	1	0	0		0	0	0			

Analysis of Reasons for Suspensions

- Significant reduction in the number of more serious behaviour. Reduction is sanction for use or threat of an offensive weapon, threatening behaviour towards and adult and damage compared to last year demonstrating that the behaviour policy has created a safer culture and environment.

This is also due to work completed with our police liaison officer post suspension in AT1 along with our ITSTOPSNOW campaign, onboarding sessions and behaviour curriculum tutor time sessions.

- Suspensions for persistent disruptive behaviour has increased into Spring 1. We remain committed to ensuring a disruption free learning for all students. We have ensured tightening up of processes for disruptive behaviour across the Academy with creations of Behaviour Tariffs to increase consistency. Our triage room and reset room are staffed with members of staff who have received training on the processes to ensure consistency with a clear 'What to Do' created for these particular areas.
- Decreased number of Drug and Alcohol related suspensions.

This is because of the awareness completed during timetable PD lessons, targeted Assemblies, increased duty presence and better supervision of toilets, return to school PD related work completed by students last half term and work completed with our police liaison officer.

Number of Reset Base sanctions issued

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total *	AT1	AT2	ST1	ST2	SuT1	SuT2
All	1573	191	212	264	287	249	363		282	619	568			
PP	792	109	101	134	125	125	194		132	256	239			
SEND (all)	580	67	81	106	108	95	114		90	206	154			
SEND E	147	26	19	31	15	25	31		34	72	39			
SEND K	433	41	62	75	93	70	83		56	134	115			
Boys	1062	136	149	174	181	172	242		193	414	377			

Girls	511	55	63	90	106	77	121		89	205	191			
Year 7	379	32	42	53	69	55	124		12	27	27			
Year 8	347	27	48	42	48	69	113		87	157	117			
Year 9	372	54	53	64	75	47	78		69	202	179			
Year 10	362	49	46	73	82	62	48		57	98	134			
Year 11	113	29	23	32	13	16	0		57	135	111			

Analysis of reset base sanctions

- Reset base sanctions decreased in AT1 from HT6 last year. It was evident that there were inconsistencies in HT1 this year, therefore greater clarification was provided through 'What To Do' documents and suspension guidance tariffs were created to address this in AT2 as well as a further push on raising the expectations of student behaviour. Subsequently, reset base sanctions have increased in AT2, but positively have decreased in KS3 and Year 11.

Behaviour expectations of both students and staff have been re-established. This is evident across all sanctions which is in trend with other sanctions whole school.

- Year 7 reset sanctions issued are much lower compared to this time last year with year 7, showing an improvement in our onboarding of new students and the new behaviour policy.

Number of students who have received a Reset Base sanction

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Total *	AT1	AT2	ST1	ST2	SuT1	SuT2
All	324	110	112	123	131	131	149		129	184	183			
PP	121	51	45	54	47	62	64		49	71	71			
SEND (all)	83	30	38	42	42	39	35		36	49	47			
SEND E	14	7	8	8	8	11	9		11	9	11			
SEND K	69	23	30	34	34	29	26		25	40	36			
Boys	215	82	80	82	84	92	105		88	116	114			
Girls	109	28	32	41	47	39	44		41	68	69			
Year 7	75	25	20	27	30	27	38		5	13	17			
Year 8	71	18	26	21	26	32	43		32	39	38			
Year 9	73	22	26	27	33	27	43		27	49	50			
Year 10	64	23	23	29	32	32	25		28	38	38			
Year 11	41	22	17	19	10	13	0		37	45	40			

Analysis:

- The number of Year 7 students who received a reset base sanction is 80% lower in AT1 this year in comparison to AT1 last year and still remains lower in AT2 this year in comparison to AT2 last year. This shows us that the students who have started with the revised behaviour policy are thriving within this environment.
- Despite there being an increase in the number of reset sanctions in Year 7, this is still lower compared to Year 7 last year.
- Number of PP students receiving a reset sanction decreased in AT1 compared to HT6 last year, and remains broadly in line in AT2 and spring 1.
- The number of students who have received a reset sanction in Year 9 last year and into Year 10 this year has decreased since HT6 last year and is still lower since the introduction of the new policy.

Number of students who have received more than 1 Reset Base sanction in a half term

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Total *	AT1	AT2	ST1	ST2	SuT 1	SuT 2
All	201	34	48	57	59	55	78		61	109	115			
PP	86	21	25	33	25	31	39		25	41	49			
SEND (all)	58	12	18	26	21	22	20		20	38	32			
SEND E	12	4	5	7	3	6	3		4	8	8			
SEND K	46	8	13	19	18	15	17		16	30	24			
Boys	139	23	31	41	36	36	56		43	69	72			
Girls	62	11	17	16	23	19	22		18	40	43			
Year 7	45	3	8	13	13	12	23		3	8	8			
Year 8	46	4	10	8	10	14	24		17	27	25			
Year 9	45	10	12	14	14	11	18		14	32	32			
Year 10	41	12	13	16	19	16	13		13	16	24			
Year 11	24	5	5	6	3	2	0		14	24	26			

Analysis:

- Over 54% of students who have received a reset base sanction have not repeated behaviours at this level again, demonstrating that the sanction acts as a deterrent and plays a key role in teaching students how to modify their behaviour – this is the first step of the Astrea Ascent
- The number of students who have received a reset base sanction in Year 7 has significantly decreased
- Number of students in Year 8 who have received a reset sanction has reduced compared to AT2.

Reasons Reset Base sanction issued

	2022-2023							2023-2024						
	Tot al	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Tot al*	AT 1	AT 2	ST1	ST2	SuT 1	SuT 2
Bringing a dangerous or prohibited item on site	9	2	0	1	1	2	3		3	3	3			
Cyber bullying														
Disruption to Learning	257	19	32	34	66	36	70		71	115	155			
Drug/Alcohol/Smoking Related Incident	28	7	4	4	1	6	6		3	1	1			
Failed detention	1						0		1	5	26			
Failure to comply with search											1			
Inappropriate language (Swearing)	34	5	6	12	3	6	2		5	7	5			
Missed Detention	275	48	29	11	24	34	129		88	270	206			
Physical Bullying										1	0			
Physical Violence - adult	1	1	0	0	0	0	0		0	1	0			
Physical Violence - pupil	142	22	37	28	12	27	14		6	20	7			
Refusal to attend detention											4			
Refusal to follow reasonable instructions	391	38	55	85	70	64	78		49	94	27			
Refusal to follow uniform policy	8						8		13	4	7			
Refusal to handover an electronic device											0			
Refusal to Work/Lack of effort	16	2	4	7	1	1	1		1	6	4			
Theft	17	5	2	3	3	1	3		0	0	3			

Truancing	218	22	15	41	60	51	26		24	56	92			
Unsafe Behaviour	84	7	9	22	20	13	12		4	19	16			
Use of discriminatory language									1	2	3			
Verbal abuse towards adult	61	8	13	13	13	7	7		11	11	4			
Verbal abuse towards pupil											3			
Verbal Bullying											1			

Number of Students

	2022-2023							2023-2024						
	Tot al	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Tot al*	AT1	AT2	ST1	ST2	SuT 1	SuT 2
Bringing a dangerous or prohibited item on site	7	2	0	1	1	1	3		3	2	3			
Cyber Bullying														
Disruption to Learning	104	17	23	26	41	30	42		41	65	80			
Drug/Alcohol/Smoking Related Incident	22	7	4	3	0	6	6		3	1	1			
Failure to comply with a search											1			
Failed detention	1						0		1	5	23			
Inappropriate language (Swearing)	27	5	6	9	0	5	2		5	6	5			
Missed Detention	128	33	23	10	17	27	66		53	108	96			
Physical Bullying										1	0			
Physical Violence - adult	1	1	0	0	0	0	0		0	1	0			
Physical Violence - pupil	93	20	31	28	1	24	14		5	14	7			
Refusal to attend detention											4			
Refusal to follow reasonable instructions	152	24	40	59	44	49	58		38	66	24			
Refusal to follow uniform policy	7						7		12	4	7			
Refusal to handover an electronic device											0			
Refusal to Work/Lack of effort	14	2	4	7	0	1	1		1	5	4			
Theft	17	5	2	3	3	1	3		0	0	3			
Truancing	90	17	13	24	42	31	21		22	34	48			

Unsafe Behaviour	56	7	9	18	6	12	11		4	17	15			
Use of discriminatory language									1	2	3			
Verbal abuse towards adult	44	6	12	13	2	7	7		10	11	4			
Verbal abuse towards pupil											3			
Verbal Bullying											1			

Analysis: Number of Reset Base –

- Seen decline in reset's being issued for dangerous behaviours – this shows the general culture has become a safer environment for students and we are now addressing low level behaviours
- Continued decrease in drug related resets because of the ITSTOPSNOW campaign, PD links in assemblies and PD in curriculum.
- Huge reduction in failure to follow reasonable instruction sanctions compared to last year spring 1.
- Main categories which are high are Disruption to Learning, missed detention, refusal to follow reasonable instructions, and truancy.

This is because:

- Persistent or general disruptive behaviour –Implementation of the behaviour policy being and the guidance around when to issue to behaviour policy in lessons. 'If a teacher is stopped from teaching and students are stopped from learning', this is disruption. We remain committed to ensuring disruption free learning and enhancing teacher consistency with issuing disruption to learning sanctions, which is indicated by the increased number of events recorded.
- Truancy: Leaders have tightened the approach to late to lesson to ensure that all students move quickly between transitions. SLT behaviour walks and new alert system if students are absence from lesson has led to increase in truancy events. In addition, daily checking of registers from Attendance sent over to APs for daily debrief at the end of the day.
- Guidance provided to staff 'first time, every time' in AT2. This has meant that refusal to follow instructions first time has increased due to increased expectations required of students.
- Procedures amended for Jan 24 to ensure improved attendance to detentions.

5) Detentions Data

Number of detentions

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT1	SuT2	Total *	AT1	AT2	ST1	ST2	SuT1	SuT2
All	10255	1231	1430	1760	2058	2016	1840		2142	4129	3697			
PP	4322	542	620	711	816	892	749		858	1633	1596			
SEND (all)	3073	372	484	527	587	604	512		542	1032	931			
SEND E	661	80	98	107	101	126	149		125	267	263			
SEND K	2412	292	386	420	486	478	363		417	765	668			
Boys	7186	922	1077	1210	1355	1376	1278		1513	2786	2475			
Girls	3069	309	353	550	703	640	562		629	1343	1222			
Year 7	2091	143	238	347	479	468	461		134	393	571			
Year 8	2589	333	344	393	440	498	598		450	947	1125			

Year 9	2258	334	330	310	449	431	437		687	1221	914			
Year 10	2418	255	342	507	541	453	344		448	874	672			
Year 11	899	223	176	203	148	166	0		423	694	415			

Number of students who have received detentions

	2022-2023							2023-2024						
	Total	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Total *	AT1	AT2	ST1	ST2	SuT1	SuT2
All	570	362	360	415	437	385	415		447	618	603			
PP	176	120	120	142	132	133	133		149	196	200			
SEND (all)	111	74	77	81	86	76	78		93	120	116			
SEND E	19	15	13	13	14	14	14		14	16	17			
SEND K	92	59	64	68	72	62	64		79	104	99			
Boys	370	249	250	272	274	238	267		284	377	361			
Girls	200	113	110	143	163	147	148		163	241	242			
Year 7	108	60	54	80	89	78	94		53	90	134			
Year 8	136	95	84	90	103	94	109		90	130	150			
Year 9	116	74	81	88	96	83	112		116	139	121			
Year 10	129	74	88	98	95	87	100		97	127	104			
Year 11	81	59	53	59	53	43	0		91	132	94			

Reason for the issuing of a detention

	2022-2023							2023-2024							
	Total	AT1	AT2	ST1	ST2	SuT 1	SuT 2	Tota l*	AT1	AT2	ST1	ST2		SuT 1	SuT2
Disruption to Learning	2424	285	310	408	496	461	469		502	846	831				
No/Full/Lost Character Card										49	45				
Damage to property	64	15	10	7	10	17	6		9	19	7				
Failure to complete homework	2190	472	403	445	384	276	232		473	873	410				
Inappropriate Language									9	43	28				
Lack of PE Kit	393	9	94	93	91	42	67		88	113	85				
Lateness to Lesson	1004			53	338	268	350		364	989	425				
Lateness to the academy											232				
Missed Detention	1592	177	246	311	270	389	198		189	316	199				

Mobile phone used, seen or heard	181	32	41	38	39	17	14		13	16	13			
Misappropriating personal or academy property									10	22	16			
Multiple students in cubicles									6	3	0			
Play Fighting									19	27	33			
Refusal to follow reasonable instructions	1278	120	184	218	216	267	276		253	396	322			
Refusal to Work/Lack of effort	320	26	41	60	52	63	77		49	104	88			
Throwing items	119	8	13	28	26	15	29		30	39	62			
Uniform infringement		14	8	9	12	0			9	13	9			
Unsafe conduct											42			
Rudeness towards adult	340	41	35	61	59	68	76		54	73	68			
Rudeness towards pupil	219	32	45	29	33	34	46		17	25	25			

Analysis: Number of detentions

- The number of detentions overall have increased from HT6 last year to AT1 and AT2 this year, but we have seen a positive reduction into Spring 1.
- All categories, except for 'Multiple students in a cubicle' have increased from Autumn 1 to Autumn 2, but there is a positive decline in most categories compared to AT2.

The main categories which remain high are : Disruption to Learning, failure to complete homework, lateness to the Academy/lesson, missed detention and refusal to follow instructions.

- Recent developments within coding have led to the introduction of new categories to allow leaders to interrogate the data more accurately and address the root cause of the problem.

This is because of:

- The System in place for detentions has changed and there is a positive improvement in attendance to detentions. Although missed detentions are higher than we would like, 92% of detentions are being attended on average, in comparison to 87% this time last year and new protocols will be in place for Spring 1 to increase attendance to detentions even further.
- Increased standards for a disruption free learning. This continues to increase as we embed the policy- we are committed to disruption free learning. We continue to work on consistency of applying the new behaviour policy and this consistency is seen in the increased number of events recorded. Staff training has been undertaken in January 2024, along with the introduction of clear behaviour tariffs and new Bromcom events to allow analysis to really identify the key areas of concern so these can be addressed.

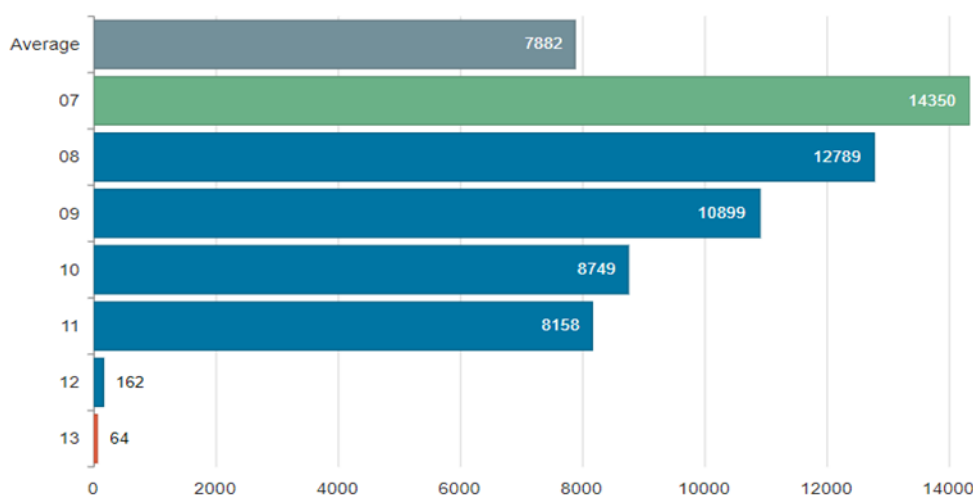
- In line with the new policy in September 2023, further guidance was provided to staff as part of their reboot in AT2, focusing on 'first time, every time'. This has meant that refusal to follow instructions first time has increased due to increased consistency within staff' application of the policy
- High percentage of home learning being Sparx Maths and sparx reader which is due to be completed in all Maths and English lessons. Support session implemented Jan 24. Moved towards centralised homework leading compliance to homework across the school.
- The introduction of character card detentions began in AT2 results in more detentions are issued overall.
- The introduction of the late room in AT2. 24% of overall number of detentions in AT2 is due to the new introduction of late room. This has increased the number of students receiving afterschool detentions for being late. This increase shows that the new approach is having an impact, particularly as in the first week, 283 detentions were issued and the following week this was decreased to 240 (15% decrease). We continue to see the number of students receiving a late in the morning decrease.
- The ITSTOPSNOW Campaign: Inappropriate language has increased, which we would expect to see due to the greater awareness of this through the ITSTOPSNOW Campaign. We continue to raise awareness for unkind language which was discussed in our anti-bullying week in AT2 as well as our PD collapsed session in AT2 on racist remarks.

Consistency is improving across the staff body over the last half term as seen through the improved application of the new behaviour policy and the increased number of sanctions recorded.

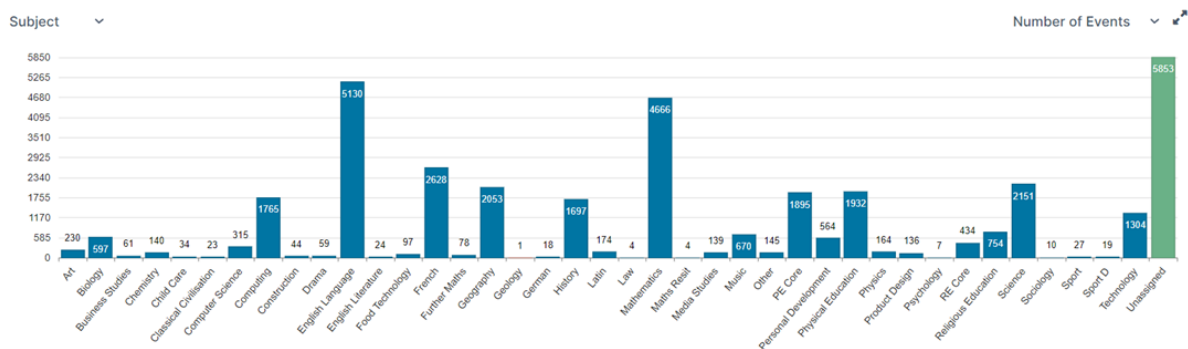
Behaviour and Culture next steps:

Rewards:

2023/24 – 40,428 a decrease of 15,226 on AT2 55, 654 points. An increase of 28,578 for the same time period in 22/23 where 11850 were awarded.



- House points drop for a half term for the first time this year – however this was a shorter half term which will have accounted for some of this, and attendance was lower, reducing attendance house points and the bonus perfect week points.
- House points remain substantially higher than previous year with over 3.5x times as many house points issued in a like for like period.
- KS4 is still bottom for house points issued, weekly targets to be issued in staff briefing notes, with goals to be promoted by HoY in morning welcome and tracked on the weekly behaviour tracker.



- Graph shows the inconsistency across different subject areas remains such as Science is lower than English and Maths, although when Biology, Chemistry and Physics are included it is third after English & Maths.
- Third round of house assemblies move back to mid SpT2 as SpT1 was a short half term and did not account for much data since the previous round. A new House cup rewards board has been purchase and will be installed in the Ritchie Hall
- Points issued to students in receipt of FSM continues to fall – again, target to be set in staff briefing with Pupil Premium Furst approach to be forefront – asking teachers to think of these students first when issuing their house points at the end of a lesson.
- Tom Smy to meet with Hadeel Bennet to discuss how we can promote house points/positivity in the sixth form and identify initiatives to do so

Suspension Reduction:

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
Reset Base & Triage run smoothly and work as a deterrent.	Train Middle Leaders in Supportive phone calls home and ensure they support Kelly Parker	Staff are confident & reset runs smoothly (Staff Voice, SLT voice)	March 2024	KES	CCU
	Ascertain barriers to reset leading to suspensions	Student Voice	March 2024	KES	LPH
	Begin Daily Debrief and utilise BASI meetings to discuss students in reset and support for them required if repeat offenders	Reductions in reset base sanctions due to support provided	March 2024	KES	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)	Begin Sept 24 (half-termly)	KES	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	HBE
	Create resources for intervention work through ITSTOPSNOW campaign	Students have a greater understanding of the impact of their actions	March 34	KES	CCU
	Triage & reset base What to dos are written and shared with staff. These should be continuously monitored and evaluated depending on needs.	Staff are confident & reset runs smoothly (Staff Voice, SLT voice)	Ongoing	KES	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)	Ongoing	SLT Link	LPH
	Create a Longsands waves of intervention process to support reintegration meeting with new BSP format	Reduction in repeat offenders through pastoral interventions	Feb 24	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 daily debrief	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		
	Quality assure the reintegration paperwork	Ensure consistent & high quality paperwork (Line Management Notes)	ongoing	SLT links	LPH
	SEND Co 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	SEND Co HoY	TPL
Effective identification and intervention before behaviour escalates to a suspension.	Behaviour is analysed weekly and appropriate support and interventions put into place. New action tracker and HOY tracker created	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
	Create behaviour analysis document for HODS to monitor reset/detentions across classes to support Hotspot rota for behaviour walk	Increased presence of SLT on behaviour in hotspot areas	Feb 23	KES	CCU
	Training for all staff on behaviour tariffs, how to implement the policy	Consistent approach across the Academy	FEB 23	KES	CCU
	Begin wellbeing room interventions to support students who are dysregulated	Students feel supported	JAN 23	KES	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 targeted 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)	ONGOING	KES	LPH
	Launch of the 'It Stops Now' campaign to support personal development and challenge antisocial behaviour / derogatory language	Reduction in behaviour data for antisocial behaviour	Ongoing	KES	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. Monitor through drop ins and observations	Quick start to lessons and calm transitions between lessons.	Sept 23. Reviewed	All	HoD
	Students are meeting expectations for disruption-free lessons	Gradual reduction in reminders and detentions.	ongoing	KES	LPH
	Launch the lunchtime framework to ensure positive social times	Students voice articulates that they feel safe during lunch time and improvements have been made	Jan 24	Tutors	HoY
	Launch the corridor framework to ensure calm and purposeful transitions to attend lessons on time.	Maximising every minute and ensuring high levels of student engagement so they are on time to lessons (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, with the launch of character cards to gain further recognition in House Assemblies	Students understand and benefit from embracing the positive learning culture. (Student voice/behaviour data)	ongoing	All	TWS
	Continue to develop support for Quality First Teaching - using TLAC techniques for positive behaviour management, de-escalation – planning for and responding to behaviour. To be delivered through CPD sessions and INSET days	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
	SLT to lead detentions after school	Staff feel supported and there is increased capacity to manage students who do not meet behaviour expectations. (staff voice, drop ins)	Jan 24	SLT	LPH
SEND/PP	Strategy/Approach SEND students have a key worker to support and improve behaviour, strategic placement of pastoral key workers to support students management behaviour effectively	Enhance strategic leadership and understanding of SEND in relation to behaviour and suspensions SEND support and intervention identified, effective and having	Ongoing	SEND CO	TPL

	Ensure the core routines are full embedded to provide a calm and purposeful learning environment to support the most vulnerable students. Review SEND profiles and implementation of additional support plans for identified at risk students. Ensure all profiles reflect EHCP and needs, working closely with parents to ensure collective support. Behaviour support via leadership wanders to lessons where escalation is most likely (including cover lessons). Restorative consistencies and least invasive intervention in place to ensure a consistent approach to enabling a student to make the right choice SENDCo to attend readmission meetings where required to aid SEND advocate, advice and intervention Communication and sharing of information: Daily pastoral briefing Weekly BASI meetings conducted with the SENDCO in attendance to ensure SEND representation and advice. SEND profiles to include and highlight behaviour reasonable adjustments strategies for SEND students to support effective teaching practice Intervention: Reasonable adjustments for key SEND students in place, including lunch time detentions or alternative sanctions to support self-regulation and improve behaviour e.g. Bridge Reading intervention via fresh start to support SEND students with low reading ages / behaviour to access the curriculum / lessons. Improve behaviour 'transition' support (for prospective Year 6 students) generally (and in targeted ways for students in challenging circumstances) so that students are better prepared for the change (and agreed 'reasonable adjustments' are more impactful, earlier). Training and Development: Further strengthen universal practice through Quality First Teaching and ensure all staff know how best to support SEND students effectively in lessons using individual plans and by making reasonable adjustments. All staff can access 1 SEND information sheets.	impact on reducing suspensions / reduce rate of recidivism Staff use least invasive intervention techniques effectively to pre-empt and deescalate behaviour Improve induction experience, and quicker acclimatisation to secondary school life for SEND students High-quality support and advice provided to pastoral staff to effectively support SEND Teaching practice reflects excellent SEND approaches further supporting access to the curriculum and reducing behaviour events Reasonable adjustments in place and effectively supporting promoting positive behaviour			
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	Staff training to support SEND in the classroom. Undertake review of collective good practice and share this with staff through CPD opportunities. 'Behaviour in SEND' session to be led by SENDO, scenario based situations linked to ADHD, reasonable adjustments and best practice PP behaviour analysis into tracker to support HOYS in identifying support.				
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Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of spring term one
Whole School	94%	91.8%	91.3%
Individual Student	96%	-	-
Pupil Premium	90%	87.2%	86.4%
SEND	90%	88.6%	86.4%
Maximum % of pupils who are PA:	15%	21.5%	25.3%
% of PP pupils who are PA:	20%	36.8%	41.4%
% of SEND pupils who are PA:	23%	32%	39.9%

Analysis:

- Overall attendance is above the regional average so far this academic year (90.3%) and slightly below the National Average (91.4%) by 0.1%.
- Overall attendance is improving since Autumn Term 2 and has risen from 91% to 91.3%
- PP attendance is a current focus. PP Student Support Officer working with attendance manager to raise PP attendance with a focus group of Year 10 & 11 students
- SEND attendance has improved since Autumn Term 2 and has risen from 86.1% to 86.4%.
- SEND E attendance has improved by 2% in Spring Term 1 compared to Autumn Term 2
- SEND K attendance continues to improve from 86.4% in Autumn term 1 to 86.7% in Spring Term 1
- Attendance for male students is improving since Autumn Term 2
- Attendance for Years 8, 10 and 11 has improved since Autumn Term 2. Attendance for Year 7 has remained the same and has decreased by 0.3% for Year 9
- In Term 1 (Autumn 1 & 2), attendance was lowest on a Wednesday for All, PPG, SEND, SEND E, Boys, Girls, Year 7, 9 and 10.
- Current data shows a reduction in absence overall, for illness and family holidays from Autumn Term 1 to Autumn Term 2.
- Current data shows that absence has increased for Medical, Authorised Absence, suspensions and late after registration.
- There was a significant increase in unauthorised absence from Autumn Term 1 to Autumn Term 2.
- A greater proportion of students are maintaining 100% attendance across the Autumn Term and Spring Term 1 compared to 2022/2023.
- Lateness to the Academy and to lesson is lower this year than last year.
- In Autumn 2, lateness for LAC & P-LAC students reduced from 0.8% to 0.
- Lateness for Year 9 has increased to 6% from 2.5%

B coded students

Analysis:

- The data available shows we currently have 17 students B Coded for their attendance
- 12 out of 17 of these students have improved their attendance since starting these provisions
- 2 students have an attendance below 20% and are a cause for concern attendance wise
- These students attend 4 unregistered Ofsted providers – Academy 21, NT&AS Tutoring, Overloaded and Tom Tansey mentoring
- 2 of these students are accessing AP due to Medical reasons, 14 to support SEMH needs

D Coded Students

Analysis:

- The data available shows we currently have 8 students D Coded at Ofsted registered provisions
- These students attend three Ofsted registered providers - Olive Academy, Academy of Central Bedfordshire, Cambridge Regional College

PT Timetables:

Analysis:

- The data available shows we currently have 9 students on Part-Time Timetables
- The majority of students on Part Time Timetables access the Bridge as part of their provision

Details of students removed from roll

EHE:

Analysis:

- The data available shows 17 students have been removed from roll to be Electively Home Educated. 1 of these students has since returned to Longsands.
- Last academic year, 8 students were removed from roll to be Electively Home Educated.

CME:

Analysis:

- The data available shows 7 students have been removed from roll as CME this academic year.
- Last academic year, 12 students were removed from roll as CME.

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of spring term one
Whole School	94%	88.8%	90.4%
Individual Student	96%	-	-
Pupil Premium	90%	82.1%	82.8%
SEND	90%	80.8%	87.3%
Maximum % of pupils who are PA:	15%	31%	25.7%
% of PP pupils who are PA:	20%	50%	45.9%
% of SEND pupils who are PA:	23%	48.8%	39.6%

The Year 11 cohort in 23/24 are attending at a higher rate than at this time last year. Rates of persistent absenteeism are still too high however are improving compared with this time last year.

Please see Attendance Improvement Plan, attached.

Attendance Next Steps:

- Continue to improve Year 11 attendance at all key measures.
- Improve AP attendance (*at all key measures*)
- Improve Punctuality to lessons for all Year Groups
- Development of key worker support for any PA student
- Continue Pupil Premium PA focus group with PP Student Support Officer
- Continue Year Group PA attendance focus with HoYs and attendance manager

Personal Development

Key Findings from the Personal Development Review

RAG overview of the PD Offer

Area of PD	2022-23 HT3	2023-24 HT3	Next steps
PHSCE Curriculum			
RE curriculum			KS3 offer is strong but need for more student voice/review at KS4
Careers (including compliance)			More work needed on tracking destinations data and creating an academy alumni
Enrichment Offer (extra curricular)			Need for even more non-Sports enrichment/extra-curricular activities
Enrichment Offer (trips and visits)			TWS creating a plan to ensure that the trips and visits offer is strategically planned rather than ad hoc
Pupils knowledge of British Values			Student voice indicates high levels of student knowledge – need to maintain this
Pupils knowledge of SMSC			Student voice indicates high levels of student knowledge – need to maintain this
Quality of character development curriculum within the school			Needs further embedding – students do not all see the value of this.
Inclusive culture within the school			Significantly improving picture according to student voice. Need to continue to embed. Focus on developing further awareness of discriminatory language with staff and student.

SEF and ADP Update

SEF Update:

Please provide a summary below of any changes/developments to how you are currently self-evaluating your school.

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness	Good	Good	
Quality of Education	Good	Good	
Behaviour and Attitudes	Good	Good	
Personal Development	Good	Good	
Leadership and Management	Good	Good	
Sixth Form	Good	Good	

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

The school is in the final tendering process for the single glazed windows to be replaced in school. 3 companies have come out to look at doing this and their tender bids will be going in shortly. The aim of this is to start around late June time in order for this to be completed over the summer and in time for the start of the 24/25 academic year.

We are awaiting quotes for the fixing toilets which continue to be vandalised on a regular basis

We are exploring installing EVC charging in to the school, so staff and visitors with electric cars can charge their vehicles when on site. Full details of this will be disclosed in due course.

Any other site or operational matters

Site team is down to just 2 members of staff at the minute, and this is heavily impacting on their ability to complete tasks. Site are having to prioritise jobs at current. We are currently recruiting to bring us up to full capacity.

School recruitment is a priority at the moment with a focus on September 2024.

Any Other Academy Matters

Enrichment

This term's enrichment offering can be seen in the below table. Student voice will be collected from house council again to see what students would like to see in the Summer term and this will be fed back to Heads of Department. We will look to produce a booklet that details what will happen in each club to accompany the enrichment timetable on the website, and this will also be shared with students to further promote enrichment opportunities and increase participation.

	Before School 8 am to 8:30 am	Lunchtime	After School 3:15 pm – 4 pm / 4:30 pm
MONDAY	- Sixth Form Independent Study in the Library and Sixth Form Block - All year Independent Study in Library - Breakfast Club with BJS and KP in New Hall	- Quiet space for SEN students to attend in E2 (Break and Lunchtimes) - Year 10/11 GCSE Fine Art Clinic with GIW in E3.1 - Year 11 Food Clinic D22 ACK - Years 9/10 STEM Leaders for successful applicants only SWB J5 - Years 7-11 SPARX Club in the Library - Year 10 Language Leaders with LJF/EAT - Year 7 Street Food Club with PRR in D23 - Years 7/8 CAD/CAM Club C2 (after half term) - Year 11 GCSE Music: Composition Clinic BPP K4	- Year 9 Boys Football club with JJB - Pavilion changing rooms - Years 8 & 9 Netball Club JFS/VJP - Sports Hall changing rooms - Years 7, 8 & 9 Girls Rugby Club KJD/LMT – Pavilion changing rooms - Sixth Form Independent Study in the Library and Sixth Form Block - Homework Club with KP in the Library - Years 12/13 Chemistry Clinic G6 - Year 8/9/10 Cyber and Computing club with CMC in B10 - Year 12 /13 Physics Clinic PPM SWB ERM in J5 - Years 7-11 SPARX Club in the Library
TUESDAY	- Sixth Form Independent Study in the Library and Sixth Form Block - All year Independent Study in Library - Breakfast Club with BJS and KP in New Hall	- All years: Karaoke Club, BPP K4 - KS4 & KS5 Only Literature Club SGP in N14 - Quiet space for SEN students to attend in E2 (Break and Lunchtimes) - Wellbeing Drop in Session H2.3 HJL - Year 9 'around the world' cooking session D22 ACK - Year 11 Food Clinic D22 ACK - Years 7-11 SPARX Club in the Library	- Sixth Form Independent Study in the Library and Sixth Form Block - Homework Club with KP in the Library - Years 7-11 SPARX Club in the Library
WEDNESDAY	- Sixth Form Independent Study in the Library and Sixth Form Block - All year Independent Study in Library - Breakfast Club with BJS and KP in New Hall	- Quiet space for SEN students to attend in E2 (Break and Lunchtimes) - All years Chess Club N2.8 - Years 7-11 SPARX Club in the Library - Year 11 Food Clinic D22 ACK - All Years: Soul Band, instrumentalists grade 3+ BPP K2	- Years 7/8/10 Football Club JSH/REL/CLO - Pavilion changing rooms - Years 7/8/9 Basketball Club - Sports Hall changing rooms - Girls Hockey/Netball Fixtures KJD/JFS/KES/VJP/HAD - BTEC Sport Extra Sessions with JJB in N2.10 - Sixth Form Independent Study in the Library and Sixth Form Block - Homework Club with KP in the Library - Years 12/13 Maths Clinic in F1 - Years 12/13 Criminology Clinic D21 MPS - Years 12/13 Psychology Clinic D10 DJC - Years 12 Sociology Clinic D9 RSC - Years 12/13 A Level Biology Revision G1 WJW/LM G10 SXH/FXA - Year 8 AWS App Competition in B4 - Years 7-11 SPARX Club in the Library
THURSDAY	- Sixth Form Independent Study in the Library and Sixth Form Block - All year Independent Study in Library - Breakfast Club with BJS and KP in New Hall	- All years Longsands Voices informal mixed choir BPP K4 - Quiet space for SEN students to attend in E2 (Break and Lunchtimes) - Years 10/11 GCSE Photography Clinic E2.1 - Year 11 Food Clinic D22 ACK - Year 10 Cooking Club D22 ACK - Years 9/10/11/12/13 Literature Club SGP in N1.16	- Years 7 & 10 Hockey Club KJD HDA - Pavilion changing rooms - Years 8 & 9 Girls Football KES - Pavilion changing rooms - Boys Football Fixtures - Year 9 Latin club in H3.1 with JJW - Sixth Form Independent Study in the Library and Sixth Form Block - Homework Club with KP in the Library - Year 11 Extended Cooking Session D22 ACK - Year 13 Sociology Clinic MPS D2.1

FRIDAY	- Sixth Form Independent Study in the Library and Sixth Form Block - All year Independent Study in Library - Breakfast Club with BJS and KP in New Hall	- Quiet space for SEN students to attend in E2 (Break and Lunchtimes) - Years 10/11 Robocon – Robotics contest with CMC B10 - Year 11 Food Clinic D22 ACK - Year 11 GCSE Music: Composition Clinic BPP K4	- Years 7/8/9/10/11/12/13 Fitness Suite Club CLO/REL - Pavilion changing rooms FIRST 30 STUDENTS ONLY - Years 7/8 Dance Club JFS - Sports Hall changing rooms - Years 10/11 Trampoline Club KJD - PA changing rooms - Years 7/8/9 STEM Club with SWB, ERM, in Science J1 - Years 12/13 Med Soc G10 AFI/SXH/FXA - Sixth Form Independent Study in the Library and Sixth Form Block - Homework Club with KP in the Library
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Categories

Sports and Physical Health	aimed at developing resilience, self-esteem, collaboration and fitness
Well Being and Mental Health	aimed at developing mental wellness, resilience, self-esteem, collaboration, communication and calmness
Expanding Horizons	opportunities to develop a range of skills: teamwork, communication skills, problem solving, work ethic, flexibility, interpersonal skills
Creativity and The Arts	aimed at developing confidence, communication, creativity, self-esteem and critical thinking
Additional Study	aimed at supporting student with embedding and expanding their current skills and understanding in a range of subject areas

Year 6 into year 7 Transition

Offers will go out to parents on March 1st, and we will be inviting all parents (only, at this stage) to an introduction evening on the 7th March, before the offer is accepted to introduce the SLT and HoY 7, and share our core values. There will be an opportunity for parents to submit questions in advance and take time to talk with SLT after the talk. This will take place before the offer has to be accepted, to allow parents to make an informed choice, and ensure they are onside with what the school is looking to achieve, as well as increasing communication with parents early on.

Rewards Trips

We are aiming to run rewards trips for year 7 – 10 in the last week of term to a theme park, for students who achieve a net positive score, based on data this year. The window to achieve a place on the trip will run from 4-38th March and the initiative is to promote positive behaviour and celebrate the success of most of the students. We aim to a minimum of 80% of each year group.

The Brilliant Club

Students have produce a post brief linked to global warming to help inform policy, as if they were writing for the government. On the 28th February we are taking 14 students, of which 10 are pupil premium, to graduate at Pembroke College. Of these students, 9/14 have achieved a first, 4 a 2:1 and one a 2:2. They have done exceptionally well and the trip to the university will help raise aspirations. I will look to get a display of the work and their graduation up in the school to help raise the aspirations of others and again celebrate their success.

Appendix 1: Updated Year 11 MAP

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) 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%

Indicator (Targets)	Y10 MOCKS	PR3 (July 23)	PR1 (Oct 23)	Mocks (Nov 23)	PR2 (Nov 23)
Total no. of Students in the Cohort	290	290	288	285	285
KS2 Prior	104.5	104.5	104.5	104.5	104.5
Attainment 8 (56.5)	40.79	49.76	49.73	44.13	49.60
Progress 8 (0.53)	-0.92	-0.02	0.32	-0.24	0.30
English Progress (0.23)	-0.67	-0.04	0.17	0.16	0.21
Maths Progress (0.51)	-1.01	0.14	0.38	-0.70	0.2
EBACC Progress (0.78)	-0.68	0.22	0.65	-0.03	0.6
Open Progress (0.50)	-1.29	-0.39	0.06	-0.46	0.09
Students Achieving 9-5 in English and Maths (59%)	35.9%	55.2%	54.2%	34.4%	52.3%
Students Achieving 9-5 in English (Best of) (74.5%)	52.8%	68%	63.9%	65.3%	68.4%
Students Achieving 9-5 in Maths (60.3%)	43.4%	61%	61.5%	36.1%	57.2%
Students Achieving 9-4 in English and Maths (89.7%)	57.2%	78.6%	76.7%	56.8%	72.3%
Students Achieving 9-4 in English (Best of) (92.8%)	70.7%	89.6%	87.8%	77.5%	83.5%
Students Achieving 9-4 in Maths (90%)	61.0%	80.3%	79.5%	58.9%	74.7%
Students Achieving 9-7 in English and Maths (16.6%)	4.1%	12.1%	12.8%	5.3%	13.3%
Students Achieving 9-7 in English (Best of) (22.1%)	17.9%	22.4%	22.9%	27.4%	26.7%
Students Achieving 9-7 in Maths (25.9%)	5.9%	25.2%	23.6%	8.1%	18.9%
Students entered for the E-BACC (64.5%)	61.4%	62.1%	62.5%	61.4%	61.1%
Students Achieving the E-BACC (4+) (63.8%)	25.5%	45.2%	48.6%	26.3%	46.7%
Students Achieving the E-BACC (5+) (49.7%)	11.4%	26.9%	33.3%	10.9%	31.9%
E-BACC APS (5.07)	3.80	4.70	4.73	4.05	5.40

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	- 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)	Aut 1: Tracking and mock data used 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). Students have completed 4 weeks of tutor time intervention; this has been paused during year 11 mocks. They will continue with 3 more weeks of intervention after the mocks. The next round of intervention will use the PR1 and mock results to identify the subject they should be put into.
		Aut II: Period 6 intervention has been bid for. Subjects have identified a clear target group of students to work with, a clear aim has been identified. This is hopefully beginning W/C 13th Nov. Analysis of the October Mock data and PR2 data has led to students being assigned into new tutor time intervention groups. The data has also helped inform which students to invite to the period 6 sessions after school as well.
		Spr I: New period 6 rotations have run up until the start of the mock exams. PM tutor time intervention has continued to run up until the start of the mock exams.
		Spr II
		Sum I
		Sum II
2. Increase crossover for students achieving 4+ EM and 5+ EM	- 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)	Aut 1: Two rounds of RAG meetings have been completed. We now have a clear way to highlight key students to discuss and are beginning to look at strategies to support students discussed.
		Aut II: BASICS weekly RAG meeting looked at key students to target to increase these measures. HoD tasked with going back to departments to ensure the department are aware of these names. In the first Basics RAG meeting after the mock/PR2 data had been released the list of students who are achieving either Maths or English 4+/5+ but not the other was gone through in detail. The HoD for both subjects had the list of key students emailed to them to share with their team with suggested interventions. English and Maths both have aim for 5 intervention groups on within the tutor time intervention slots.
		Spr I: TAG meetings continued to run over the half term to identify barriers for key students progressing.

		Within the PM tutor intervention sessions Maths and English have groups focusing on achieving 4 and 5+ grades. Spr II Sum I Sum II
3. Increase PP and SEND achievement to close the gap	- 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 RAG meeting to evaluate progress and identify priority subject areas for intervention.	Aut I: 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. Aut II PP students have been the priority in the RAG meetings since the mock data has been out. Ensuring PP students have interventions in place if they are not forecasted to achieve their target. A key focus has been on PP students' performance in the open bucket. Students have been ranked in order of P8 score and this list of students is to be shared with SLT in the next meeting (18/12/23). Spr I: PP and SEND students have become a key focus when looking at year 11 data within SLT link meetings. This ensures that the HoD is aware of who these students are and how they are progressing. This is then being disseminated back to the departments. Spr II Sum I Sum II
4. Increase teaching time to support target students in closing attainment gaps.	- 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)	Further Maths class have started as a period 6 enrichment opportunity already. Y11 PM Form time interventions started w/c 18th Sept based on mock outcomes focussing on BASICS. HoDs – Maths/Science/English are coordinating the PM intervention sessions. Aut II: Bidding form for period 6 'Xtra' sessions shared with HoD for completion. These sessions are hopefully beginning W/C 13th Nov. Period 6 sessions have been running after school since the beginning of November. A new rotation of sessions is being organised to start on Monday 8th January 2024. Alterations to the year 11 tutor team in the PM registration has allowed us to offer a History intervention group in the current rotation. This has swapped with Geography.

		Science and Computer Science still have intervention groups during tutor time and Period 6.
		Spr I: Period 6 sessions have continued to be offered. An additional PM tutor intervention group has been created for Child Development. This is to allow students to gain additional contact time to catch up from staff absence earlier in the academic year.
		Spr II
		Sum I
		Sum II
5. Ensure that Year 11 have the best teachers.	- 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)	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. Year 11 lessons have been covered by specialists whenever possible.
		Aut II English are amending their Y11 teachers for 5 th January to ensure the best teachers are with each group. Their key priority is their set 2 classes as they are showing the biggest underperformance currently. Subject specialists have been used to cover year 11 lessons wherever possible. Cover has been minimised whenever possible by reducing planned staff absence if it impacts exam groups.
		Spr I: The change in timetable for the new term has allowed teaching groups to be reviewed so the 'right' teachers are teaching the 'right' groups. This has mainly happened within English and History.
		Spr II
		Sum I
6. Ensure students are in correct tiers in Science, Maths, MFL to maximise outcomes.	- 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,	Sets were cross referenced by HoDs/SLT links in July 2023. To be revisited post mocks.
		Science to look at students taking triple science. Discussions to be had with students to swap to double science if required.
		Aut II Maths have reviewed tier choices since the October mocks. They now have an intervention group running to

	skill and experience of teachers in relation to individual needs (HoD, SLT)	support students moving from Foundation to Higher tier, hoping to increase the number of grade 5 and 6's. Science is investigating if any triple scientists should drop to combined science. These changes will be confirmed in the new year.
		Spr I: Mock exams have taken place at the end of this half term. All exam papers have been sat in all subjects (apart from Geography). This will allow HoD to ensure tier decisions are correct for Summer. Maths have made use of extra capacity within the department to split students who are in a mixed tier group into foundation/higher tier groups several times a week.
		Spr II
		Sum I
		Sum II
7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses.	- 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)	Aut 1: HoDs asked to complete delivery of curriculum by Feb half term to facilitate sufficient time for revision (5.9.23)
		Aut II QA walks are being performed by HoDs weekly within each department. This is allowing them to identify areas of CPD to cover in IP time. SLT have used link meetings to quality assure the revision materials are being supplied to year 11 over the Christmas holidays.
		Spr I: QA walks have continued this half term, these have included walks with the HoD SLT link as well to ensure there is rigour in these. Use of past papers with year 11 students has been used in the run up to the mock examinations.
		Spr II
		Sum I
		Sum II
8. Improve quality of revision resources and homework to ensure students improve recall of core knowledge.	- Monitor quality and frequency of homework based on DfE guidelines that students complete 2-2.5 hrs extra study per day (HoD, SLT) - 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	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 shared as purchased by the trust, which impacts positively on teacher workload by creating a self-assessment platform for retrieval practice.
		Aut II A revision plan booklet has been given to year 11 with the February mock timetable in along with blank revision timetables for students to use.

	parents (based on cog sci).(HOY11, Tutors) Revise the assembly programme to address specific study skills and revision strategies every week. (particularly beneficial for DA students)	The booklet also included different revision strategies for students to utilise. This will be reviewed in morning tutor time and form the basis of students revision programme. Assembly programme to demonstrate revision/study strategies to accelerate progress between Mock I and Mock II. Spr I: Homework has continued to be set for all students. Increased rigour in ensuring work is set for students who have been suspended to complete at home. Spr II Sum I Sum II
9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time.	- 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) Aut	Aut I: Return to school meetings happening swiftly to ensure students are back in school as soon as possible. Use of the perfect week to praise attendance and no behaviour points. At least 3 house points given out per lesson for students. Use of praise emails for students tracking a s a 1 on the RAG spreadsheets. Use of tutor time to deliver sessions on how to revise to give students strategies in preparation for their upcoming mock exams. 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. Resetbase support to email teachers of students in reset the day before they attend to collect relevant work for them – this needs further development. Aut II Attendance is being chased when students are absence. The amount of time in Reset has been reduced, when deemed appropriate, to limit the amount of missed lessons. For example, if a year 11 student truants they are in reset for 2 periods and 1 social time as opposed to all day. Rewards were held in tutor time for students who had perfect attendance and no behaviour points within a 3-week window. Work is being consistently set on teams for students who have been suspended. Passport to prom has been launched with year 11. Students who maintain 96%+ attendance, have less than 30 behaviour points and no suspensions will be invited. Spr I: JTM and ELL have met with KBA to discuss year 11 attendance and are arranging parental contracts to begin with students who have not been regularly attending school. High attendance has been praised within assemblies.

		Year 11 lessons are visited frequently during behaviour walks to ensure classes are settled. Equipment checks are being carried out everyday during AM registration.
		Spr II
		Sum I
		Sum II
10. Support, motivate and incentivise for full participation and engagement	• 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, reward trips, prom points. (Staff, HoY11) • 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)	Aut I: Students have completed a 2 week programme which focussed on the science of learning ELL has given out HP, Golden Tickets as well as emailed home for students who have had an outstanding attitude to learning within their tutor intervention sessions. Every assembly the names of these students have been put into a prize draw to further reward them for their effort.
		Aut II An assembly on how you learn has been delivered by SSH to the year group. Passport to prom has been launched with year 11. Students who maintain 96%+ attendance, have less than 30 behaviour points and no suspensions will be invited. Reward afternoon was held for students who had perfect attendance and no behaviour points within a 3 week window. Use of a praise wheel with prize draw has taken place in assemblies each week to celebrate students who have been working hard within their afternoon intervention sessions. House points are automatically awarded to any student who gets nominated. A golden ticket is given to any student who has been nominated 3 times. Praise emails were then sent to students who were nominated a fourth time. SLT are mentoring key year 11 boys who are likely to underperform.
		Spr I: Continued use of assemblies to review time left until exams begin. ELL and JTM met with parents of students who are struggling with anxiety.
		Spr II
		Sum I

		Sum II
11. Gain & maintain the support of parents and carers in order to help them support students' preparations.	- 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)	Aut I: Year 11 welcome evening was 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. A letter to parents was sent which included the mock exam timetable along with recommended revision guides and specification links.
		Aut II Letters have been sent home communicating period 6 intervention sessions. Also information about the February mocks has also been shared with parents. This included links to all subject specifications and recommended revision guides. Year 11 parents evening took place on 14/12/23. Year 11 assembly & mock results day was held on 12/12/23 for students to receive their mock results. The data was then shared with parents on the 13/12/23. This included the most recent predictions made by staff.
		Spr I: Letters sent to parents with information regarding content covered within the mock exams. Recommended revision resources were also shared. Communication to parents every day of the mock exams to remind them of the exams the next day. Mock results day to happen in the next half term.
		Spr II
		Sum I
		Sum II
12. Use November and February Mocks to give real experience of final exams and provide accurate data.	- 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	Aut I: Exam briefings have been delivered to students for all Core mock exams during the Oct/Nov mock series.
		Aut II Exam briefings were virtually delivered to students before each core mock exam in the October mocks. ELL has analysed the mock data and produced an analysis report. Comparisons to the 22/23 cohort have been included within this.
		Spr I: February mocks have been completed. A consistent routine was used in getting students into the exam hall.

	what to do in final exams. (All, Exams Officer)	Spr II
		Sum I
		Sum II
13. Use last days in school for final exam preparation that keeps students focused to the end	- Do not grant study leave; instead, use every lesson to support students' preparations (ELL) - Collapsed lessons in school prior to exams focused on final preparations for specific exam techniques and papers (ELL) - Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study (ELL)	Aut I: Explained to parents/carers at Y11 Welcome Evening
		Aut II: The booklet is used to create momentum for the Feb Mock II series as well as assemblies and tutor time.
		Spr I: Letters have communicated to parents what is going to be assessed in the February mock examinations. Assemblies have reminded students of the number of school days they have left to ensure students are aware of the time they have left.
		Spr II
		Sum I
		Sum II
14. Ensure all the slots are filled and all students even AP are P8 compliant	- 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?	Aut I: All AP students are compliant with P8 and have all their slots filled. All SEND students are compliant where appropriate.
		Aut II:
		Spr I: AP students have sat the mock examinations for the subjects they are studying. Initial enquiries are being made with the Head of Maths to see if there is a way for Foundation students and AP students to sit a GCSE in Statistics. This would be an Open Bucket subject, around 50 students would possibly benefit from sitting this exam.
		Spr II
		Sum I
15. Need for accurate forecasting	- 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)	Sum II
		Aut I:
		Accuracy of forecasting was explored in the exam review meetings and added to the Department Action Plans. The RAG meeting also explored and focused on how consistency of RAG grades are produced.
		Aut II
		Departments moderated exam papers using DP time. HoD then helped members of their team with generating the forecasted grades they entered by using historic data to work out average progress made within their subjects.
		Spr I: Use of a full suite of exam papers will allow us to get a very accurate picture of where year 11 currently are in terms of grades. The use of Inset days and support from the central team has allowed for departments to moderate the marking of the papers increasing rigour in the grades achieved.
		Spr II

16. All curriculum areas to share planning to allow for the courses to be finished by Feb half term.	- 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	Sum I
		Sum II
		Aut I: 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.
		Aut II: Discussion about amendments to curriculum planning ongoing via SLT links as a consequence of the Mock I outcomes. With a particular focus on what needs to be retaught/revisited.
		Spr I: Courses are nearing completion. Additional time given to triple science in PM tutor times and period 6 sessions to help ensure all content is covered.
		Spr II
		Sum I
		Sum II
17. Accelerate progress for the HPA.	- 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.
		Aut II: 7+ intervention groups have run in English, Maths, Science and History so far. In the new year French will also run a 7+ intervention group.
		Spr I: Period 6 7+ intervention groups in French running. All triple scientists are in PM tutor intervention and in period 6 sessions to ensure all content is covered in good time.
		Spr II
		Sum I
		Sum II

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.

Appendix 2: Updated Year 13 MAP

Context and Intent

Context of the Year 13 cohort and position of the Academy:

94 Students in the cohort, which has resulted in very small class sizes.

	Final Exams	Final Exams	Y12 Mocks	Y12 Mocks	Y12 PR3	Y13 PR1	Y13 Mocks I	Y13 PR2
Indicator (Targets)	2018/19	2022/23	2022/23	May 2023	June 2023	Oct 2023	Nov 2023	Nov 2023
L3 Overall Average Points per Entry (43.05)	28.96	32.22	31.21	29.27	34.77	37.12	31.72	36.45
L3 Overall Average Grade (B+)	C=	C+	C+	C=	C+	B-	C+	B-
L3 Overall VA (0.58)	-0.11	-0.51	-0.51	-0.80	-0.26	-0.09	-0.66	-0.16
Students Included in AAB (78)	80	87	87	76	76	71	70	70
Students Achieving AAB Including 2 Facilitating (%) (19.5%)	6.3%	18.4%	18.4%	7.9%	15.8%	16.9%	7.1%	15.7%
Students Achieving AAB Including 3 Facilitating (%) (11.7%)	5.0%		9.2%	5.3%	7.9%	8.5%	5.7%	8.6%
3 Alevels A*-C (100%)	28.2%		40.1%	61.8%	70%	54%	55%	67%
3 Alevels A*-E (100%)	60.6%		82.1%	90.8%	95%	80.2%	71%	98%
A*-A Pass Rate (29.4%)	13%		22.9%	17.6%	25.4%	28.7%	17.1%	25.4%
A* - B Pass Rate (86.7%)	31.6%		43.2%	37.6%	52.2%	58.2%	42.4%	59.7%
A* - C Pass Rate (100%)	62.8%		69.4%	58.4%	78.7%	84.9%	70.2%	82.3%
A* - D Pass Rate (100%)	89.8%		84.5%	76.8%	90.1%	97.2%	85.3%	94.4%
A* - E Pass Rate (100%)	94.0%		98.7%	90%	98.2%	99%	95.5%	99.2%
No of U grades (0)	7		5	25	5	1	9	2

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.	• 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.	Aut I: 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. 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.
		Aut II: Students have been placed into intervention groups using the RAG method with interventions designed to accelerate progress. There are 7 students with 1 or 2 U grades (9 in total), the Sixth Form leadership team are meeting with them and their parents to identify next steps.
		Spr I: Students given mock exam timetable to ensure they have adequate time to revise for mocks after half term.
		Spr II
		Sum I
		Sum II
2. More effective use of study time by students	• Created additional study zones in the Sixth Form Centre • Library to used by students for private study.	Aut I: 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

	Start of year onboarding session around study skills for both Y12 and Y13 in enrichment slot.	had an intensive onboarding in tutor time about expectations around expectations as well as study support.
		Aut II: High standards/expectations are being maintained in the study areas. Supervised study sessions to be introduced for those students who are underperforming with teachers pinpointing areas for improvement. Revisiting study expectations etc. in Jan 24 as part of the tutor programme. Academic coaching to be focussed on mock outcomes.
		Spr I: High standards/expectations are being maintained in the study areas. Supervised study sessions to be introduced for those students who are underperforming with teachers pinpointing areas for improvement. Study expectations revisited as part of the tutor programme. Academic coaching to be focussed on mock outcomes. Final furlong study skills programme has been completed in form time.
		Spr II
		Sum I
		Sum II
3. Improve attendance and punctuality in Sixth Form so students maximise focused learning time.	- 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.	Aut I: These measures are in place.
		Aut II; Sixth Form tutor team exploring flexi-study for those students whose attendance is high and who are on track, QA for tutor time interventions is ongoing.
		Spr I: Attendance is being monitored and any unexpected absences are being chased by Sixth Form team.
		Spr II
		Sum I
		Sum II
4. Timely intervention to avoid students falling behind.		Aut I: The first round of Academic Coaching is taking place, the quality has been inconsistent and the sixth form tutor team are supporting those tutors who are less confident/successful.

	• 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 coaching sessions in pm tutor time with form tutor. • Sixth Form Leadership to QA the coaching conversations.	Aut II: QA is ongoing – there are some concerns about the regularity of the sessions. Also need to onboard the new members of the tutor team.
		Spr I: Academic coaching has been continuing. The sixth form team are continuing to monitor the quality of these sessions.
		Spr II
		Sum I
		Sum II
5. Reduce the impact of staff absence on sixth form lessons.	• 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.	Aut I: Students are attending the library to complete cover work if a member of staff is absent. Cover work remains of mixed quality.
		Aut II: Students are attending the library in cover lessons, the quality of the work is improving.
		Spr I: Students are attending the library in cover lessons, the quality of the work is improving. Psychology interventions in place to support students who have lost lessons due to teacher absence.
		Spr II
		Sum I
		Sum II
6. Ensure the HoDs are driving interventions and support for underperforming KS5 students.	• 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.	Aut I: 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.
		Aut II: HoDs discussed barriers to underperformance and next steps with SLT links after PR1 and Mock outcomes.
		Spr I: HoDs discussed barriers to underperformance and next steps with SLT links after PR2 and Mock outcomes.

		Psychology interventions in place to support students who have lost lessons due to teacher absence.
		Spr II
		Sum I
		Sum II
7. Improve quality of revision resources and support to ensure students improve recall of core knowledge.	• 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.	Aut I: Letter sent home to parents to share the mock exam timetable as well as revision resources and specification details.
		Aut II: Carousel Learning to be launched in Jan 24
		Spr I: Assemblies and tutor times reminded students of when Mocks II were taking place. Mock timetable was shared in good time to allow students to set up a revision schedule.
		Spr II
		Sum I
		Sum II
8. Students can deepen knowledge through independent work,	• Students provided with guidance about independent work (HoDs) • Resources are available online and in the library (HoD, Resources)	Aut I: shared with students at the start of the year
		Aut II: ongoing . HoDs to review in light of mock outcomes
		Spr I: ongoing . HoDs to review in light of mock outcomes
		Spr II
		Sum I
		Sum II
10. Gain & maintain the support of parents and carers in order to help them support students' preparations.	• 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 home (Sixth Form Leadership Team, HoD)	Aut I: Y12 and Y13 Welcome evenings took place. Letter sent home to parents to share the mock exam timetable as well as revision resources and specification details.
		Aut II: Post mock meetings have taken place with the Sixth Form Leadership team
		Spr I: Mock exam timetable shared with parents and students well in advance to ensure enough revision time.
		Spr II

	• Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (Sixth Form Leadership Team)	Sum I
		Sum II
12. Use November and February Mocks to give real experience of final exams and provide accurate data.	• 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 Y11 exam above to ensure accurate picture of current attainment and targeted intervention (HoDs, ELL)	Aut I
		Aut II: Students were on study leave in advance of the Nov mocks
		Spr I: Use of past papers within lessons in run up to mocks beginning W/C 26/2
		Spr II
		Sum I
		Sum II
15. Need for accurate forecasting	• 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.	Aut I: accuracy of forecasting discussed in ERAMs but the low figures make the cases very specific. Concerns remain about accuracy which are compounded by the changing grade boundaries.
		Aut II: Moderation took place within mock marking, where appropriate.
		Spr I: SLT discussed year 13 data and predictions within SLT link meetings.
		Spr II
		Sum I
		Sum II

Appendix 3: Attendance Improvement Plan

KEY DATA TARGETS: Individual pupil's attendance target – 96%		
Whole school attendance: 94% Max % of pupils who are PA: 15%	Pupil Premium attendance: 90% % of PP pupils who are PA: 20%	SEND pupil attendance: 90% % of SEND pupils who are PA: 23%
<u>2022-2023 Headline figures</u>		
Whole school attendance: 92% (Improved from 90.7% in 21/22) National – 89.2% Regional – 90.8%	Pupil Premium attendance: 87.3% (improved from 84.9% in 21/22)	SEND pupil attendance: 88% (improved from 85.8% in 21/22)
Max % of pupils who are PA: 22.2% (Reduced from 25.2% in 21/22)	% of PP pupils who are PA: 39% (Reduced from 45% in 21/22)	% of SEND pupils who are PA: 33.7% (Reduced from 35.9% in 21/22)

Overall attendance figures:

Last academic year, overall attendance improved from 90.7% to 92% overall, above both the National and Regional averages.

This trend is also reflected in the vulnerable groups, with PP attendance improving from 84.9% to 87.3% and SEND attendance improving from 85.8% to 88%.

PA figures:

Last academic year, the academy reduced Persistent Absenteeism at all key measures, most notably for disadvantaged students which reduced most significantly from 45% to 39%. Persistent Absenteeism for EHCP students reduced from 25.0% to 20.80%.

Key focuses for 23/24 plan:

Focused plans needed for year groups rolling into Years 10 and 11 this academic year (overall 89.4% and 91.8% last year)

Objective	Key actions	Person resp.	Timescale	RA G 1	RA G 2	RA G 3	Evidence of impact
To raise the profile of attendance within the school so that it becomes ‘everyone’s responsibility’							
COMMUNICATION							
	Regular whole staff CPD (Continual Professional Development) sessions about Attendance to raise the profile.	LPH/KB Jan 2024: JTM/KB	half-termly intervals	G	G		Autumn attendance CPD held. Further CPD presented to ECT colleagues.
	Weekly/fortnightly activity in tutor time for students to check their overall attendance figures.	KES	Easter 2024	R	R		League Cup – weekly via Student Weekly Bulletin.
	Weekly attendance update discussed in SLT and shared with all staff in briefing notes.	LPH/KB Jan 2024: JTM/KB	September 2023	G	G		Weekly attendance data shared with SLT by KBA.
	Provide governors with attendance information half termly through Principal’s Report	LPH/KB Jan 2024: JTM/KB	Scheduled at half-termly intervals	G	G		Principal’s Report completed by LPH and JTM and has been shared with Governors.
	Promoting good attendance - Communication sent to all Parents / Carers termly to promote attendance and expectations	LPH/KB Jan 2024: JTM/KB	Scheduled at termly intervals	R	A		Autumn communication sent in Head of Year letter in December.
	MCAS messages to be used to remind students about term dates: Holidays and return dates/times	KB/ Admin	Sept 2023 – ongoing	R	N/A	N/A	N/A - MCAS no longer used. Term dates are displayed on the Academy website.
	TV displays to be updated weekly to highlight the weekly % and the best form per year group	KB/ Admin	Sept 2023 – ongoing	R	G		TV screens display attendance data from Student Weekly Bulletin Attendance board in the New Hall

To create an effective rewards strategy that focuses on what students' value							
	To implement Perfect Week rewards - 100% Attendance and Zero Behaviour points (weekly) for all students hitting this criteria.	TWS	September 2023 implementation	G	G		Implemented. Students receive 1 House Point for 100% attendance and 1 House Point for zero behaviour points. Students receive a bonus House Point if they achieve both. Opportunity for students to achieve 3 House Points each week.
	To implement Perfect Half term/Zero Heroes rewards - 100% Attendance and Zero Behaviour points (half-termly) for all students hitting this criteria to be celebrated in House Assemblies.	TWS/KES	October 2023 implementation (half-termly)	G	G		House Assemblies celebrate attendance.
	To implement League Cup (Half-Termly) rewards – Tutor group competition for most house points, least detentions and least late marks for all eligible students	TWS	October 2023 implementation (half-termly)	G	G		Implemented.
	Introduce termly rewards trip. At Christmas this will be the cinema. Subsidise ticket price to £2.50 a student. Qualification is 96% attendance and no detention sin a two-week period. For those without 96%, 100% attendance and no detentions for two week.			A	G		Cinema afternoon for Years 7, 8 and 9 in December 2023.
	Launch Passport to Prom – Year 11 students must have 92% or above attendance by Easter 2023 to be eligible to attend Prom	KB/KBI	November 2023	A	G		Launched in assembly with Year 11. Attendance part of the criteria for invitation.
	Ensure Celebration of Success assemblies include an attendance focus	KES/HOY	October 2023	G	G		

	Develop the role of Attendance Ambassadors to support raising the profile of whole school strategies	KB	November 2023	A	A		Continues to develop. Currently Attendance Ambassadors are working on two projects, the first is a long term project – supporting Year 6/7 transition. The second is focused on raising attendance amongst
To ensure that there is a clear and distributed leadership structure for improving attendance							
	New Strategic lead for attendance to review JDs, roles and responsibilities for all those leading attendance to ensure there is clarity regarding systems, expectations and impact	LPH Jan 2024: JTM	October 2023	G	A		LPH completed in Autumn Term. JTM to re-complete for Spring Term as in Post since January 2024.
	Behaviour Walk WTD to include checking for late registers to ensure they are all taken accurately and in a timely fashion	LPH Jan 2024: JTM	September 2023	G	G		Behaviour Walk
To ensure high quality training is in place for all staff leading attendance							
	Attendance Manager to attend local Attendance Hub meetings	KB	Ongoing	G	N/A	N / A	These no longer exist. KBA attends the LA Network Meetings.
	SLT Strategic Lead to attend half-termly Trust network meetings	LPH Jan 2024: JTM	Ongoing – half termly	G	G		
	Guidance on editing and amending marks on BromCom to be re-shared with teaching and support staff	KB	Ongoing – half termly	G	G		Autumn Term focus on register accuracy and missed registers. Recorded missed or inaccurate registers on Athena Trust system. Email sent to individual staff member and Head of Department. Improved accuracy. Since January 2024, two members of staff have

						either missed or inaccurately recorded registers. Process ongoing.
	Regularly review training needs for pastoral and inclusion teams and plan opportunities wherever they are required.	LPH/KB Jan 2024: JTM/KB	Ongoing	A	G	EHA training with a focus on reasons for EHA including for attendance. Attended by SENDCo, Student Support Team and Heads of Year and AP Co-ordinator.
To improve student punctuality to and lessons “Every Minute Matters”						
	CORRIDOR/TRANSITION FOCUS • Training for staff about character cards • Training for tutors/ teaching staff (WTD) Threshold/Entry & Exit routines • Training for support staff (WTD) narrating the purpose, Warm/Strict	LPH Jan 2024: JTM	September 2023 October 2023	G	G	Guidance shared regularly by TBL.
	Implementation of character cards to reinforce punctuality to lessons expectations	LPH/KES Jan 2024: JTM/KES	September 2023	A	G	Character cards are in daily use and can be used to record excellent corridor conduct and also encourage ‘Pace and Purpose’.
	Tutor time curriculum about student expectations Corridor transitions	LPH/KES Jan 2024: JTM/KES	Ongoing October 2023	G	G	Key feature of student on-boarding and re-boarding sessions. Students have had tutor led deliberate practice at transitioning around the Academy.
	Use of lateness to lessons sanction to be issued by staff for students arriving more than 4 mins into the lesson	Teaching staff	Ongoing – regular reminders	G	G	
To improve student punctuality to school “Every Minute Matters”						
	Use of lateness to the academy sanction to be issued by attendance team for students arriving after 8:35am	KB/BW	Ongoing	G	G	Late Gate Procedure. Gates are locked at 08:35. Students arriving after this time must

							come through the front gate. Students are escorted to the late room where they
	HOY monitoring of recidivist late students on punctuality report	HOY/ SLT link	Fortnightly	A	G		Fortnightly meeting with attendance manager to discuss recidivist late students who are then placed onto tutor report with punctuality target.
	Monitoring of student attendance to detentions for these sanctions	HOY	Daily	A	G		SLT links meet to discuss behaviour analysis with Heads of Year, including sanctions received for lateness.
To reduce the number of PA students							
	Weekly BASI meetings set up to strategically target specific students within each year group with a vision of raising their attendance	LPH/ Inclusion team Jan 2024: JTM/Inclusion team	September 2023 - ongoing	G	G		Led by SLT strategic leads for attendance and behaviour (JTM & KES). Attended by all HoYs, SSOs, PP strategic lead, DSL, SENDCo, DDSLs, Strategic lead for SEND and AP.
	Allocation of key worker to any student with PA from across the Inclusion team.	LPH/ Inclusion team Jan 2024: JTM/Inclusion team	September 2023 - ongoing	A	A		PA project ongoing, led by attendance manager. HoYs working with attendance manager to reduce Persistent absenteeism .
	Fortnightly strategic review of PA list (KB/LPH/CI)	KB/LPH Jan 2024: JTM/KB	September 2023 - ongoing	A	G		Completed in attendance meeting with SLT strategic lead. Students then referred to HoYs.
	Fortnightly analysis of the students between 87% - 91% (Priority 1) and targeted steps that need to be	KB/HOY	September 2023 - ongoing	A	G		

	taken for each student with Attendance Manager and HOY over two week period (and with SENDCo and PP lead)						
	Effective use of PTTs to reintegrate students back to school after periods of absence	LPH/HOY Jan 2024: JTM/HoY	At least fortnightly reviews	A	G		
	Effective use of AP to support students with diagnosed mental health and medical needs	LPH/HOY Jan 2024: JTM/HoY	At least half-termly reviews	A	G		
	Enforcement to be used effectively and liaise with Cambridgeshire LA to ensure effectiveness.	KB/LPH Jan 2024: JTM/KB	Weekly	A	G		
	Suspension reduction plan to be embedded to improve attendance by reducing time lost through suspensions	LPH/HOY Jan 2024: JTM/HoY		A	A		
	Implementation of new Reintegration back to school plans for students returning after a significant absence.	LPH/KB Jan 2024: JTM/KB	November	A	G		
To improve transition work in order to improve attendance - Year 6 into 7 and Year 11-12							
	Visit each primary school (every year) in preparation for transition to give clarity on expectations and rewards.	ES/HOY7	From Jan 2024	G			Ongoing.
	Initial stepped (RAG) categorisation of students based on year 6 attendance	KB/HOY7	June 2024	G			Ongoing.
	Attendance Policy shared with parents / carers	KB/TSY	July 2024	R			Ongoing.

	Transition days to include a presentation to students, parents and carers about the importance of excellent attendance and the tiered rewards structure.	TWS	July 2024	A			Ongoing.
	Transition from Year 11 -12 to include 6 th Form Attendance expectations	TW Jan 2024: HBE	July 2024	R			Ongoing.



Committee Member Visit Record

Name	Lee Larcombe
Date of Visit	18 th January 2024
Focus of Visit	Update and introduction with new DSL
Classes/staff visited	Cara Isaac
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. We had a face-to-face meeting in Cara's office primarily to meet for the first time since her appointment, and to update me on developments in safeguarding following the recent audit – including incident reporting and capacity to support process.	
What I have learned as a result of my visit The results of the recent audit highlighted some areas to work on as well as the need to continue focus on areas of improvement that are already in progress. Prior to the audit there had been some concerns that aspects of safeguarding process were not as good as they should be – but we had subsequently heard that the results of the review/audit were positive and safeguarding is effective. However, the reality is somewhere between the two positions in that, whilst processes are passable, there are areas where this could be perceived as borderline – there is need for continuous focus on improvement to ensure safeguarding is robust across the board. We spoke particularly about the reporting of incidents and the numbers of incidents being reported – some of which are increasing. The reality appears to be that this is the result of more effective communication with students about issues, and the opportunities they have for reporting them. In this regard, the numbers are more realistic of the issues faced by students in the school – and we are more effectively able to address and support with these. Categories of issues for reporting have been tightened/clarified, and the quality of reporting is improving. Students are getting better at reporting – but there seems to be some work still to be done with regard to staff reporting of incidents. This may be because CPOMS is not particularly user-friendly for this, and staff suggesting that time is a pressure (which cannot be considered an excuse for poor reporting). Staff briefings have been held to try to address these issues. There is very encouraging evidence of the whole school approach to safeguarding being effective – with non-teaching staff taking positive steps to support students. There remain challenges in implementing continuous monitoring/tracking/prevention – and perhaps insufficient capacity/resourcing limiting getting safeguarding to where it could be at the rapid timescale we would like. One challenging aspect that was highlighted was that the current focus on	

"OFSTED readiness" – as a singular focus – is perhaps not helping the strategic implementation of a long term plan (aligned with the SDP). Although both ultimately should be complimentary.

School level support for the safeguarding team appears strong, although resourcing remains a challenge – particularly for the provision of pastoral support and improvements to intervention measures. There are possible opportunities for engaging free/low cost external support for pastoral intervention which would not have an impact on current staffing, but this is limited in the scope for implementation by the "every minute matters" policy restricting flexibility for removing students from classroom time where support could be beneficial. This warrants some consideration moving forward

Positive comments about the focus

As a first meeting with Cara this was a very positive and informative experience. She is very committed to the continual improvement of our safeguarding processes and provision. Although the focus of this meeting was vague – we had frank and constructive discussion around the audit and current state of safeguarding in the academy

Aspects I would like clarified/questions I have

No questions at this time

Matters to discuss at committee (e.g. proposed agenda items) and future visits:

Future visits will focus on the programme of improvement following the audit and alignment with the longer term plan of the SDP.

Opportunities for low cost/low staff impact external pastoral support should be explored further.

Any other comments

Signed (committee member):



Signed (link staff member):

