



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Thursday 20 June 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: Jo Myhill-Johnson; Andrew Corcoran.

Clerk: Tomas Thurogood-Hyde

Minute Reference	Summary of action required	Responsible	Status
31.01.24 Item 6	Leadership and Management Link Lead visit to include focus on stakeholder perceptions of the academy	MY	TBA
19.03.24 Item 6	Discuss next steps regarding the formation of the PAC	Principal/Chair	Complete
19.03.24 Item 7	Behaviour/PP visit report to be shared with the Clerk and presented to the LGC	LL	
19.03.24 Item 9	Head of Sixth Form to be invited to attend next LGC meeting	Clerk	

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item – Chair
2	2 mins	Declarations of interest	Oral item – Chair
3	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 19 March 2024	Papers attached - (pp3-9) - Chair
4	30 mins	Academy Improvement Plan	Summary attached

4	30 mins	Principal's report and questions	Papers attached – (pp) Principal
5	10 mins	Ofsted visit feedback	Oral item – Principal
6	5 mins	Parent/Carer Advisory Council (PAC)	Oral item- Principal
7	5 mins	Sixth Form	Oral item – Principal
8	5 mins	Proposed LGC meeting dates 2024-25 Longsands (Thursdays 5.30pm) 10.10.24, 05.12.24, 06.02.25, 27.03.25, 22.05.25, 03.07.25.	Oral item - Clerk
9	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: TBC	Oral item - Chair
10	2 mins	Any Other Business	Oral item - Chair



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Tuesday 19 March 2024

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Catherine Cusick Principal - Longsands Academy; Claire Chilton; Lee Larcombe (Vice Chair); Rob Simonis; Richard Slade.
In Attendance:	Andrew Corcoran Vice Principal (introduction); Jo Myhill-Johnson; Melanie Basson (Clerk)

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	TBA
31.01.24 Item 6	LGC/Academy to issue a joint statement around the implementation of academy policies/PAC	ALL	Complete
31.01.24 Item 7	Publish CEIAG policy 2023-25	JP	Complete
19.03.24 Item 6	Discuss next steps regarding the formation of the PAC	Principal/Chair	Complete
19.03.24 Item 7	Behaviour/PP visit report to be shared with the Clerk and presented to the LGC	LL	
19.03.24 Item 9	Head of Sixth Form to be invited to attend next LGC meeting	Clerk	

1) Introductions and Apologies

The meeting started at 5.30pm.

The Principal informed the committee that Longsands Vice Principal Lauren Philips has left and a new Vice Principal has been appointed.

Recently recruited Longsands Vice Principal, Andrew Corcoran joined the meeting briefly and introductions were given around the room.

Mr Corcoran left the meeting due to other work commitments and looks forward to joining the next LGC meeting.

The committee acknowledged the resignation of Alexi Ivett of his role as Longsands LGC Staff Governor. Mr Ivett has been thanked for his valued contribution during his term of office on the LGC.

There were no apologies for absence.

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 31 January 2024 were circulated to committee members and ratified on 4 March 2024. Matters arising

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) Principals Report and questions

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

- Safeguarding
 - Year 11 & 13 Maximising Achievement Plan Update
 - Curriculum
 - Teaching and Learning
 - Behaviour and Culture ○ Including updated suspension reduction plan
 - Attendance
 - Personal Development
 - SEF and AIP Updates
 - 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.

Maximum achievement Plan

The Principal informed the committee that Spring 1 Year 11 mock results are being analysed. Initial assessment results show a pleasing uplift in attainment, with a P8 figure of -0.14. Compared to this time last year, Year 11 Spring 1 mock results show significant improvement.

At this time last year the P8 figure was -0.62, with 0.12 achieved in the summer examinations.

The academy predict a P8 figure of +0.24 for this summer final outcomes. The academy aspire to reach a P8 figure of +0.3 this academic year.

The Principal gave appreciation for the hard work and significant input from staff with the marking load and assessments.

The Principal informed the committee Year 11 will not be granted study leave during the summer examinations, until mid-June. Year 11 revision classes and masterclasses are scheduled as part of the maximising achievement plan.

Curriculum

Referencing page 15 of the Principals Report, the committee reviewed the Curriculum model 2024-25, which is yet to be finalised.

The Chair questioned how the academy establish whether the right subjects are being offered to scholars and to the right examination specification.

The Principal explained that SLT consider advice from National Leads as subject specialists, when determining curriculum offer and specification.

Dr Larcombe enquired whether best practice is shared across each subject with other schools in the trust.

Ms Myhill-Johnson confirmed Matt Carnaby, Director of Curriculum and Assessment oversees subject specialists, who share best practice between academies in the trust.

Ms Chilton confirmed as a Head of Subject, does consult with other academies on best practice.

Dr Larcombe questioned whether any GCSE or A Level subject are likely to be dropped from the curriculum offer 2024-25.

The Principal confirmed all GCSE subjects offered last year are still being offered in 2024-25.

The Principal confirmed that A-Level French is not running in 2024-25, as was the case in 2023-24 and Law is not viable in 2024-25.

Referring to page 50, the Principal highlighted Longsands Sixth Form scholar numbers has fallen by nearly 50% since 2022-23 and 30% on 2021-22.

The committee acknowledged a new Head of Sixth Form, Callum Roberson is due to start after Easter and will continuing the work of Associate Vice Principal, Hadeel Bennett, focussing on why numbers are low and how we can improve this.

Curriculum Lead financial planning (CLFP)

Turning to page 17, the Principal highlighted a significant amount of work has been undertaken around the CLFP primarily around staffing and ensuring that the academy are not overstaffed. At the beginning of the process Longsands had the equivalent of 9 FTE members of staff over. Under the proposed curriculum model, the academy are 3.14 FTE over.

Teaching and Learning

Referring to page 17, Dr Larcombe highlighted at this time last year there were 90 teaching staff and this year there are 103, suggesting staff numbers have increased, not decreased.

The Principal suggested this was likely the proportion of Initial Teacher Trainees is different this year compared to last year.

Behaviour and Culture

Referring to page 20, the Chair highlighted overall suspensions numbers have significantly increased when comparing 2023/24 with 2022/23. Highlighting in ST1 this year, 144 suspensions were issued compared to last year ST1 where 99 suspensions were issued, showing a 50% increase.

The Principal explained SLT are working with staff to ensure the Behaviour policy is being applied consistently and acknowledged suspensions are a work in progress.

The Chair questioned whether the academy expect to see a reduction in suspensions in the summer term.

Ms Myhill-Johnson stated there is nothing to indicate suspensions might decrease in the summer term. However, a focus on reducing SEN students suspensions has resulted in success. The academy is focussing on mentoring other students, in particular a cohort of twenty scholars who receive the most suspensions, with a view to improving suspension rates.

Mr Slade highlighted suspensions have increased but the number of scholars receiving suspensions has decreased.

The Principal highlighted, in response to parent/carers feedback, the academy decided to remove the booths in the Reset Room after Easter. With the aim of improving the environment, where scholars can benefit from more of a classroom setting.

Mr Simonis reported feedback from parents/carers that teachers use detentions as a threat and suggested the rationale of issuing detentions may benefit from review.

Ms Myhill-Johnson responded by saying the behaviour framework does not support the approach where it is acceptable for teachers to use detention as a threat.

The Principal explained some staff resist using deliberate practices around the language used when addressing scholar behaviour, and recognised the narrative needs to be consistent.

Mr Slade enquired what the purpose of issuing detentions was, asking whether the aim is to correct behaviour or to use as rehabilitation.

The Principal explained detentions are issued as a consequence of scholars behaviour when expected standards are not met, and as a deterrent.

The Principal stated all scholars are treated the same, behaviour sanctions are applied in line with the Behaviour policy. The Principal recognised there is a need for the academy to support students around anxiety and personal resilience, with regards to taking responsibility for their behaviour.

Mr Simonis invited the Principal to present findings at the next meeting on progress made regarding detentions.

Ms Chilton reported centralised detentions work better for teachers and recognised the increase in the reasons scholars receive detentions.

Attendance

Referring to page 38, the committee noted scholar attendance is 91.3% for all years, compared to this time last year at 91.8%. Persistent absentee attendance is 25.3%, compared to last year at 21.5%.

The Principal highlighted an increase in families opting for elective home education, with 17 scholars being removed from Longsands roll since September 2023.

Staffing

The committee noted page 51 of the Principals Report stating current staff turnover has increased from 27.39% last term to 31.78 to date, above the Trust average of 16.10%.

The committee noted staff retention is defined as a risk recorded on the academy Risk Register.

With regards to identifying reasons for staff leaving, Mr Simonis suggested the academy monitor cases where new starters may leave.

Mr Simonis suggested staff turnover presents a risk that teachers may be required to teach outside their specialism.

The Principal informed the committee that after 31 May 2024, the academy will be able to identify any gaps in the number of specialist teachers.

Dr Larcombe suggested it might be useful for the academy to make projections around future teacher profile.

Ms Chilton enquired whether there is there a risk the academy might not be fully recruited to in September 2024.

The Principal reassured the committee that posts are being recruited to in line with the CLFP.

Ms Chilton enquired of the likelihood teachers could be asked to teach out their specialism.

The Principal said hopefully not, but this could present an opportunity for teachers to learn new skills.

AIP

The Principal informed the committee the AIP has been updated to reflect feedback from Ofsted from the recent visit.

Dr Larcombe enquired whether Sixth Form places data was based on offers or acceptances.

The Principal confirmed the figures are presented to reflect scholars first choice to apply to Longsands Sixth Form.

The Principal was thanked for their report.

5) Ofsted visit feedback

The Committee acknowledged the visit from Ofsted to Longsands Academy on Tuesday 13 and Wednesday 14 February 2024.

The Principal confirmed the academy received the report from Ofsted on 18 March 2024, and has five days to provide feedback to Ofsted. SLT are already focussing on areas for improvement in response to the report.

Asked when the report will be published, the Principal explained once Ofsted finalise the report, it will be shared with the academy three days prior to publishing on the Ofsted website. The outcome will be shared with stakeholders before this.

6) Parent/Carer Advisory Council (PAC) constitution

The Principal informed the committee that around fifteen parents/carers have expressed an interest in joining the PAC. The committee agreed PAC membership should represent a diverse representation of the school community.

Action: The Chair will meet with the Principal to discuss next steps.

7) Link Lead roles and responsibilities

Dr Larcombe's Safeguarding Link Lead visit report from his visit to the academy on 18 January 2024 was shared with the committee in advance of the meeting. Questions were invited.

Dr Larcombe informed the committee he has visited Mr Smy as Link Lead for Behaviour/PP . The visit report will be shared with the Clerk to be presented at the next meeting.

The committee acknowledged LGC member vacancies, suggesting candidates might be identified in the pool of parents/carers expressing an interest in joining the PAC.

The committee were invited to consider the Careers Link Lead role. Mr Young agreed to undertake this role.

8) Chairs update

The Chair informed the committee of the outcome of NASUWT and NEU members ballot, voting to strike on 12 and 13 March 2024.

The Principal explained conversations with unions resulted in a joint decision to suspend the proposed strike action planned on 12 and 13 March 2024. The Principal is reviewing feedback from staff as presented by the union, by way of reaching a suitable resolution.

9) Sixth Form

Action: The Clerk was asked to invite the new Head of Sixth Form, Callum Robertson, to next LGC meeting.

Mr Slade to arrange a link lead visit, focussing on T Levels, once Mr Robertson has settled into the role.

10) Risk Register

The committee identified no new risks to be added to the Risk Register.

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 **Thursday 20 June 2024**.

12) Any Other Business

The meeting finished at 7.35pm

Mr Simonis enquired whether a vegetarian or vegan option is available in the canteen.

The Principal, Ms Chilton and Ms Myhill-Johnson confirmed there was a vegetarian option.

The committee acknowledged awareness of a survey on social media, initiated by Anthony Browne MP, inviting members of the community to express their views around Longsands and Ernulf.

Ms Myhill-Johnson confirmed herself and the CEO met with Mr Browne at Ernulf Academy recently and the meeting was positive.

The committee were informed of other visits from Huntingdon District Executive Councillor for Climate and Environment, Lara Davenport-Rey, and Huntingdon MP, Jonathan Djanogly.

Ms Chilton reminded the Principal of action required to discuss the existing CIL bid. Ms Chilton and Principal to schedule time to review this, with a view to pursuing match funding.

The LGC agreed the above to be a true and accurate record of the meeting on: 19 April 2024

Academy Improvement Plan 2024-2025

QUALITY OF EDUCATION:

QE1 Ensure high levels of attainment and progress for ALL students in; identify underachievement and address needs promptly.

QE2 Ensure that the Astrea-Longsands Way informs the effective delivery of a knowledge-rich curriculum for all.

QE3 Further embed retrieval practices to secure students' fluency through consistent and systematic review of knowledge.

QE4 Further embed Astrea Reads to ensure all students can read fluently, with confidence, and enjoyment.

BEHAVIOUR AND ATTITUDES:

BA1 Further embed a culture of high expectations through the consistent implementation of core routines and behaviour systems so that behaviour and attitudes are exceptional.

BA2 Ensure that all students get the support they need to modify their behaviour through an effective interventions programme.

BA3 Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements.

BA4 Maintain high expectations around attendance and punctuality

PERSONAL DEVELOPMENT:

PD1 Embed student voice processes and student leadership opportunities to create a strong sense of belonging to the academy.

PD2 Extend the enrichment offer with a varied programme of trips and visits so all students have access to a wide, rich set of experiences and make tangible contributions to the life of the academy.

PD3 Further develop It Stops Now to promote a positive, respectful and inclusive environment in which diversity is embraced by staff and students alike.

PD4 Design a mental health strategy which promotes students' confidence, resilience and independence.

LEADERSHIP AND MANAGEMENT:

LM1 Developing strategic leadership at all levels which ensures commitment from staff to implement excellent quality of education.

LM2 Ensure that all stakeholders receive clear and effective communication, so they are well informed about the rationale for all decisions and actions.

LM3 Secure an ambitious, financially viable sixth form curriculum model, which serves the local community.

LM4 Enhance the professional development of staff through instructional coaching.



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term Two

2023-2024

Longsands Academy

Dr Catherine Cusick

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9	HR, Operations and Site Update - MSP	
10	NOR Update and Projections for September 2024 - NJA	
11	Any other academy matters: to include enrichment and community	

Safeguarding

Introduction and contextual information about the school:

Longsands Academy is an 11-18 fully inclusive secondary school serving the community of St Neots and the surrounding area. The school is part of Astrea Academy trust, with 1637 students on roll. During this half term a total of 519 concerns were recorded on CPOMS. There are 348 students who are classified as pupil premium, which equates to 21.26% of the school's population. There are 232 students on the SEND register (14.17%) and 34 Educational Health Care Plans (2.07%). We currently have 40 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	Data Analysis has shown a decrease in the reporting of concerns by staff.	DSL to deliver staff CPD after half term to ensure effective safeguarding reporting.	N/A
Trends in School	- Counselling referrals continuing to be submitted. - Attendance concerns relating to truancy and students leaving site.	- Identify how school counselling provision will look following departure of Angie Baker (Astrea Counsellor) - Gates to be supervised at the end of exams to ensure students do not leave site without permission.	Looking at site access and securing vulnerable areas.
Ofsted Qualifying Complaints	None		

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (Summer term 1)	This time last year
Number and % of PP	348 (21.26%)	354 (21.17%)	20.04%
Number and % of LAC	4	4 (0.24%)	0.3%
Number and % of young carers	69 (4.21%)	69 (4.12%)	2.96%
Number and % of scholars privately fostered	0	0	0
Number and % of scholars with CP plan	0	0	0
Number and % of CIN	7	8	4
Referrals made for early help	5	2	0
Family support assessments conducted	5	2	5
Proportion meeting threshold	0	0	2
CP meetings attended	0	0	0

Number and % of scholars with an EHCP	34 (2.07%)	32 (1.91%)	35 (2.07%)
Number and % of scholars with serious medical conditions	2(0.12%)	2(0.11%)	2 (0.14%)
Number and % of scholars receiving external support: CAMHS	15	17 (1.01%)	22 (1.5%)
Number and % of scholars receiving external support: behaviour support	0	0	0
Number and % of scholars receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

SCR Scrutiny:

Catherine Cusick (Principal) is scheduled to checked the SCR on 7.6.24.

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Astrea Safeguarding network	20/5/2024	2	Astrea

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	15	6	4
Racist Incidents	7	2	1
Cyber Bullying	3	0	0
Homophobic Bullying	0	0	0
Transphobic Bullying	0	0	0

Analysis and Next Steps

This half term the total number of bullying incidents reported has increased, specifically we have seen the number of racist incidents increase. We have also seen cyber bullying reports being made.

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. As part of mental health awareness week, year 7-10 attended an assembly, which included the impact that unkind/bullying behaviour has. Analysing the data shows that overall, we have seen an increase in the number of incidents reported. The reports are more specific, and students are feeling more confident in reporting incident where they feel targeted. The pastoral team continue to provide consistent support across all year groups.

This half term, I will be reviewing the use of bullying logs and if these are still being accessed. The pastoral team continue implement risk assessment and conduct regular check-ins, supported by the safeguarding team. Where a perpetrator has been identified as part of the sanction issued, they are required to complete an intervention to educate them in the behaviour displayed. In the school community we continue to see a reduction in friendship issues and an increase in positive peer relationships amongst students.

On 4th June we will be providing DP on how to report an incident on CPOMS and explore the threshold for making reports in addition to the fortnightly safeguarding briefings. There has been a 70% increase in the number of reports made on CPOMS and the quality is much improved.

Sexual Harassment:

	Number of Incidents							
	22/23 HT 2	23/24 HT 2	22/23 HT 3	23/24 HT 3	22/23 HT 4	23/24 HT 4	22/23 HT 5	23/24 HT 5
Verbal Sexual Harassment	N/A*	7	N/A*	3	N/A*	3	0	0
Physical Sexual Harassment	N/A*	1	N/A*	0	N/A*	0	0	0
Sexual Violence	N/A*	0	N/A*	0	N/A*	0	0	2
TOTAL		8		3		3	0	2

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

Analysis and Next Steps

The number of reported sexual harassment incidents within school this half term has remained lower than previously seen. During the next half term, we will continue to monitor incidents of this nature, ensuring students feel able to speak out against these behaviours. The assembly on sexual harassment, which was delivered previously, provided the education and confidence for a student to feel able to disclose a serious sexual assault.

Staff will be reminded to report and challenge any unacceptable behaviour. We continue to ensure the "It Stops Now" message is 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.

Next steps for this coming half term include further reviewing what education is available and exploring what external agencies can offer in terms of support.

Year 10 into 11 Maximising Achievement Plan

Year 10 into 11 Maximising Achievement Plan

See **Appendix 1**

- The year 10 cohort have the same average KS2 score as both the 2022-23 and 2023-24 cohorts of 104.5.
- PR2 forecasts an average Attainment 8 Grade of 4.77 and an Average Total Progress 8 score of 0.26. The 202324-year group at this time last year had an Attainment 8 Grade of 5.11 and an Average Total Progress 8 score of 0.47. Given that these had dipped to 4.91/0.23 respectively in the last tracking point for the current year group we need to ensure that year 10's progress accelerates rapidly.
- We are currently awaiting the results from the year 10 mock examinations. These results will inform the intervention and period 6 offer in September 2025 for the year group. We will initially focus on students who are not forecasted to hit the Basics measures and underperforming PP students.

Teaching and Learning

Total Number of Teachers in the Academy: 91

	Number of Teaching Staff	% of Teaching Staff
SLT	8	9%
UPS	47	52%
MPS	21	23%
ECTS	6	6%
ITT	2	2%
UQTS (not part of ITT)	4	4%

Next Steps:

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

- Responded to feedback on Ofsted Quality of Education and an action plan has been created to strategically explore, plan, deliver and sustain teaching and learning framework in Longsands Academy.
- Plan Autumn Term 1 (September 24) CPD for whole school with focus on teaching and learning. Embed TLAC strategies within deliberate practice.
- Continue to coordinate daily drop ins for SLT in 'run the day'. This will continue to quality assure teaching and learning within the Academy and prioritise staff requiring additional support in the form of 'Light Touch' or leading to informal support plans.
- Classroom audit to support key teaching principles. Liaise with HODs to identify rooms/departments that require investment with mini whiteboards (MWBs), standing desks and visualisers. SSH to conduct audit and propose investment in IPEVO visualisers.
- 'Astrea Longsands Way' was successfully introduced to middle leaders in May 24. Feedback collated. Next steps, introduce to whole school with rationale and purpose. The Astrea Longsands way outlines key teaching principles, TLAC, behaviour and culture. Initial feedback from MLs was positive and well received. To deliver this, there is a need to outline how deliberate practice and intellectual preparation can be used to embed this in practice. Outline key features of instructional coaching from Sept 24 formed on the basis of drop-ins during two fortnightly opportunities (Autumn 24 and Summer 25).
- Identify staff to form teaching and learning group. This group of staff will be coaches that can support staff struggling with specific aspects of their practice linked to teaching principles.

- Onboarding of new staff on 4th July. Propose a schedule for new staff to on-board. Plan key features and logistics to support staff.
- Reading NGRT schedule Summer 2 in process and to be completed by the end of term.
- Astrea Reads – student voice group to provide feedback on this year’s texts.
- Re-onboard staff for Astrea Reads – training required for September.

Behaviour and Culture

Behaviour Data: Reset

(SUM 1)

- A total of 405 incidents resulted in Reset during SUM 1. Below is a breakdown by year group:

Year Group	Student Total in Reset	Total Reset Incidents	Number of Repeated Reset (%)
7	20	38	7 (35%)
8	39	121	24 (61.6%)
9	35	95	24 (68.5%)
10	31	109	18 (58%)
11	24	42	8 (57.1%)
6 th Form	0	0	0

- Apart from Year 7, repeated reset is a concern for a small number of students in all year groups. Intervention has been put in place on a 1-1 basis to support students who are not meeting expectations.
- Highest number of reset sanctions are within 8, 9, and 10.

What worked well:

- Improvement in the quality of provision within the Reset room. Students are provided with efficient work, which is assessed to support improvement. Compared to Spring 2, Summer 1 has shows a significant improvement in the number of students failing reset. Only 7% of students who entered Reset were unsuccessful compared to previous terms .
- Evidence of work completed is shown via a test result, which is assessed online. Students are making progress in their learning, which is evident through our 93% success rate.
- Currently, from a total of 405 incidents resulting in entry to the Reset base, only 28 (7%) of these are unsuccessful. From the 7%, over 40% are the same student.

Next steps:

- Reduce the number of students who are repeatedly in Reset.
- Early intervention to prevent Reset through weekly data analysis, parent meetings, learning walks, 1-1 intervention etc.

Lesson Removals (Sum 1)

The data below represents the number of students who were removed from lesson or sent to Triage for truancy/poor behaviour during unstructured time.

Day	AM	Break	Lunch	P1	P2	P3	P4	P5	PM	TutorTime	) blank
Monday			8	13	12	14	15	14	12	3	
Tuesday	8	3	9	11	13	24	13	18	2	12	5
Wednesday	7			9	13	13	26	12	3		2
(blank)					1		2				
Friday	1	4		9	9	10	29	9	8		6
Thursday			2	10	17	8	20	23	5	3	8
Grand Total	16	7	19	52	65	69	105	76	30	18	21

A total of 478 students were referred to Triage in Sum 1. Below is a break down by subject:

Maths	112
English	50
Science	41
History	22
Geography	18
Languages	47
PE	3

Art	4
RE	8
Business	3
Technology	6
Personal Development	10
Child Development	1
Tutor	63

The data shows that Maths and Tutor time are the biggest areas of concern regarding climate in lessons. In Sum 2 an area of focus for the behaviour and culture team will be these areas.

Next steps:

- Increase lesson observations/drop ins of Mathematics (4 x SLT per week, 2 x HOY per week)
- Increase observations of Tutor time delivery with a particular focus around the lunch time slot (3 x SLT per week, 5 x HOY per week, 5 x SSO per week).

Suspensions:

YTD-end of summer term one.

Student Groups	All	PP	SEND	7	8	9	10	11	12	13
Number of Suspensions	550	255	169	14	79	133	159	164	1	0
% Of Cohort	3.11	1.46	1.4	21.64	3.73	2.25	1.83	1.79		
Total Days	951	428	302.5	24.5	137.5	235	271.5	277.5	5	0
Suspension Rate %*	32.07	68.18	71.01	4.62	26.78	44.33	54.64	55.78	0.74	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

* The suspension rate is the number of suspensions divided by the number of pupils suspended x 100. So a rate of 20% does not mean that 20% of pupils have been suspended. Some pupils will be suspended more than once. It is a useful tool to compare student groups.

Top 3 Reasons:

Persistent or General Disruptive Behaviour	79.45%
Verbal abuse/threatening behaviour against an adult	7.27%
Physical assault against a pupil	5.09%

How does this compare to the same point last academic year?

	All	PP	SEND	7	8	9	10	11	12	13
Number of suspensions	457	225	191	50	60	148	137	58	2	2
% Of Cohort	3.81	1.61	1.14	5.5	5	2.03	2.16	4.7		
Total Days	732	337.5	307.5	101.5	81	194	260.5	90.5	2	2.5
Suspension Rate %	26.19	61.98	87.61	17.01	20	49.17	46.28	21.25	1.85	1.16
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Top 3 Reasons:

Persistent or General Disruptive Behaviour	60.61%
Verbal abuse / threatening behaviour against an adult	10.50%
Physical assault against a pupil	8.32%

Suspension analysis and commentary:

A new Vice Principal was appointed to lead Behaviour & Culture after February Half Term and we have seen an initial increase in the number of suspensions. This is due to ensuring the behaviour policy was upheld and implemented effectively. From this point, we have seen an improvement in the success rate within the Reset base, which is shown through a decline in the number of students failing Reset, which would result in a suspension.

Year 11 were our most significant increase due to the most change required in culture for that particular year group. The suspension rate for year 7, year 9, and 6th form has improved, with a significant improvement in year 7.

Overall, the climate in lessons is improving and Reset is now a successful environment. To reduce suspensions, students who are of most concern receive 1-1 intervention from the pastoral team.

Compared to last academic year, we have seen a reduction in the number of serious concerns in the following areas:

- Physical assault against a pupil
- Verbal abuse/threatening behaviour against an adult

This shows the overall respect value at the Academy has improved, which is a key fundamental to drive improvement within student standards and expectations.

Suspension Reduction:

See **Appendix 2**

Permanent Exclusion:

There have been no permanent exclusions this academic year.

How does this compare to the same point last academic year?

There were no Permanent Exclusions last academic year.

Rewards:

	All				Non-PP				PP				SEND			
	SpT2	SuT1	22.23 SuT1	SuT1 23.24 vs 22.23	SpT2	SuT1	22.23 SuT1	SuT1 23.24 vs 22.23	SpT2	SuT1	22.23 SuT1	SuT1 23.24 vs 22.23	SpT2	SuT1	22.23 SuT1	SuT1 23.24 vs 22.23
Positive Points	33278	37,457	15,489	+21,965	26531	29,304	12,184	+17,120	6747 (20%)	8,015 (21%)	3,291	+4,724	4273	4,949	2,028	+2,921
House Points	21812	20,436	13,795	+6,641	17279	15,787	10,792	+4,995	4533 (21%)	4,573 (22%)	2,989	+1,584	2753	2,686	1,842	+844
Golden Tickets	112	116			94	83			18 (16%)	30 (25%)			10	12		
Perfect weeks	3002	4,459			2471	3,629			531 (18%)	815 (18%)			369	538		

- Number of house points issued fell, despite positive points being up.
- PP students achieved 25% of golden tickets, above the size of the cohort, and increase of 9% share from previous half term.
- Big increase in perfect week, has made up for the drop in house points being added. More students are consistently meeting all expectations and being in school everyday.
- House points remain substantially higher than at same point last year. Percentage of PP students receiving these has increased by 1%, and is in line with the cohort size. But more points mean more recognition in terms of badges. THE gap in positives between PP vs non-PP for perfect weeks remained constant this half term.
- There has been a drop in house points issued in year 10, making for a more distinct gap between KS3 vs KS4.
- Only 73 HPs issued to KS5 for the whole half term – these are not being used, and KS5 students are not being rewarded for hard work/modelling expectations.

Rewards Action Points:

- Review badges/criteria for 24/25 to align with our house points and make them more meaningful, by making them more difficult to obtain. They need to be something pride can be taken in.

- Investigate with ACO is there a quicker way of adding points/quicker system to make it more instant and ensure points are not missed. *New internet over the Summer may assist with this.*
- Work on strategy with JTM and SA around the monitoring and pushing of PP attendance to increase the number of perfect weeks these students achieve – seeing them in school more and being recognised for meeting expectations when they are.
- TWS to encourage the issuing of HP for KS4 via staff briefing, with a weekly target of points set for year 10 to be shared with school and commented upon weekly to raise recognition of these students.
- Conduct student voice at KS5 around rewards/house points and work with ACO and CRO and about what rewards at sixth form can look like.
- Issue each member of SLT/HoY 5 golden tickets a week, which must be awarded (1 a day). To this on a weekly basis to act as a constant reminder of expectation, and to raise the praise further.

Behaviour and Culture Analysis Next Steps:

From the data analysis, the following steps will be taken:

- Review of systems to prepare for September launch.
- Review of rewards and sanctions.
- Consult with staff around development of new plans for September.
- CPD for pastoral and senior leadership staff.
- Learning walks of lessons.
- New onboarding of standards for new staff inductions.
- Planning and preparation for effective onboarding of all staff in September.
- Review of structure and responsibilities of key staff within the pastoral team.
- CPD for our new pastoral intervention coordinator.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School	94%	91.6%	90.7%
Individual Scholar	96%	-	-
Pupil Premium	90%	86.9%	85.5%
SEND	90%	80.2%	85.3%
Maximum % of pupils who are PA:	15%	22.9%	26.0%
% of PP pupils who are PA:	20%	39.3%	48.0%
% of SEND pupils who are PA:	23%	33.2%	40.5%

- Whole school attendance is currently at 90.70% which is just below the National Average of 91.20% and the Local Average of 91.40%. Whole school attendance has been affected by Key Stage 4 attendance with Year 10 attendance YTD at 88.60% and Year 11 attendance YTD at 89.30%. Year 11 attendance has been affected by some parents not supporting on-site study during the summer examination series. Year 10 attendance has been affected by the number of students in Alternative Provision and the attendance of female students. There are currently 9 students in Year 10 who are on Alternative Provision and 1 student who is on a part-time timetable. The importance of attendance has been reiterated to all students in Year 10 at Morning Welcome. Looking forward to the academic year 24/25, we will be promoting the importance of attendance throughout the school year and especially in the summer exam series to all parents through a series of communications from the Head of Year and the attendance manager. These will also be reiterated to parents in presentation evenings in the lead up to mock examinations. Attendance will also form a part of the 'passport to Prom' process to address this issue. In SuT2, the Year 10 pastoral team are working with a target group of Year 10 female students whose attendance is between 85% and 90% to raise their attendance over the summer term above 90%.
- Attendance of Pupil Premium students remains a priority. In SuT1 Pupil Premium attendance improved for Year 9 from 83.20% to 84.10%. Whilst this remains below target, it is trending positively. Pupil Premium attendance for all other Year Groups decreased. Heads of Year will be working during SuT2 to promote positive attendance for Pupil Premium students. This will be supported by the tutor team who will check in with target Pupil Premium students each morning. The target group have attendance between 85% and 90%. The aim will be to improve attendance to over 90% for SuT2.
- Persistent absenteeism remains too high. 7 students are currently on attendance support plans which are being used to support them back into school. Of those 7, 3 are currently improving their attendance. The other 4 have not improved their attendance since starting. Members of staff overseeing these plans will meet with students to review plans and adjust targets as necessary for SuT2. 4 students have failed their attendance support plans. Of these 4, 1 has an open EHA with support from the LA Inclusion Officer, 1 is under CAMHS & Helios, 1 has an EHA pending and the other will be offered an EHA imminently to support attendance.
- Reducing Persistent Absenteeism through effective review of Attendance Support Plans will take place in SuT2. Heads of Year will escalate students on attendance report to an attendance support plan if there is no improvement in attendance over a two-week period.
- Sixth Form attendance is at 89.7%. Year 12 attendance is 92.7% and Year 13 attendance is 84.6%. Improved attendance in Year 12 was a focus of SuT1 and was achieved by removing off-site privileges for students during non-contact periods. Students may now only leave site during lunchtime. Year 13 attendance between 30-04-2024 and 30-05-2024 was 83.5%, down from 89.8% YTD as of 30-04-2024. Year 13 attendance has declined in the lead up to study leave.

- There have been 897 lateness to lesson detentions recorded in SuT1. This is 7 more than in SpT2. Reducing lateness to lesson remains a focus. 81 of these were for Year 7, 158 in Year 8, 240 in Year 9, 207 in Year 10 and 211 in Year 11. As such, Year 9 and 10 punctuality is the focus for SuT2. Improved punctuality will be achieved through the continued use of yellow 'out of lesson' slips which have a clearly stated return time for students. As well as this, students who are late to lesson/the Academy/Morning Welcome are issued a 30 minute detention. Persistent poor punctuality will be supported through late report cards and contact home by Heads of Year and Student Support Officers.
- Lateness to the Academy was 428, down from 551 in SpT2. This is a reduction of 22%
- Lates reduced from 2.5% to 2.0% between SpT2 and SuT1. This reduction of 0.5% is pleasing to see and the result of the continued embedding of the yellow 'out of lesson' slips, the late bell and the late room process. As well as this, duty staff have been placing an emphasis on transitioning quickly from social time to lessons by narrating 'pace and purpose' with students. Throughout SuT2, the focus will move to recidivist students in the late room and who are persistently poorly punctual. As stated above, these students will receive support from their pastoral team to improve their punctuality which should lead to a further reduction in this figure.

Attendance by sub-group

23-24	YTD 24-05-2024	HT1	HT2	HT3	HT4	HT5	HT6
All	90.7%	91.9%	91%	91.2%	89.7%	89.4%	
PPG	85.5%	87.2%	86.3%	85.6%	84.1%	83.6%	
SEND (all)	85.3%	86.9%	86.1%	86.8%	84.8%	83.0%	
SEND E	81.9%	90.9%	83.4%	84.3%	79.7%	81.9%	
SEND K	86.1%	86.7%	86.4%	87.1%	85.6%	86.1%	
Male	91.0%	92.4%	91%	91.9%	89.8%	89.7%	
Female	90.5%	91.4%	90.9%	90.8%	89.7%	89.1%	
EAL	92.8%	93.9%	93%	92.1%	91.4%	91.5%	
LAC & P-LAC	99.4%	100%	99.7%	99.5%	98.9%	99.1%	
Year 7	94.1%	95.9%	94.2%	94.2%	93%	92.4%	
Year 8	91.7%	92.4%	91.6%	91.7%	91.4%	91.2%	
Year 9	89.9%	91.2%	90.5%	90.2%	88%	89.0%	
Year 10	88.6%	89.2%	88.5%	88.8%	87.9%	88.0%	
Year 11	89.3%	90.4%	89.6%	91.0%	88.5%	86.1%	

- SEND E attendance has improved in SuT1 compared to SpT2.
- Attendance of Years 9, 10 and 11 are concerning as currently below 90%. SLT links for Key Stages 3 and 4 will work with Heads of Year to promote positive attendance. Letters will be sent home to students with attendance below 90%. As well as this, the Year 10 Pastoral team will be working closely with a targeted group of female students to raise their attendance, as stated above. The focus for Year 9 is SEND students and particularly those students who are also pupil premium. SEND attendance for Year 9 is currently 81.6%. The Year 9 Head of Year will be working with a target group of SEND students whose attendance is between 80% and 90% to raise attendance above 90% for SuT2. The Head of Year will make use of attendance reports and attendance support plans to raise attendance for these students for the coming term.
- SEND attendance overall has declined. SLT link to work with SENDCo and SLT link for SEND Department to identify key barriers to attendance and ensure discussion between key workers and families at next APDR meeting and, where appropriate, in EHCP annual review meetings.

Attendance Codes

Reason	Code	HT1	HT2	HT3	HT4	HT5
TOTAL Absence		8.1 %	9 %	8.9 %	10.1 %	10.7 %
Illness	I	61 %	60.3 %	59.2 %	59.2 %	49.6 %
Medical	M	4.5 %	5.6 %	4.4 %	4.2 %	4.6 %
Authorised Absence	C	8.7 %	8.3 %	8 %	6.2 %	7.5 %
Family Holiday (Agreed)	H	0.9 %	0.2 %	0 %	0.5 %	0.2 %
Extended Family Holiday	F	0 %	0 %	0 %	0 %	0 %
Family Holiday (Not Agreed)	G	2.6 %	1.5 %	0.6 %	1.6 %	1.9 %
Unauthorised	O	17.3 %	18.3 %	19.5 %	20.2 %	26.7 %
No Reason	N	0 %	0 %	0 %	0 %	0 %
Suspension	E	3 %	3 %	5.2 %	5.3 %	4.5 %
Late After Registration	U	1.9 %	2.9 %	2.8 %	2.7 %	3.1 %
Religious Observance	R	0 %	0 %	0.1 %	0 %	0 %
Study Leave	S	0 %	0 %	0.3 %	0 %	1.9 %
Traveller Absence	T	0 %	0 %	0 %	0 %	0 %

- Unauthorised absence has increased from 20.2% in SpT2 to 26.7% in SuT1. Year 8 unauthorised absence has declined in this period from 2.7% to 1.6% which is positive. However, all other Year Groups have seen an increase, the greatest being Year 7 which saw an increase of 1.7%, Year 10 saw an increase of 1.6%, Year 11 saw an increase of 1.2% and Year 9 saw an increase of 0.8%. Heads of Year 8 will send communications to parents whose children have unauthorised absences to remind them of the acceptable reasons for student absence. The attendance manager will identify students with repeated instances of unauthorised absences so that Heads of Year can quickly move to support these families in raising attendance. The Year 11 figure is likely due to students not attending school during the summer examination series. Parents have been reminded about the importance of school attendance through communication from the attendance team and Senior Leaders overseeing Year 11.

The attendance of scholars at AP

- There are currently 14 students who are B coded (meaning they are educated off site at an approved provision). All students except 3 have demonstrated an improvement in their attendance since they started accessing their provision. However, all remain below the student target of 94% so we continue to work with them to improve this.
- There are currently 8 students who are D coded (dual registered at Longsands Academy and at an alternative provider). 3 of these students are in Year 11 and 5 of these students are in Year 10.

Part-Time Timetables

- There are currently 9 students on Part-Time timetables. 3 of these students are in Year 8, 3 in Year 9, 1 in Year 10 and 2 in Year 11.
- Part-time timetables are a temporary measure used to support students who are struggling to attend the Academy due to SEMH and are reviewed every two weeks. Members of staff overseeing these timetables

communicate regularly with parents/carers to identify barriers to classroom learning and put support in place – e.g. class moves, homework support and/or support with social times.

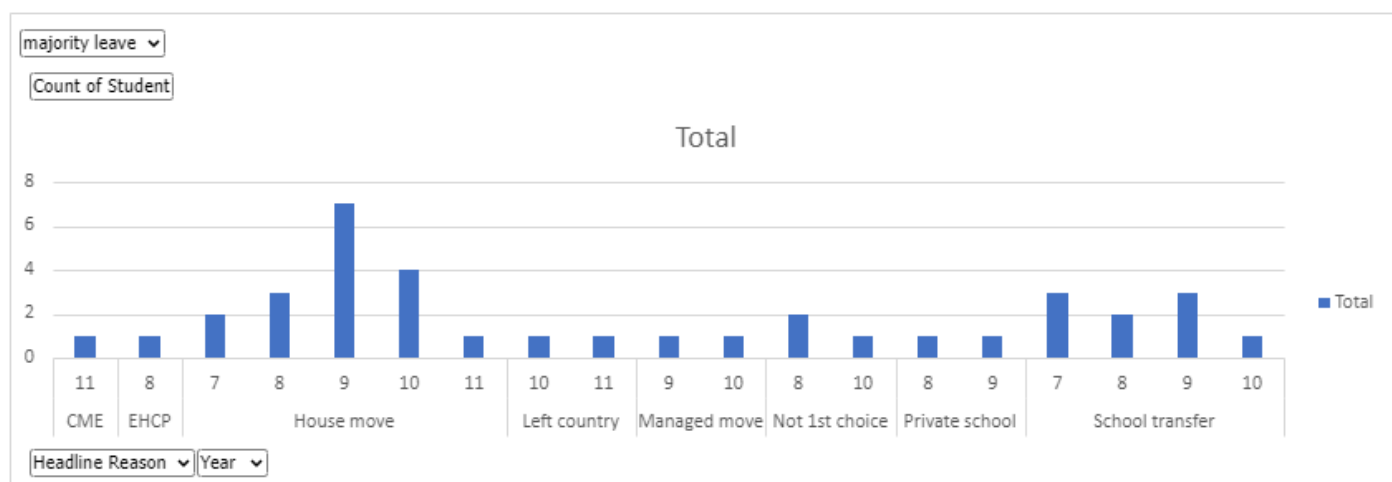
- Timetables are gradually increased through working with parents/carers and students until students are fully re-integrated back into the classroom.

Students who have moved off roll to EHE

- There have been 32 students whose parents/carers have chosen to Electively Home Educate this academic year. Of these 32, there were 4 in September 2023, 1 in October, 4 in November, 6 in January 2024, 11 in February, 3 in March, 2 in April and 1 in May.
- 3 of these students were from a single family.
- We suspect that the spike in February 2024 coincided with the increased media attention to the narrative amongst some parents/carers in the local community.
- Since SpT2, 3 students have been removed from roll to be electively home educated by their parents.

Leavers for reasons not EHE

- Since SpT2, 5 students have left the Academy for reasons not EHE. 4 were for house moves and 1 was an inyear transfer to another school.
- The below table highlights that the majority of movement has occurred in Year 9, due to house moves which account for 57% of the total number of students leaving.



CME – Children Missing from Education

- 9 students have been raised as CME this academic year. Last year, 12 students were raised as CME.
- Since January 2024, three students have been raised as CME. The Local Authority has confirmed removal from school role for two of these students, WT and MM. The Academy has raised EA as CME and is awaiting further information from the LA.
- There are no discernible patterns in students who are raised as CME.

Mobility to SuT1

- Overall, since the start of the academic year 23/24, 47 students have joined the Academy and 67 have left.
- The majority of leavers have been in Years 9 and 10 with 20 students leaving in Year 9 and 18 students leaving in Year 10.

Reasons for Leaving										
Count of Year	Column Labels									
Row Labels	EHCP	Home educated	House move	Left country	Managed move	Private school	School transfer	CME	Not 1st choice	Grand Total
7		2	2				3			7
8	1	7	3			1	2		2	16
9		8	7		1	1	3			20
10		10	4	1	1		1		1	18
11		3	1	1				1		6
Grand Total	1	30	17	2	2	2	9	1	3	67

Attendance for Year 11: Class of 2026

	Key Attendance Target	This time last year	Year to date: End of summer I
Whole School	94%	90.3%	89.8%
Individual Scholar	96%	-	-
Pupil Premium	90%	80.1%	84.6%
SEND	90%	83.1%	81.5%
Maximum % of pupils who are PA:	15%	24.4%	31.3%
% of PP pupils who are PA:	20%	47.8%	48.2%
% of SEND pupils who are PA:	23%	48.5%	41.3%

- The attendance of the Year 11 Class 2026 (current Year 9) students is broadly in line with the same time last year.
- The attendance of Pupil Premium Grant students is higher this year than last year. This is the result of an increased focus on Pupil Premium student attendance and increased communication between the Pastoral team and Pupil Premium students in Year 9. In order for this to continue, the Year 9 team will need to continue to liaise with parents/carers and students who are in receipt of Pupil Premium funding to promote positive attendance.
- The attendance of SEND students is lower than the same time last year. This is affected by the 5 SEND students who are currently accessing alternative provision. The Year 9 Pastoral Team will continue to liaise with the SEND department and SEND Keyworkers to further support the reduction of this gap through careful reviews of APDR documents and EHCP reviews.
- Whilst improvements are still required, the Persistent absenteeism of SEND students is lower than the same point last year. Students with persistent absenteeism have been identified and are currently receiving support through attendance support plans and, in some cases, part-time timetables. The Head of Year 9 will continue to work with the attendance manager to identify persistently absent students and communicate with parents/carers to implement plans of support to raise attendance above 90% for SuT2.
- The persistent absenteeism of Pupil Premium students is higher this year than at the same point last year. As above, the Year 9 Pastoral Team will work with the attendance manager and SLT link for Pupil Premium to put attendance reports and attendance support plans in place for Pupil Premium students who are persistently absent to improve attendance above 90% for SuT2.

Attendance for Year 10: Class of 2027

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School	94%	93.0%	91.7%
Individual Scholar	96%	-	-
Pupil Premium	90%	90.6%	88.2%

SEND	90%	90.9%	85.9%
Maximum % of pupils who are PA:	15%	21.2%	26.9%
% of PP pupils who are PA:	20%	33.8%	47.4%
% of SEND pupils who are PA:	23%	34.9%	40.0%

- The attendance of the Year 11 Class 2027 (current Year 8) students is lower than the previous year but above the local and national averages.
- Attendance for both Pupil Premium students and SEND students is lower this year than last year. The Year 8 Pastoral Team will work closely with the SENDCo and Pupil Premium SLT Link to identify barriers to school attendance and address these with parents via EHCP, Keyworker and parental meetings. Attendance reports and attendance support plans will be put in place to support these students to raise their attendance above 90% for SuT2.

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

Objective	Key Actions	Update and summary of impact to date
Raise the profile of attendance within the Academy so that it becomes everyone's responsibility.	1) Whole staff CPD 2) SLT attendance updates 3) Termly communication to all parents 4) TV displays show attendance data	1) CPD provided to all staff in Aut1. Further CPD provided to staff in SpT1. Further CPD planned for SpT2. 2) Attendance data is shared with SLT by the attendance manager. This data is also shared with all staff via the weekly briefing notes 3) Attendance information is shared with parents in termly letters sent out by Heads of Year. 4) TV displays show the League Cup attendance initiative and students with the highest attendance in each House.
To create an effective rewards strategy that focuses on what students' value	1) Implement Perfect Week, Zero Heros and 100% attendance rewards 2) Implement Perfect Half-Term and 100% attendance rewards 3) Implement League Cup rewards 4) Introduce termly rewards trip.	1) These rewards are in place and are added to student behaviour records each week. 2) As above. Students receive rewards in House celebration assemblies at the end of each half-term. 3) League Cup rewards feed into wider House prizes and are celebrated with Heads of House in half-termly celebration assemblies. 4) Rewards trips have an attendance criteria and have been in place since AutT2.

To ensure that there is a clear and distributed leadership structure for improving attendance	1) JTM has been reviewing current roles within the Team. 2) JTM has begun work on streamlining attendance processes 3) JTM has begun work on codifying roles of teachers, tutors and the Pastoral team for improving attendance	1) JTM and the attendance manager have begun work on codifying the roles for attendance officer, attendance manager and JTM through review of the daily, weekly, termly actions. To be rolled out in September 2024. The streamlining of processes will increase efficiency and reduce repeat workload for the attendance team. 2) 3) 3) For September 2024, there will be a clearly defined structure for responsibility for improving attendance with key actions for all stakeholders.
The ensure that high quality training is in place for all staff leading attendance	1) JTM attends regular trust-wide attendance network meetings Guidance 2) on completing registers has been re-shared with all teaching staff. 3) Understanding LA procedures and processes for the Pastoral team	1) Trust wide meetings allow for sharing of new ideas on improving attendance. JTM and KBA are investigating nudge texts as used in Astrea Yorkshire schools. These will be rolled out in September 2024.
		2) Teaching staff are now fully aware of the process of completing registers. JTM has written a WTD for register completion which has been shared will all staff. 3) LA Inclusion Officer and Early Help lead are coming into the Academy to provide support to the Pastoral team on understanding LA processes and procedures and completing EHAs.
Improve student punctuality to lessons and school	1) Introduction of the late room 2) Introduction of yellow 'out of lesson slips' 3) Introduction of late bells 4) Tutor time sessions on importance of punctuality 5) Duty staff ensuring students transition early with pace and purpose	1) Lateness has reduced since the late room was introduced as outlined above. 2) Yellow out of lesson slips have ensured that students are clear on the amount of time that they have to visit the toilet etc. If students return after the time has expired, they are issued a 30 minute detention. There has been a 22% reduction in lateness to lesson, Academy and Morning Welcome since SpT2. 3) Late bells have supported the early transition to lessons from social times.

Reduce the number of PA students	1) Heads of Year are working with students on an individual basis to implement support for PA students. E.g. attendance reports and attendance support plans	1) As detailed above, the PA figure is not where it needs to be. Heads of Year need to continue to robustly implement support early for students at risk of becoming PA, before they do, to prevent them from falling into this category. 2) For students who are PA, Heads of Year need to continue to review attendance reports and support plans in a timely manner, so that additional support such as Early Help Assessments can be considered where necessary.
Improve Transition Process to ensure positive attendance	1) Primary school visits have an attendance focus 2) The Academy attendance policy to be shared with new parents Transition days to include a presentation on the importance of attendance Year 11 – Year 12 transition to include a presentation on the importance of Sixth Form attendance	1) Data gathered from primary feeder schools on current Year 6 attendance allows the attendance manager and JTM to identify students at risk of poor attendance before they begin in Year 7 so that the Head of Year is able to implement support at the very start where necessary. 2) This will enable parents to be clear from the beginning what the expectations around attendance are. 3) Currently being planned. 4) Currently being planned.

Attendance Next Steps: Key Priorities for Summer Term II

- Continue to work with SLT Link for Pupil Premium to raise Pupil Premium attendance and continue to work with SSO for Pupil Premium to widen targeted support and intervention for Pupil Premium attendance. This will involve meeting with each Head of Year to discuss current Pupil Premium attendance and agree key actions for SpT2 – e.g. working with targeted group of students to improve attendance.
- Improve Persistent Absenteeism attendance figure by working with Heads of Year and attendance manager to discuss current barriers to learning for Persistently absent students and agree communications plan with parents/carers to report attendance home, identify current barriers to attendance and make use of attendance reports and attendance support plans to improve the attendance for targeted groups of students throughout SuT2.
- Work with incoming Head of Year 7 to ensure that attendance is a key focus of the transition process. This is currently ongoing as the incoming Head of Year 7 is visiting Primary feeder schools throughout SuT1 and SuT2. As part of these visits, she is identifying attendance concerns so that appropriate support plans can be put in place ahead of students starting in September 2024.
- Continue to promote positive attendance for Year 11 students ahead of study leave (commencing June 11th 2024). This is through letters to parents explaining the importance of attendance to Masterclasses and lessons for Year 11 students.
- Continue to work with the Year 11 Student Support Officer to communicate with students who may be at risk of not attending an external exam so that they understand the importance of their exams and of their

attendance to them. This includes communicating with parents and conducting home visits so that students understand that we care about their success.

Personal Development

Personal Development:

You may wish to include an overview of your curriculum plans. Please attach as **Appendix 3**.

Year	Areas of strength	Delivery of curriculum
Year 7	Curriculum content supports student transition from primary school and creating healthy and positive relationships	Teachers are generally confident in delivering the curriculum
Year 8	Age-appropriate content focusing on drugs and mental health has received positive feedback	Teachers are generally confident in delivering the curriculum
Year 9	RSE is covered in an appropriate way and comms are sent to highlight the right to withdraw	Teachers are generally confident in delivering the curriculum. Extra support is offered around RSE
Year 10	Spiral curriculum allows students to build knowledge on areas covered in previous years in greater depth with relevance that is ageappropriate	Teachers are less confident in delivering PD at KS4 due to it being timetabled every fortnight
Year 11	Focus on Post 16 options supports the application process	Teachers are less confident in delivering PD at KS4 due to it being timetabled every fortnight

Next steps & Areas for Improvement:

- Dedicated time with the Team to deliver CPD
- Greater ability to conduct learning walks
- Continued review of resources as part of the central process

Curriculum

Curriculum Planning and Model for 2024-25

The focus in this report will be curriculum planning for 2024-25.

Key Stage 4 Core Curriculum

NB: IP – Intellectual Preparation is an opportunity for departments to meet and jointly plan how they will deliver the curriculum, to discuss student misconceptions, to create mental models of excellence and develop subject-specific pedagogy

Subject	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the Curriculum & Assessment secondary team
English	Leadership understanding of curriculum intent & sequencing Creating a common curriculum at KS4 – not all teachers doing the same text KIP tests introduced checking fluency systematically in conjunction with ‘do nows’.	Sound but need to onboard new staff in Sept Intellectual Preparation (IP) sessions now used to plan collaboratively.	Staff onboarding / induction. GCSE Literature results need to improve	Louise Jackson supporting with staff training, moderation and standardisation. Leadership support around quality assurance and how to run effective IP sessions.
Mathematics	Leadership understanding of curriculum intent, sequencing etc. Common curriculum & shared resources established Kip test and Do Nows supporting fluency through retrieval Sparx Maths used to increase fluency	Sound but need to onboard new staff in Sept IP used well to support curriculum and subject specific knowledge.	Outcomes top end need to improve – scope for stretch and challenge	Close working with Adam Brown. Providing support and guidance and CPD
Science	Subject specialism fully covered. Development of a common curriculum.	Sound curriculum knowledge & stable staffing	Not consistent shared resources – this needs to be developed.	Sam Cotterill – demonstrated how to teach with booklets

			Need to work on pace and cover curriculum in a more timely fash	
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Geography	Clear understanding of curriculum and sequencing Exam prep is strong with focus on exam skills Recruitment is a growing strength at KS4 All 'do nows' rooted in carousel learning – retrieval and fluency is a focus.	Sound curriculum knowledge, some new staff so some onboarding needed	New member of staff to induct	Close working with Rob Chamber
History	Already use booklets Y7-13 in various ways – already established way of working	New staff in Sept, including a new HoD 'Do nows' could be more rooted in fluency and retrieval practice	Consistency with new staff 'Do nows' not always rooted in fluency and retrieval practice	Close working with Matt Stamford
MFL	Leadership understanding of curriculum. Developing use of new resources – new GCSE starting year 10	New staff in Sept	Consistency with new staff	Not implementing booklets. No national lead.
Personal Development	Leadership understanding of curriculum. 'Good' area in Ofsted.	Confidence can vary within the large team, but there are high quality teacher notes to guide teachers through the delivery of the resources as well as other CPD that is shared to support non-specialists.	Plan dedicated CPD time for members of the team that can be used to enhance delivery of PD lessons and review resources.	Excellent support from Charlotte.

RE	Common curriculum in place in core – needs reviewing GCSE curriculum being delivered with ‘do nows’	Declining uptake KS4/5.	Increase take up at GCSE	n/a
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CPD Planning for September

Please see Appendix 6

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

May Half Term – work completed:

- Science Garden has been heavily cleared ready for Alexis Ivett to implement his gardening club.
- Painting has been completed in F Block up to Ritchie Hall and Student Services completed.

Ongoing site works:

- The leak in school has been found by the bungalow. This has had a temporary fix but will look to complete works over the summer.
- School catering tender process is now complete, the school will be moving from Aspens to Innovate in September. This process will be overseen by the procurement and HR central teams.
- RCCN are installing a new manager into the school to support Linda and the teams. Whilst there have been some improvements in cleaning it is still not up to standard. This will be monitored closely still.

Summer Break – planned work:

- F block toilets are looking to be converted to open plan toilets, quotes are in, just finalising plans.
- Windows at front of school is in progress through central team with works to be done over the summer.
- Central estates team looking at ideas to fix up the pod area and make this more functional for the school.

NOR and Projections Update for September 2024

Current NOR

PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
June 2024	296	279	281	277	288	123	95	1639
March 2024	294	280	282	276	286	126	95	1639
January 2024	297	285	288	284	287	126	96	1660
October 2023 Census	300	285	290	284	287	128	97	1671
4 th September 2023	300	279	289	282	289	115	97	1651
July 2023	282	293	287	291	106	97	6	1362
January 2023	283	292	287	286	272	102	168	1690
October 22 Census	278	293	288	282	272	106	172	1691
1 st September 22	279	293	288	283	272	92	173	1680
October 21 Census	291	288	282	277	265	186	150	1739

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers YTD-end of HT5 2024	7	16	18	17	6	11	2	77
Leavers-YTD by end of HT5 2023	10	6	12	3	1	9	6	47
Joiners YTD-end of HT5 2024	3	16	10	10	7	2	0	48
Joiners-YTD by end of HT5 2023	12	10	12	11	3	0	0	48

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE YTD-end of HT5 2024	2	7	8	10	3	0	0	30
EHE YTD end of HT5 2023	1	1	5	1	0	2	0	10
EHE End of Year 2022-23	3	1	7	1	0	2	0	14

Projected NOR for September 2024

PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
1 st March 2024	287	296	280	281	277	65	125	1611
End of HT 4 Update	273	296	280	281	277	65	125	1597
End of HT 5 Update	267	296	279	281	277	60	126	1586

	Total Offers	1 st Pref	2 nd Pref	3 rd Pref	non-Pref
1 st March 2024	287	N/A	N/A	N/A	N/A
End of HT 4 Update	287	N/A	N/A	N/A	N/A

Comparison with End of HT4 2023	290	N/A	N/A	N/A	N/A
End of HT 5 Update	267	N/A	N/A	N/A	N/A
Comparison with End of HT5 2023	300	N/A	N/A	N/A	N/A

Analysis and Commentary:

- There is a significant uplift in the numbers of Elective Home Education (EHE). Of these a number of parents/carers have chosen this route to change schools. In Cambs, unlike in neighbouring authorities, EHE students do not automatically return to the school they left and this is problematic as it leads to instability with some parents/carers choosing EHE in response to dissatisfaction with/challenge from the school. We strongly advise against EHE and the Principal signs off the EHE paperwork to ensure it is robust.
- NOR in September is concerning, we have had 20 students not accept offers and go elsewhere. This represents the lowest intake in Year 7 for an extended period. We have no additional data as to why but the adverse publicity and narrative in the community will not be helping. CCu to liaise with primary heads and parent/carers in feeder primaries to try and get a better understanding. Also to address any concerns of current year 5 students to improve Sept 25 intake. We have had some Year 5 parents attend the Friday morning tours, we will advertise this at the feeder primary schools. The Good OFSTED judgement will also help.

Any Other Academy Matters

Enrichment Programme and Activities

The Science department are putting on a series of transition events for students in year 5 at our local primary feeder schools. Schools were invited and given the option of an in-lab session at Longsands, or a session at the primary school. 9 of our feeder schools have taken the opportunity, without about half of the prospective year 5 students accessing an additional Science session.

Enrichment Engagement 2023/24*

Club	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Years 7-11
Number attended an Enrichment	283	257	258	255	0	0	0	1053
% of Cohort	95.6%	91.8%	91.8%	92.4%	0.0%	0.0%	0.0%	74.2%
Number of PP Students	79	65	65	49	0			258
% of Cohort	95.2%	92.9%	85.5%	87.5%	0.0%			75.0%
Number of SEN Students	50	37	33	30	0	0	0	150
% of Cohort	98.0%	90.2%	80.5%	81.1%	0.0%	0.0%	0.0%	67.0%

Trips	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Years 7-11
Number accessed a Trip	0	0	14	116	57	0	3	187
% of Cohort	0.0%	0.0%	5.0%	42.0%	19.9%	0.0%	3.5%	13.2%
Number of PP Students	0	0	10	11	8			29
% of Cohort	0.0%	0.0%	13.2%	19.6%	13.6%			8.4%
Number of SEN Students	0	0	1	10	7	0	0	18
% of Cohort	0.0%	0.0%	2.4%	27.0%	13.0%	0.0%	0.0%	8.0%

* Yet to take into account participation in end of year reward trips.

Heads of department have been asked to submit trips they wish to run in 24/25 via MS form, so these can be reviewed and added to the calendar by SLT. HoD will also be consulted ahead of July on what clubs they will offer in the Autumn term Of 24/25 so this is prepared ready for the start of September.

Student voice has requested the opportunity to vote on next year's reward trip, this vote will take place week commencing 17th June, following on from trip suggestions collected by the house council.

Community Engagement and Events

Astrea Academy Trust are sponsoring part of the St Neots Festival on behalf of Longsands & Ernulf.

Principal attended the Citizen Gathering event of the future of education at the St Neots Hub on 21 May.

Attendance and updates at Parental Events

Parent Advisory Council (PAC)

The first meeting took place on 25 April 2024, There was excellent attendance with over 20 parents and we elected a chair called Mrs Vicky McAuley-Eccles. We discussed the role, aims and function of the PAC, discussed the proposed changes to the school day and visited the newly refurbished reset room. The second meeting is scheduled for 13 June 2024 and will review the Positive Behaviour and Relationships Policy and discuss the OFSTED report and the priorities for next academic year.

Appendix 1:**Year 10 into 11 Maximising Achievement Plan (24-25)**

Key Performance Targets						
Average Attainment 8 score: ALL: 5.11 PP: 4.47 SEND K (support): 4.2 SEND E (EHCP): 2.8	Grade 5+ Eng & Maths: 60.7%	Grade 4+ Eng & Maths: 84.6%	% of students achieving EBacc 5+ 66.3% EBacc 4+ 46.3% (80.4% entered)	SPI (P8) score: ALL: 0.6 PP: 0.46 SEND: 0.2	Ave Grade per subject: English – 5.25 Maths – 5.09 EBacc – 5.12 Open 5.04	Probability of achieving 5+ GCSE 79 – 29%

Context and Intent	
Indicator (Targets)	Spr 24
Total no. of Students in the Cohort	285
KS2 Prior	104.5
Attainment 8 (51.14)	47.66
Progress 8 (0.60)	0.26
English Progress (0.37)	-0.03
Maths Progress (0.65)	0.38
EBACC Progress (0.83)	0.64
Open Progress (0.48)	0.00
Students Achieving 9-5 in English and Maths (60.7%)	54.4%
Students Achieving 9-5 in English (Best of) (73%)	65.3%
Students Achieving 9-5 in Maths (62.8%)	58.6%
Students Achieving 9-4 in English and Maths (84.6%)	75.8%
Students Achieving 9-4 in English (Best of) (91.6%)	86.3%
Students Achieving 9-4 in Maths (84.9%)	76.8%
Students Achieving 9-7 in English and Maths (12.6%)	10.9%
Students Achieving 9-7 in English (Best of) (14.7%)	13.3%
Students Achieving 9-7 in Maths (22.1%)	24.2%

Students entered for the E-BACC (80.4%)	77.2%
Students Achieving the E-BACC (4+) (66.3%)	54.7%
Students Achieving the E-BACC (5+) (46.3%)	36.8%
E-BACC APS (4.93)	4.65

Year 10 PR2 data

Name	%	- 8 %	- 7 %	- 6 %	- 5 %	- 4 %	- 3 %	- 2 %	- 1 %	- U %	- X %	- Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Art (Fine)	0	0	0	14.3	57.1	71.4	90.5	90.5	90.5	90.5	90.5	100	100	21	4=	4.14	-0.41	-0.88
Art (Photography)	0	0	0	27.8	55.6	100	100	100	100	100	100	100	100	18	5=	4.83	0.05	-0.04
Business Studies	0	0	10.2	28.8	52.5	81.4	93.2	96.6	98.3	98.3	98.3	100	100	59	5=	4.61	-0.17	0.56
Computer Science	0	2.7	21.6	51.4	73	97.3	100	100	100	100	100	100	100	37	5+	5.46	-0.58	1.14
English Language	0	1.1	12	36.9	63.1	88	97.4	98.2	98.2	98.2	98.2	100	100	274	5=	4.95	0.02	0.39
English Literature	0	1.1	11.7	34.7	64.6	85.8	96.7	98.2	98.2	98.2	98.2	100	100	274	5=	4.91	-0.02	0.32
Food & Nutrition	0	0	0	8.3	29.2	41.7	95.8	100	100	100	100	100	100	24	4=	3.75	-0.48	-0.43
Geography	0	4.1	23.8	42.6	56.6	82	92.6	94.3	95.1	95.1	95.1	100	100	122	5=	4.91	0.2	0.85
History	0	6.5	24.5	50.3	69	83.2	93.5	98.7	98.7	99.4	99.4	100	100	155	5+	5.25	0.11	0.9
Latin	0	25	75	95.8	100	100	100	100	100	100	100	100	100	24	7=	6.96	0.28	1.3
Mathematics	0.7	7.7	25.3	42.1	61.2	80.2	89.4	95.6	97.8	97.8	97.8	100	100	273	5=	5	0.05	0.53
Media Studies	0	0	22.7	50	72.7	95.5	100	100	100	100	100	100	100	22	5+	5.41	0.32	0.92
MFL French	0	1	9.4	28.7	53.5	84.2	96	98.5	98.5	98.5	98.5	100	100	202	5=	4.7	-0.22	0.73
Music	10	10	10	20	50	50	70	80	80	100	100	100	100	10	4=	3.8	-0.4	-0.17
PE	0	0	12.5	40.6	84.4	96.9	100	100	100	100	100	100	100	32	5+	5.34	-0.17	0.64
Product Design	0	0	13.6	31.8	59.1	72.7	100	100	100	100	100	100	100	22	5=	4.77	0.19	0.55
RE	0	26.3	52.6	73.7	84.2	84.2	94.7	94.7	94.7	94.7	94.7	100	100	19	6=	6.05	0.68	0.99
Science Biology	3.2	20.6	68.3	98.4	100	100	100	100	100	100	100	100	100	63	7=	6.9	0.34	0.99
Science Chemistry	0	27	66.7	95.2	100	100	100	100	100	100	100	100	100	63	7=	6.89	0.32	1.07
Science Physics	0	39.7	76.2	96.8	98.4	98.4	98.4	98.4	98.4	98.4	98.4	100	100	63	7=	7.05	0.48	1.22
Summary	0.3	6.3	23	44.9	66.2	85.6	95.3	97.6	98.1	98.3	98.3	100	100	1777	5=	5.17	0.03	0.62

Name	%	- 8 %	- 7 %	- 6 %	- 5 %	- 4 %	- 3 %	- 2 %	- 1 %	- U %	- X %	- Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Science Combined	0	0	4.7	19.2	39.3	73	92.2	97.6	97.6	97.6	97.6	100	100	422	44+	4.24	-0.23	0.26

Name	%	- 8 %	- 7 %	- 6 %	- 5 %	- 4 %	- 3 %	- 2 %	- 1 %	- U %	- X %	- Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Child Development	0	17.9	39.3	67.9	89.3	96.4	96.4	96.4	96.4	96.4	100	100	28	P2	4.4	0.38	-0.31	45.8
Sport L1/2	0	0	17.4	56.5	65.2	87	100	100	100	100	100	100	23	D1	3.4	-0.6	-1.41	10

Priority Area	Specific Intent and Actions
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 FFT20 targets. (ELL/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. (HoY10/ELL) • Use mock data to create intervention groups for PM tutor time from September 24 • Actions and next steps captured in line management minutes (SLT Links)
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)
3. Increase PP and SEND achievement to close the gap	• 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) • Create a specialised KS4 tutor team to ensure EBacc teachers are tutors across KS4.

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) • Create a specialised KS4 tutor team to ensure EBacc teachers are tutors across KS4.
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	• 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)
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) • Use mock exams & regular assessment data to ensure students are entered for the appropriate tiers. (HoD, SLT, ELL) • Review tiers at the end of Year 10 via line management meetings (JRM, HoD, SLT) • Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs (HoD, SLT) • CCU/ELL to sign off tier choices for each subject, including any students moving from triple to combined Science
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, skill and experience of teachers in relation to individual needs (HoD, SLT) • CCU/ELL to sign off tier choices for each subject, including any students moving from triple to combined Science • 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) • Ensure all content has been taught by February half term to allow significant revision time • 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)

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) • Ensure all content has been taught by February half term to allow significant revision time • 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) • 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 parents (based on cog sci).(HOY11, Tutors) • Implement use of Carousel Learning for retrieval homework and revision within relevant subjects

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 parents (based on cog sci).(HOY11, Tutors) • Implement use of Carousel Learning for retrieval homework and revision within relevant subjects • 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, JTM, ELL) • Prioritise returning all AP students and students on part-time timetables to full time lessons, if possible. (....) • 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)
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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, JTM, ELL) • Prioritise returning all AP students and students on part-time timetables to full time lessons, if possible. (....) • 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) • 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)
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) • 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) • Run additional parents' consultations for key students following mock results (SLT)
11. Gain & maintain the support of parents and carers 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) • Run additional parents' consultations for key students following mock results (SLT) • 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 for all mock exams to ensure accurate picture of current attainment and targeted intervention (basics crossover, P8, open bucket) (ELL) • Keep to consistent and clear routines that mean the students know exactly what to do in final exams. (All, Exams Officer) • Have an accurate picture of how mock grades have been created, ensuring it is clear which coursework/practical elements have been considered (HoD/SLT)
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 for all mock exams to ensure accurate picture of current attainment and targeted intervention (basics crossover, P8, open bucket) (ELL) • Keep to consistent and clear routines that mean the students know exactly what to do in final exams. (All, Exams Officer)

	• Have an accurate picture of how mock grades have been created, ensuring it is clear which coursework/practical elements have been considered (HoD/SLT) • 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)
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) • Check curriculum offer for AP students • Check curriculum offer for SEND student • Explore alternative courses for students with U grade forecasts – can they reduce their curriculum?
14. Ensure all the slots are filled and all students even AP are P8 compliant	• Check curriculum offer for AP students • Check curriculum offer for SEND student • Explore alternative courses for students with U grade forecasts – can they reduce their curriculum? • 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)
15. Need for accurate forecasting	• Discuss forecasting strategies in ERAM (HoDs, ELL, CCU) • HoDs to support less experienced members of staff (HOD) 8. SLT links to support the process with suggestions of new strategies (SLT/ELL) • CCU to share with HoDs on INSET • SLT to discuss strategies to speed up curriculum coverage (Every minute matters) with the HoD 9. Regular checks of progress through student voice/SLT link/work scrutiny

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 9. Regular checks of progress through student voice/SLT link/work scrutiny • 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 10. Tutor time intervention to push 7+ mastery

Key: ELL (Lizzie Lloyd) = AP Assessment & Outcomes, CCU (Catherine Cusick) = Principal, HoY (JPL), SENDCo (Ellen Simpson), AP - ACO, AP for Pupil Premium (TWS).

Appendix 2

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	ACO	CCU
	Ascertain barriers to reset leading to suspensions	Student Voice	March 2024	ACO	ACO
	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	ACO	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, assessment)	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 (halftermly)	ACO	CCU
	Staff to provide equivalent work for KS4	Staff are able to produce work for students who are in reset which ensures they continue to achieve. (work scrutiny, drop ins)	ongoing	HoD	CKN
	Create resources for intervention work through ITSTOPSNOW campaign	Students have a greater understanding of the impact of their actions	March 34	ACO	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	ACO	CCU
	CPD on Reset base daily expectations for all Pastoral Team	Staff confident on leading Reset if Reset Manager is absent	End of Sum 2	ACO	CCU
	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	ACO

Ensure Reintegration Meetings are highly effective.	Create a Longsands waves of intervention process to support reintegration meeting with new BSP format	Reduction in repeat offenders through pastoral interventions	Feb 24	ACO	ACO
	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 ACO (spot check)
	Suspensions/reintegration meetings reviewed daily in daily debrief	Reduce further suspensions and ensure appropriate escalation. (behaviour data)	ongoing	HoY/SLT link	ACO
	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 ACO
	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	ACO
	SENDCo or member of the SEND team present to support reintegration of SEND learners or those with possible SEND needs.	Ensure that reasonable adjustments are in place and all needs are being met. (reintegration paperwork, parent/carers & student voice)	ongoing	SENDCo HoY	TPL
Effective identification and intervention before behaviour escalates to a suspension.	Behaviour is analysed weekly and appropriate support and interventions put into place. 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	ACO	CCU

	Training for all staff on behaviour tariffs, how to implement the policy	Consistent approach across the Academy	FEB 23	ACO	CCU
	Begin wellbeing room interventions to support students who are dysregulated	Students feel supported	JAN 23	ACO	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	ACO	CCU
	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	ACO	CCU

	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	ACO	CCU
	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	JDP	ACO
	Use deliberate practice sessions to develop behaviour management strategies such as warm-strict and leastinvasive 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	ACO	ACO
	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
	Increase frequency of learning walks conducted by SLT to support positive culture in lessons	A minimum of 10 lessons observed each week by SLT.	End of Sum 2	SLT	ACO, CCU, SSH
	Review areas of development across the academy by department and amend manifestos with input from the teaching and learning team to ensure climate for learning is excellent in preparation for a relaunch in September 24.	Increase consistency of high expectations, standards and overall routines.	End of Sum 2	SLT	ACO, CCU, SSH
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	ACO
	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	ACO
	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	ACO
SEND/PP Strategy	Appointment of SENCO to strategically lead SEND and work closely with VP behaviour to reduce suspensions via intervention and support. SENDCo working closely with the pastoral team (HoYs) to provide support, advice and guidance	Enhance strategic leadership and understanding of SEND in relation to behaviour and suspensions	Ongoing	SENDCO	CCU

	SEND students have a key worker to support and improve behaviour, strategic placement of pastoral key workers to support students management behaviour effectively	SEND support and intervention identified, effective and having impact on reducing suspensions /reduce rate of recidivism			
	Ensure the core routines are full embedded to provide a calm and purposeful learning environment to support the most vulnerable students.	Staff use least invasive intervention techniques effectively to pre-empt and deescalate behaviour			
	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.	Improve induction experience, and quicker acclimatisation to secondary school life for SEND students			
	SEN team to work with identified pupils to offer sustainable strategies to reengage. Earlier intervention for students at early risk of repeated suspension. Earlier deployment of the waves of intervention 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			
	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				

SEND/PP Communication and sharing of information:	Daily pastoral briefing with subgroup focus				
	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				
SEND/PP 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				
	Increase capacity and range of interventions designed to support emotion regulation and deescalation. This includes increasing emotional literacy provision and increasing the proportion of time that Pastoral support spend mentoring students.				
	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).				

SEND/PP 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 Page Profiles.				
	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				
	TWS to include PP behaviour analysis into tracker to support HOYS in identifying support.				
	TA training to enhance intervention program further– Lego therapeutic training – to develop cooperative social skills				

Appendix 3 – Personal Development Curriculum Plan

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7	<u>Staying Safe and Managing Change</u> Transition to secondary school, managing emotions and personal safety in and outside school.	<u>Health and Puberty</u> Healthy and unhealthy lifestyles, vaping, smoking, healthy routines, hygiene, puberty, unwanted contact and FGM.	<u>Building Healthy Relationships</u> Self-worth, romance and friendships (including online). Boundaries and consent.	<u>Diversity</u> Diversity, prejudice, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.	<u>Digital Literacy</u> Online safety, digital literacy, media reliability, safer gaming and gambling hooks.	<u>Self-Awareness</u> Job families, skills, qualities and working as part of a team.
8	<u>Drugs and Alcohol</u> Vaping, smoking, energy drinks, caffeine, alcohol, counter/ prescription drugs and county lines.	<u>Emotional and Physical Health</u> Mental health, healthy and unhealthy coping strategies, digital resilience and body image.	<u>Identity and Relationships</u> Protected characteristics, gender and sexual orientation, stereotypes, sexting and consent.	<u>Labour Market Information</u> Professional behaviour, health and safety, LMI. Action planning.	<u>Citizenship</u> What is democracy? Parliament and Government, the law and how laws are made. Local government.	<u>Financial Decision Making</u> Budgeting, saving and borrowing and making financial choices.
9	<u>Peer influence, substance use and gangs</u> Healthy and unhealthy friendships, risky behaviours (ASB), substance misuse and gang exploitation.	<u>Respectful Relationships</u> Different families, positive relationships, parenting, conflict resolution and relationship changes.	<u>Opportunity Awareness</u> Decision-making, work motivation and challenging stereotypes.	<u>Intimate Relationships</u> Relationship and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	<u>Employability Skills</u> Rights and responsibilities, first impressions, managing your online presence.	<u>Healthy Lifestyles and Summer Safety</u> Diet and exercise. Vaccinations. Safety including, sun safety, water and railway safety.
10	<u>Mental Health</u> Looking after your wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep.	<u>Securing a job</u> Applying for a job, interview techniques, action planning for the future.	<u>Healthy Relationships</u> Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography.	<u>Citizenship</u> Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables.	<u>Respectful Britain</u> Multi-cultural Britain, Equality Act and promoting tolerance. Gangs, hate crime and challenging extremism.	<u>Keeping finances secure</u> Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online.
11	<u>Building for the future</u> Self-efficacy, stress management, mental health and future opportunities.	<u>Post 16 Transitions</u> Writing CVs, different types of employment and apprenticeships.	<u>Families and Relationships</u> Parenting and family conflicts. Different long-term commitments, marriage and forced marriage. FGM.	<u>Self-Examination and Sexual Health</u> Sexual health and self-examination. Pregnancy outcomes. Routes to parenthood, fertility and the menopause.	<u>Being independent</u> Being ready for progression, rights and responsibilities and active citizenship.	

Theme	Health & Wellbeing	Relationships	Wider World Inc CEIAG	Citizenship
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