



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Thursday 6 February 2025

To be held from 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair); Catherine Cusick (Principal); Rob Offord; Hazel Bell; Richard Slade; Robert Simonis.

In attendance: Jo Myhill-Johnson (Regional Director); Andrew Corcoran (Vice Principal); Bradley Reece (Vice Principal); Kate Ward (Vice Principal).

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Deadline
20.06.24 4	Share the culture code and what to do folders	CC via SK	Spring 1
20.06.24 5	Confirm potential visit dates with Mr Simonis based on data deadlines	CC/Kate	Spring 1
10.10.24 1	Share safeguarding presentation with the clerk for circulation to members	CC	Spring 1
10.10.24 4	Edit suspension data and recirculate Principal's Report.	CC	Spring 1
05.12.24 4	Principal to consider reporting comparative data for attendance against previous years and terms, year groups.	Principal	Spring 1

Agenda			
Item	Timings	Subject	Format
1	2 mins	Introductions and apologies to include Chairs update	Oral item – Chair
2	2 mins	Declarations of interest	Oral item – Chair
3	5 mins	Minutes of last meeting and matters arising Minutes of last meeting on 5 December 2024	Papers attached - (pp3-7) - Chair
4	30 mins	Principal's report Year 11 and Year 13 mock results	Papers attached (pp8-20) - Principal
5	10 mins	Link Lead roles	Oral item - Chair

6	2 mins	Future agenda items and confirmation of forthcoming dates • Date of next meeting 27 March 2025	Oral item - Chair
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Any additional business to be notified to the Chair and the Clerk at least 48hrs in advance of the meeting.



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Thursday 5 December 2024

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young (Chair); Lee Larcombe (Vice Chair); Hazel Bell; Rob Offord.
In Attendance:	Jo Myhill-Johnson (Regional Director); Lauren Ward (virtually); Melanie Basson (Clerk); Andrew Corcoran (Vice Principal), Seb Hood (Assistant Principal), Bradley Reece (Vice Principal) and Kate Ward (Vice Principal).

Minute Reference	Summary of action required	Responsible	Deadline
20.06.24 4	Present the Astrea Longsands Way to the LGC	SH	Complete -Item 6
20.06.24 4	Share the culture code and what to do folders	CC via SK	Spring 1
20.06.24 5	Confirm potential visit dates with Mr Simonis based on data deadlines	CC/Kate	Spring 1
10.10.24 1	Share safeguarding presentation with the clerk for circulation to members	CC	Spring 1
10.10.24 4	Edit suspension data and recirculate Principal's Report.	CC	Spring 1
05.12.24 4	Principal to consider reporting comparative data for attendance against previous years and terms, year groups.	Principal	Spring 1

Future agenda items

Summary	Responsible	Meeting
Link Lead roles	All	Spring 1

1) Introductions and Apologies

The meeting started at 5.30pm.

The Chair welcomed attendees to the meeting, introducing Hazel Bell and Rob Offord as new committee members. Apologies were received from Catherine Cusick, Rob Simonis and Richard Slade and these were accepted by the committee.

Agenda item 6 was presented at the front of the meeting to accommodate Mr Hoods presentation of Astrea Longsands Way.

2) Declarations of interest

There were no declarations of interest in addition to the published register.

3) Minutes, Action tracker and Matters Arising

The minutes of the previous meeting held on 10 October 2024 were agreed to be a true record.

The action tracker was updated, in the absence of the Principal, the Clerk was asked to follow up on outstanding actions assigned to the Principal.

Dr Larcombe took an action to arrange a safeguarding visit.

Members agreed there were no matters to be shared with the Trust Board.

4) Principals Report and questions

Taking the Principals report as read, in the absence of the Principal, Ms Myhill-Johnson and Vice Principals addressed questions raised by the committee.

Safeguarding

Referring to page 5, the Chair asked about the significant increase in the number of bullying incidents (53) recorded in 2023-24 compared to 9 in 2022-23. Mr Reece explained this was in response to the launch of anti-bullying campaign 'It stops now!'. Where more incidents were identified as bullying and recorded in this category.

Dr Larcombe suggested there may be under reporting only two bullying incidents so far this academic year. Mr Reece recognised the possibly of underreporting, reassuring the committee that bespoke training and upskilling is delivered to staff to identify bullying. 'It stops now!' has been re-launched this academic year

Mr Offord asked whether the academy could amend records where historic incidents have later been categorised as bullying. Mr Reece confirmed that records are being updated to ensure bullying incidents are recorded under the appropriate category.

Teaching and Learning

Ms Ward informed the committee SLT undertook climate walks visiting 800 lessons so far, this academic year, covering all members of staff and subjects.

Quality assurance of instructional coaching involves three practitioners who assess teaching and learning, focussing on student teachers and those teachers who require improvement. Every teacher receives at least one instructional coaching cycle per academic year.

Dr Larcombe questioned whether staff absence affects the ability to review those members of staff teaching, Ms Ward said only in one case.

Dr Larcombe questioned whether the academy offer enough opportunities internally, for the teachers who have been identified as ready for promotion. Ms Ward confirmed the academy offer internal opportunities for teachers to experience the job they aspire to.

Mr Hood stated there has been a huge positive cultural change around attitudes to SLT dropping into lessons, which is welcomed by the majority of staff.

Suspensions

When asked about increasing numbers of suspensions, Ms Myhill-Johnson reassured the committee suspensions are reviewed weekly and comparisons are made. The academy recognise suspensions must be reduced and in the Autumn 2 term, are reducing week by week. Longsands has been set a suspension reduction target.

Attendance

Ms Myhill-Johnson informed the committee that Lorraine Yates, National Lead for attendance is working with the academy around monitoring and reviewing student attendance. Ms Myhill-Johnson in her role as Regional Director focusses on types of challenges faced by the academy, with a view to improving student attendance rates.

When asked how Longsands student attendance compares to other schools in the trust, Ms Myhill-Johnson confirmed Longsands was in line with the national figure of 89-92% attendance last year for all schools. Year 11 attendance has improved since students being partnered with trusted staff.

Ms Bell enquired whether the academy could identify any trends in student absence.

Ms Myhill-Johnson confirmed student absence increases either side of a professional day and on Thursdays and Fridays.

The committee invited the Principal to consider including comparisons to previous years and by year groups for attendance.

Action: Principal to consider reporting comparative data for attendance against previous years and terms, year groups.

Dr Larcombe referred to Appendix 3 around SEN/PP students being linked with a keyworker/trusted adult. Mr Reece explained that SEN are linked with a trusted adult, but PP may not always be. Bespoke arrangements for individual SEN students are detailed on their profile strategy sheet.

Ms Bell enquired about Sixth Form student attendance. Ms Ward reported Year 12 attendance is strong, Year 13 attendance is lower. Sixth Form students are being encouraging to attend to take advantage of the opportunity to apply knowledge they have read. Sixth Form has seen a recent trend of students taking half days, the academy has added supervised study periods in the afternoon, to support students to attend

regularly to study. The Sixth Form students are expected attend during the mock period, and not study at home in school hours.

Staffing

When asked about staffing. Ms Myhill-Johnson was pleased to report staff leavers has stabilised, with staff leaving for reasons to include promotion, retirement and relocation.

The committee noted key strategic roles to be recruited to: SENCO, Head of Sixth Form and Assistant Principal posts, as well as a Caretaker post.

A Reset Manager has been recruited to and should start in January 2025.

The post for Teacher of English has been filled.

When asked about the use of agency teaching staff. Ms Myhill-Johnson reported the academy employ long term staff through a trusted agency.

Noting the rise in Elective Home Educated (EHE) students on page 24, the Chair enquired as to why this might be. Ms Myhill-Johnson explained this is a national and local issue, where some students have found it hard to engage after Covid.

The academy has robust procedures to keep students in school and prevent students switching between Longsands, Ernulf and EHE. The academy work with families to understand the risks of EHE.

Regional Directors visit

Ms Myhill-Johnson invited the committee to attend the Regional Directors half termly formal visit scheduled to take place on Thursday 12 December.

5) Presentation: Suspension Reduction for SEND and PP

Mr Corcoran presented SEND and PP suspension reduction overview. The committee noted the salient points:

- Breakdown of suspensions compared to last academic year
- Breakdown of suspension data for SEN/PP students
- Reset data
- Key mitigating factors considered
- Instant lesson removals introduced in September 2024
- Suspensions are reducing this term
- Robust reintegration process in place
- Suspension prevention strategies:
 - Supportive conversations held with SEND and SEN K students with staff in The Bridge and Reset when a student is at risk of being suspended, to allow time to regulate their behaviour
 - Students are collected from their Tutor time to attend Reset
 - Reflection opportunities
 - Students are partnered with a member of staff who they had a good relationship with as mentors.

Mr Corcoran reported the academy is targeting double disadvantaged students and those who receive suspensions repeatedly, with a view to reducing suspensions for this cohort.

6) Presentation: The Astrea Longsands Way

Mr Hood presented the introduction of The Astrea Longsands Way 2024-25.

The committee noted salient points:

- Intent
- Seven Principles of a lesson
- Classroom culture
- Key teaching routines
- Disciplinary literacy
- CPD and PD
- Intellectual Preparation and Deliberate Practice

When asked how The Astrea Way has been received by staff, Mr Hood stated it was communicated with Head of Departments prior to being launched and was well received by staff.

When asked how the Principles of a lesson will be measured, Mr Hood explained quality assurance will take place through SLT links in a half termly RAG ratings exercise.

7) Future agenda items and confirmation of forthcoming dates

No additional items were proposed for discussion.

The date of the next meeting is scheduled for 6 February 2025.

- Link lead roles

The LGC agreed the above to be a true and accurate record of the meeting on: 6 January 2025.

Meeting concluded at 19:00

Year 11 Mock analysis report

Headlines for 2024-2025 cohort:

		Mock	Target
Average A8 Grade		4.32	5.06
P8		-0.15	0.58
9-7 Basics (%)		9.0%	12.5
9- 5 Basics (%)		37.5%	60.9
9-4 Basics (%)		55.6%	83.9
Eng not Maths*	4 +	32	20
	5 +	31	32
Maths not Eng*	4 +	14	1
	5 +	20	6
Number entered for EBacc		201	221
Strong pass (%)		15.9%	46.6
Standard pass (%)		30.7%	65.9
EBacc A8		4.15	4.88

*Number of students

Historic mock/forecasted data:

		2022-23 cohort				2023-24 cohort			
		Yr10 mock	Yr11 mock	Yr11 PR3	Actual	Yr10 mock	Yr11 mock	Yr11 PR3	Actual
Average A8 Grade		4.13	4.84	4.84	4.81	4.08	4.40	4.91	4.72
P8		-0.93	-0.19	-0.21	0.09	-0.54	-0.20	0.23	0.12
9-7 Basics (%)		4.8	15.8	15.8	14.0	4.2	5.3	11.9	9.8
9- 5 Basics (%)		34.6	54.0	54.8	50.0	36.0	34.0	53.5	50.5
9-4 Basics (%)		58.1	76.5	75.0	69.5	57.3	56.5	74.1	70.9
Eng not Maths*	4 +	41	18	20	17	39	59	23	19
	5 +	54	25	24	34	49	88	27	21
Maths not Eng*	4 +	12	15	13	19	10	6	6	19
	5 +	28	24	27	29	20	5	19	35

Number entered for EBacc	181	183	180	184	176	175	173	172
Strong pass (%)	14.3	27.2	30.9	31.3	11.5	10.1	32.5	26.6
Standard pass (%)	30.1	48.2	46.3	46.3	25.5	26.3	50.0	39.3
EBacc A8	3.86	4.58	4.61	4.64	3.81	4.04	4.68	4.49

*Number of students

The increased rigour of the mock exams has provided a more accurate reflection of students' current abilities. This has highlighted key areas requiring intervention to ensure students meet or exceed their expected grades.

BASICs (English and Mathematics)

Current Position:

- Students achieving below grade 4/5 in English and Maths have been identified as priority candidates for intervention.
- Intervention programmes and specific strategies have been implemented to support these students.

Actions:

- 1. Targeted Interventions:**
 - Students not achieving a grade 4/5 in mocks are placed in PM registration intervention groups (2 Maths and 2 English groups).
- 2. Communication and Monitoring:**
 - Highlighted lists of students at risk of not achieving 4+/5+ shared with Heads of Department (HoDs).
 - Weekly BASICs review meetings held with JPH, KSM, ELL, KWA, and CCU to monitor student progress and address barriers.
- 3. Homework Support:**
 - Students must achieve 100% completion on Sparx Maths homework or attend a Maths homework support club. Year 11 tutors support and remind students during tutor time.
 - Sparx homework duration increased to 90 minutes to ensure more practice at home.
- 4. Parental Engagement:**
 - Letters sent to parents of students at risk of not achieving 4+/5+ in both subjects, including support resources and home revision strategies.
- 5. PP Student Support:**
 - A document highlights underperforming Pupil Premium (PP) students with SMART targets to address their needs. HoDs review and update this fortnightly during line management meetings.

EBacc Subjects

French:

- **Current Issues:**
 - Top set students underperformed, with 23 students achieving a U grade on the higher-tier paper. This was their first experience with higher-tier content.
- **Actions:**
 - PM intervention sessions focus on exam techniques for key students.
 - Lunch drop-in sessions led by CAL to provide additional practice.

- Staffing adjustments made to stabilise behaviour in 11A2, improving classroom climate and outcomes.

History:

- **Current Progress:**
 - APS increased from 3.91 to 4.53. Four out of seven classes made nearly a grade's progress since Year 10 mocks.
- **Actions:**
 - Continued focus on exam techniques and building fingertip knowledge through Seneca and Carousel Learning.
 - Review and replicate successful strategies used in this mock for future papers.

Combined Science:

- **Current Issues:**
 - Significant underperformance in lower sets (x5/y5 and x4), which include vulnerable students and school refusers.
- **Actions:**
 - Regular EBacc RAG meetings with HoDs (ELL/KWA/CCU) to identify priority students and urgent actions.
 - Mock speaking exams introduced for languages in Mock 2 to provide a clearer picture of performance.
 - Adapt Schemes of Learning (SoL) to address weaknesses identified in mock exam papers.

Open Bucket Subjects

Art:

- **Current Progress:**
 - SPI improved from -0.98 in Year 10 mocks to -0.27, equating to an APS of 4.60. Residuals indicate students are performing half a grade better in Art than in other subjects.
- **Actions:**
 - Period 6 sessions focus on developing skills and sketchbooks. Parental communication ensures attendance, with non-attendance followed up by phone calls.

Food & Nutrition:

- **Current Issues:**
 - One student did not complete the mock exam, skewing SPI. Adjusted SPI without this student increases to 0.01.
- **Actions:**
 - Practical assessments scheduled for mid-January, ensuring ample revision time afterward. Parental communication ensures awareness of exam dates.

General Actions for Open Bucket Subjects:

1. **Regular Review Meetings:**
 - Fortnightly RAM meetings for Art (ELL/KWA/GSA/CCU) and Food (ELL/KWA/DVK/CCU).
2. **Curriculum Adjustments:**
 - Reasonable adjustments ensure students do not miss BTEC Sport lessons or assessments.
3. **Monitoring:**
 - SLT visits to Year 11 lessons every period to ensure a positive learning environment.

Attendance and Impact on Performance

Data Insights:

- Of the 83 students with attendance below 90%, 58 have a negative SPI.
- 22 of these students are PP, and 14 have a positive SPI despite low attendance.

Actions:

1. **Attendance Strategy Continuation:**
 - Reinforce strategies introduced last term to re-engage Year 11 students. Oversight by JMI/KBA.
2. **Targeted Support for PP Students:**
 - Attendance and progress of PP students monitored, with interventions aligned to their academic and pastoral needs.

PP headlines:

KS2 prior average scores: PP students - 102.5, non-PP students - 105

		Year 10 Mock		Year 11 Nov mock		Target	
		PP	Non PP	PP	Non PP	PP	Non PP
Average A8 Grade		2.77	4.52	2.86	4.69	4.32	5.26
P8		-1.37	-0.12	-1.14	0.09	0.27	0.65
9-7 Basics (%)		5.1	9.5	1.8	10.9	3.4	15.0
9- 5 Basics (%)		16.9	42.7	12.3	44.1	37.3	67.3
9-4 Basics (%)		30.5	61.4	29.8	62.3	78.0	85.5
Eng not Maths*	4 +	6	32	7	25	7	13
	5 +	6	40	3	28	15	17
Maths not Eng*	4 +	3	15	4	10	1	0
	5 +	3	14	8	12	2	4
Number EBacc	-	33	168	29	172	39	182
Strong pass (%)	pass	6.8	22.7	5.3	18.6	20.3	53.6
Standard pass (%)	pass	11.9	39.1	15.8	34.5	47.5	70.9

- **Total Cohort:** 277 students (57 disadvantaged and 220 non-disadvantaged).
- **Alternative Provision (AP):** 11 students, of whom 5 (45%) receive Pupil Premium Grant (PPG), contributing to the overall impact on disadvantaged outcomes.
- **School Refusers:** 14 disadvantaged students (24.6% of PP cohort).

Disadvantaged students (PP) are underperforming in several key subjects, including:

- Fine Art
- Business Studies
- Computer Science
- English Language and Literature
- History
- Music
- French

Progress Improvements:

- The average progress score for disadvantaged students has improved since Year 10 mocks.
- Year 10: 40 PP students were, on average, one grade or more below target.
- Year 11: This has reduced to 29 students (12 male, 17 female).

Targeted Actions for Disadvantaged Students

1. Mentoring Scheme for Underperforming Boys:

- **Oversight:** Led by JLA (Head of Year) and TWS (Assistant Principal), who oversee the Pupil Premium strategy.
- **Personalised Support:**
 - Each underperforming boy will be assigned to a staff mentor with whom they have a strong rapport.
 - Mentors will conduct regular check-ins (before or after school) to review:
 - Progress in lessons.
 - Completion of homework.
 - Revision progress and timetables.
 - Mentors will ensure students have access to the necessary resources and strategies for effective revision.
- **Incentives:**
 - House points for effort and achievement will be tracked for this group.
 - The student with the highest net points will receive a prize or voucher to celebrate their hard work and encourage continued engagement.

2. Focus on Alternative Provision (AP):

- Tailored support for the five PP students in AP to minimise their impact on overall PP outcomes.
- Close monitoring of their progress through regular reviews and communication with AP providers.

3. Personalised Action Plans:

- A tailored Pupil Premium (PP) action plan will be created for each student underperforming in the identified subjects.
- Action plans will be reviewed by the SLT link and revisited after the second set of mock exams.
- TWS will compile an overview document summarising these action plans, which will be reviewed with Heads of Departments (HoDs) during SLT line management meetings.

4. Mentoring Scheme:

- TWS will establish a mentoring programme specifically targeting underperforming PP boys to provide regular check-ins, guidance, and support.

5. Study Skills Support:

- KWA will lead an additional intervention group focused on equipping PP students with effective study skills to enhance their independent learning.

6. Compulsory Intervention Sessions:

- Key PP students will be assigned personalised timetables for compulsory period 6 sessions tailored to their specific needs and subjects.

7. Targeted Classroom Support:

- Teachers will identify five key students within each class who are a priority for improvement, including PP students, ensuring targeted support and focus.
- Priority students must have an attendance rate of 95% or higher to maximise their engagement and outcomes.

AP students case studies – confidential item redacted

SEND headlines:

KS2 prior average scores: EHCP students – 100.5, SEN support students – 100.5, Non-SEND students - 105

		Mock			Yr11 Nov mock			Target		
		E	K	Non	E	K	Non	E	K	Non
Average A8 Grade		1.48	1.99	4.51	1.33	2.15	4.68	3.37	3.80	5.27
P8		-2.12	-1.97	-0.12	-2.23	0.08	-1.58	0.14	-0.11	0.68
9-7 Basics (%)		0	3.0	9.6	0	0	10.5	0	6.1	13.8
9- 5 Basics (%)		16.7	9.1	41.7	0	3.1	43.1	33.3	18.2	67.5
9-4 Basics (%)		16.7	21.2	60.4	16.7	12.5	62.3	50.0	54.5	88.8
Eng not Maths*	4 +	0	2	36	0	5	27	0	8	12
	5 +	0	2	44	0	3	28	0	8	24
Maths not Eng*	4 +	0	1	17	0	2	12	0	0	1
	5 +	0	1	16	1	3	16	0	1	5
Number entered for EBacc		2	8	191	2	2	192	2	11	208
Strong pass (%)		0	0	22.5	0	3.1	18.0	16.7	6.1	52.9
Standard pass (%)		16.7	0	38.3	0	9.4	34.3	16.7	21.2	73.3

- **Cohort Breakdown:**
 - 6 EHCP students
 - 32 SEN K students
 - 239 non-SEND students
- **EHCP Students:**
 - 4 students are on alternative provision with a reduced curriculum.
 - 2 students remain in school.
- **SEN K Students:**
 - 5 students lack prior KS2 data.
 - Of the 27 students with KS2 data, 23 have an average negative SPI.
- **Subject Performance:**
 - SEND students are underperforming in all subjects except Photography, Media, Triple Science, and Child Development.

- **Interventions:**
 - Strategies to support SEND students have been discussed and identified during RAG meetings.
 - Collaboration with the SEND team is ongoing to ensure students receive appropriate support both in and out of lessons.

Actions:

1. **Keyworker Involvement:**
 - Ensure SEND keyworkers are fully aware of their students' progress and data.
 - Keyworkers to encourage and support students in attending compulsory period 6 sessions.
2. **Barriers to Learning:**
 - BRE to identify specific barriers to learning for each SEND student.
 - Ensure all teachers are informed of these barriers and provided with effective strategies to maximise learning outcomes.
3. **Lesson Observations:**
 - BRE to prioritise drop-ins to Year 11 classes to observe the use of SEND strategies in lessons.
 - Feedback to the relevant HoD where strategies are not being implemented effectively.
4. **Exam Access Arrangements:**
 - BRE to review and verify that students' usual ways of working align with their exam access arrangements.
 - Provide feedback to the relevant HoD where adjustments are not being adhered to.

These actions aim to ensure a tailored and consistent approach to supporting SEND students, maximising their progress and engagement across all subjects.

Appendix 1: Year 11 Mock headlines for each subject:

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	0	10	15	45	60	80	80	85	85	90	90	100	100	20	5-	4.6	0.59	-0.27
Art (Photography)	0	5.9	23.5	52.9	82.4	94.1	100	100	100	100	100	100	100	17	6-	5.59	1.43	0.72
Business Studies	3.3	4.9	9.8	19.7	31.1	49.2	68.9	85.2	95.1	98.4	98.4	100	100	61	4-	3.67	-0.44	-0.34
Computer Science	30.8	43.6	61.5	66.7	74.4	79.5	87.2	92.3	94.9	94.9	94.9	100	100	39	6+	6.31	0.44	1.85
English Language	1.1	6.7	15.4	31.5	49.1	64	86.9	92.1	95.5	95.9	95.9	100	100	267	4+	4.42	0.02	-0.19
English Literature	0.7	4.8	15.2	22.6	34.1	59.6	75.2	83.7	89.3	95.9	95.9	100	100	270	4=	3.85	-0.51	-0.67
Food & Nutrition	9.1	18.2	31.8	31.8	36.4	50	59.1	77.3	95.5	95.5	95.5	100	100	22	4=	4.09	0.57	-0.14
Geography	9.2	15.1	26.9	38.7	50.4	61.3	79.8	89.1	95	96.6	96.6	100	100	119	5-	4.66	0.41	0.65
History	8.8	14.2	20.9	37.8	48.6	62.8	81.1	87.8	91.2	94.6	96.6	100	100	148	5-	4.53	-0.03	0.15
Latin	25	29.2	37.5	58.3	83.3	100	100	100	100	100	100	100	100	24	7-	6.33	-0.33	0.63
Mathematics	2.3	7.9	15.8	29.3	46.6	63.2	80.5	90.2	94	96.6	96.6	100	100	266	4+	4.3	-0.11	-0.2
Media Studies	13.6	18.2	40.9	59.1	72.7	72.7	81.8	95.5	100	100	100	100	100	22	6-	5.55	0.76	0.99
MFL French	1.6	3.2	7.4	11.1	21.6	40.5	63.2	73.2	81.1	97.4	97.4	100	100	190	3=	3.03	-1.37	-1.01
Music	11.1	11.1	22.2	66.7	77.8	77.8	77.8	77.8	88.9	88.9	88.9	100	100	9	5=	5.11	0.63	0.92
PE	0	6.3	12.5	37.5	65.6	87.5	100	100	100	100	100	100	100	32	5=	5.09	0.24	0.4
Product Design	4.5	13.6	22.7	31.8	45.5	59.1	72.7	81.8	90.9	90.9	90.9	100	100	22	4+	4.23	0.68	0.09
RE	29.4	47.1	58.8	82.4	82.4	82.4	88.2	94.1	94.1	94.1	94.1	100	100	17	7-	6.59	1.28	1.64
Science Biology	36.5	49.2	58.7	76.2	95.2	98.4	98.4	98.4	98.4	98.4	98.4	100	100	63	7+	7.1	0.47	1.17
Science Chemistry	39.7	60.3	79.4	90.5	98.4	98.4	98.4	98.4	98.4	98.4	98.4	100	100	63	8=	7.62	0.99	1.78
Science Physics	39.7	61.9	79.4	92.1	98.4	98.4	98.4	98.4	98.4	98.4	98.4	100	100	63	8=	7.65	1.02	1.79
Science Combined	2.2	4.7	10.6	23.2	41.6	58.4	75.9	87.2	91.6	96.6	96.6	100	100	406	44=	3.95	0.23	-0.04
Name	D2* %	D2* - D2 %	D2* - M2 %	D2* - P2 %	D2* - D1 %	D2* - M1 %	D2* - P1 %	D2* - U %	D2* - F %	D2* - X %	D2* - Abs %	Other						
Child Development	8.3	20.8	54.2	75	83.3	87.5	91.7	100	100	100	100	100		24	P2	4.64	1.53	0.43
Sport L1/2	0	21.7	56.5	78.3	95.7	95.7	95.7	100	100	100	100	100		23	P2	4.83	1.72	0.68

Year 13 Mock and analysis

Headlines for 2024-2025 cohort:

L3 Overall Measure	Yr 12 Mock	%	Yr 13 Nov mock	Target
Students included in L3 Overall Cohort	101	100	112	99
L3 Overall Average Points per Entry	30.41	-	33.17	40.34
L3 Overall Average Grade	C=	-	C+	B=
L3 Overall Total Entries	302	-	323	298
L3 Overall Average Points per Pupil	90.94	-	95.67	121.41
Students included in L3 Overall Value Added	98	97	108	98
L3 Overall VA	-0.47	-	-0.23	0.49
L3 Overall VA Upper Confidence Limit	-0.34	-	-0.11	0.62
L3 Overall VA Lower Confidence Limit	-0.59	-	-0.35	0.37
A Level Measure	Mock	%		Target
Students included in A Level Cohort	97	96	94	95
A Level Average Points per Entry	30.84	-	33.24	40.88
A Level Average Grade	C=	-	C+	B=
A Level Total Entries	263	-	253	261
A Level Average Points per Pupil	83.61	-	89.47	112.32
Students included in A Level Value Added	94	93.1	92	94
A Level VA	-0.47	-	-0.27	0.49
A Level VA Upper Confidence Limit	-0.34	-	-0.13	0.63
A Level VA Lower Confidence Limit	-0.6	-	-0.40	0.36
Applied General Measure	Mock	%		Target
Students included in Applied General Cohort	24	23.8	38	23
Applied General Average Points per Entry	27.56	-	32.93	36.49
Applied General Average Grade	Merit+	-	Dist-	Dist=
Applied General Total Entries	39	-	70	37
Applied General Average Points per Pupil	44.79	-	60.66	58.7
Students included in Applied General Value Added	23	22.8	35	22
Applied General VA	-0.45	-	-0.08	0.48
Applied General VA Upper Confidence Limit	-0.13	-	0.19	0.82
Applied General VA Lower Confidence Limit	-0.78	-	-0.34	0.15

Overview

The Year 13 cohort has shown clear progress since Year 12 mocks, particularly in improving VA and Average Points per Entry. While gaps remain to reach targets, a robust set of interventions is in place to address these challenges. The Year 13 cohort consists of 122 students, with 112 eligible for inclusion in the Department for Education (DfE) performance tables. Small class sizes are a characteristic of this group, providing opportunities for more individualised support. On average, students are currently performing two-thirds of a grade below their targets. Forecasts indicate that by the final exams, students are expected to achieve, on average, one-third of a grade below their targets.

Key Performance Data

- **Curriculum Distribution:**
 - 60.1% of students have three A-level grades included in the performance data.
 - 14.8% of students are completing Applied courses through Stageworks.
 - 25.1% of students have 1-2 A-level grades counted due to studying Applied qualifications or dropping subjects.
- **Applied Subjects:**
 - There has been notable improvement since the Year 12 mocks, with the average grade now at Distinction Minus (Dist-).
 - The average points per entry have increased by 5.37, driven largely by improving outcomes in Sport Single and Double BTEC.
- **Overall Progress and Value-Added (VA):**
 - Students are achieving an average grade of C+, consistent with the 2023-24 cohort.
 - However, their progress, as measured by VA, has improved significantly, from -0.67 in 2023-24 to -0.23 this year.

Challenges

- Only 22% (6 out of 27) of subjects are currently performing in the top 25%, compared to the ALPs target of 85% (23 out of 27 subjects).
- Six subjects are underperforming, ranking in the bottom 25%. These include Accounting, Business Studies, English Language & Literature, Maths, and BTEC Sport.

Actions and Interventions

To address these challenges and support student progress, a range of interventions have been implemented:

- **Student-Level Interventions:**
 - Each student has been assigned three SMART targets per subject, which are reviewed in fortnightly one-to-one academic mentoring sessions.
 - Supervised study sessions have been introduced for selected students to provide structured learning time.
 - A "Refresh and Refocus" programme has been launched for underperforming students, focusing on organisation, independent study skills, and strategies for success.
 - The "Action Plus Programme" is in place for students with the most significant underperformance. This requires students to log 30 hours of independent study over two weeks, verified by subject teachers, while attending supervised study sessions daily.
- **Subject-Specific Actions:**
 - **Sociology:** VA of -1.26. Following historical underperformance, the subject leader has been replaced, and the new teacher is being supported by the Head of Sixth Form and Head of History to engage students and accelerate progress.
 - **Accounting:** VA of -1.08. The class of four students is receiving support from the Head of Maths to ensure effective course delivery and improve outcomes.
 - **Physics:** VA of -1. Additional support includes weekly clinics and extra teacher-led study sessions.
 - **Mathematics:** VA of -0.9. Students who underperformed in the mocks are attending weekly support clinics and additional morning intervention sessions.

- **Further Mathematics:** VA of -0.9. Students are benefiting from the same support structure as Mathematics.

Forecast

The cohort is expected to make one-third of a grade's progress between the November mocks and final exams, mirroring the progress achieved by the 2023-24 cohort.

Appendix 1: Historic mock data headlines

	2024-25			2022-23 cohort			2023-24 cohort			
	Yr12 mocks	Yr12 PR3	Yr13 Nov mocks	Yr12 mocks	Yr13 Feb mocks	Actual	Yr12 mocks	Yr13 Nov mocks	Yr13 Feb mocks	Yr13 PR3
L3 Overall										
Students included in L3 Overall Cohort	101	101	112	170	160	161	98	93	94	94
L3 Overall Average Points per Entry	30.41	35.83	33.17	29.12	31.21	32.22	29.37	31.72	31.33	36.2
L3 Overall Average Grade	C=	B-	C+	C=	C=	C+	C=	C+	C=	B-
L3 Overall Total Entries	302	302	323	507	465	479.6	287	264	267	267
L3 Overall Average Points per Pupil	90.94	107.13	95.67	86.85	90.71	95.99	86.02	90.05	88.99	102.82
Students included in L3 Overall Value Added	98	98	108	170	160	161	98	90	89	89
L3 Overall VA	-0.47	0.08	-0.23	-0.76	-0.59	-0.51	-0.8	-0.66	-0.67	-0.16
A Level										
Students included in A Level Cohort	97	97	94	145	128	134	90	82	83	83
A Level Average Points per Entry	30.84	36.96	33.24	29.58	32.11	31.85	28.48	31.22	29.96	35.73
A Level Average Grade	C=	B-	C+	C=	C+	C+	C=	C=	C=	B-
A Level Total Entries	263	263	253	361	322	335	250	222	225	225
A Level Average Points per Pupil	83.61	100.21	89.47	73.66	80.78	79.63	79.11	84.51	81.2	96.87
Students included in A Level Value Added	94	94	92	145	128	134	90	82	81	81
A Level VA	-0.47	0.15	-0.47	-0.8	-0.6	-0.64	-0.91	-0.74	-0.83	-0.25
Applied General										
Students included in Applied General Cohort	24	24	38	81	77	76	22	23	23	23
Applied General Average Points per Entry	27.56	28.21	32.93	27.98	29.19	32.43	35.41	34.4	38.69	38.69
Applied General Average Grade	Merit+	Merit+	Dist-	Merit+	Merit+	Dist-	Dist=	Dist=	Dist+	Dist+
Applied General Total Entries	39	39	70	146	143	135	37	42	42	42
Applied General Average Points per Pupil	44.79	45.83	60.66	50.43	54.21	57.61	59.55	62.83	70.65	70.65
Students included in Applied General Value Added	23	23	35	81	77	76	22	20	20	20
Applied General VA	-0.45	-0.39	-0.08	-0.64	-0.57	-0.23	-0.02	-0.07	0.4	0.4

Appendix 2: Subject headlines compared with targets

Name	Total Grades	Average Pts Per Entry	Average Pts Per Entry Compare	Average Grade	Average Grade Compare	VA	VA Compare	Residual	Residual Compare	On/Above Track %	On/Above Track Compare %	Above Track %	Above Track Compare %	On Track %	On Track Compare %	Below Track %	Below Track Compare %
Accounting	4	22.5	40	D+	B=	-1.08	0.67	-11.7	-0.83	25	100	0	0	25	100	75	0
Art (Fine)	4	40	42.5	B=	B+	0.04	0.29	0	3.33	50	100	25	0	25	100	50	0
Art (Photography)	2	25	30	C-	C=	-0.67	-0.17	1.67	0	50	100	50	0	0	100	50	0
Business Studies	22	34.09	36.82	C+	B-	-0.02	0.26	2.65	-1.04	59.1	100	22.7	0	36.4	100	40.9	0
Classical Civilisation	10	41	38	B=	B-	0.56	0.26	2.71	-1.29	90	100	40	0	50	100	10	0
Computer Science	11	32.73	40.91	C+	B=	-0.34	0.48	1.52	-1.59	45.5	100	9.1	0	36.4	100	54.5	0
Digital T Level	7	23.57	35	D+	B-	-0.14	1.01	0	0	0	100	0	0	0	100	100	0
English Language & Literature	4	27.5	32.5	C-	C+	-0.15	0.35	3.75	1.25	50	100	25	0	25	100	50	0
English Literature	8	43.75	41.25	B+	B=	0.58	0.33	1.88	-1.04	87.5	100	37.5	0	50	100	12.5	0
Geography	8	32.5	41.25	C+	B=	-0.47	0.41	-1.04	-0.62	37.5	100	0	0	37.5	100	62.5	0
Health & Social Care	7	29.29	33.57	C=	C+	-0.07	0.36	1.19	0.71	71.4	100	0	0	71.4	100	28.6	0
History	9	41.11	41.25	B=	B=	0.54	0.41	2.36	-0.99	100	100	12.5	0	87.5	100	0	0
Law	13	33.85	36.92	C+	B-	-0.07	0.24	-0.26	-1.54	61.5	100	15.4	0	46.2	100	38.5	0
Mathematics	28	29.64	44.64	C=	B+	-0.9	0.6	-3.04	0.09	21.4	100	7.1	0	14.3	100	78.6	0
Mathematics (Further)	5	32	46	C+	A-	-0.9	0.5	-8.33	-0.67	20	100	20	0	0	100	80	0
Media Studies	6	40	38.33	B=	B-	0.34	0.17	8.61	1.94	66.7	100	50	0	16.7	100	33.3	0
Physical Education	8	40	41.25	B=	B=	0.31	0.44	8.33	0.83	62.5	100	37.5	0	25	100	37.5	0
Politics	3	33.33	40	C+	B=	0.05	0.55	3.33	0	50	100	0	0	50	100	50	0
Psychology	26	39.23	38.08	B=	B-	0.62	0.5	5.79	-0.1	73.1	100	30.8	0	42.3	100	26.9	0
Science Biology	16	37.5	45.63	B-	A-	-0.14	0.68	-0.42	-1.46	31.3	100	6.3	0	25	100	68.8	0
Science Chemistry	18	37.78	48.33	B-	A-	-0.13	0.93	-0.09	-0.23	22.2	100	5.6	0	16.7	100	77.8	0
Science Physics	20	26	45.5	C-	A-	-1	0.95	-4.42	0.63	10	100	0	0	10	100	90	0
Sociology	28	21.07	37.04	D=	B-	-1.26	0.24	-7.46	1.47	18.5	100	0	0	18.5	100	81.5	0
Sport BTEC Double	10	31.5	40.83	C=	B=	-0.53	0.44	3	3.06	11.1	100	0	0	11.1	100	88.9	0
Sport BTEC Single	14	25.71	35	C-	B-	-0.66	0.31	-0.95	-1.54	30.8	100	0	0	30.8	100	69.2	0
Stageworks Double	15	33.67	38	C+	B-	0.31	0.74	0	0	46.7	100	6.7	0	40	100	53.3	0
Stageworks Triple	3	40	41.67	B=	B+	-0.44	0.06	0	0	66.7	100	0	0	66.7	100	33.3	0