LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Wednesday 22 March 2023

To be held from 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair) Geraint Brown (Int. Principal); Claire Chilton; Alexis Ivett; Dawn Milne; Richard Slade.

In attendance: Catherine Cusick; Deborah Gordon; Clare Greaney; Julian Merson; Tom Smy; Robert Simonis

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
23.11.22	Head of Social Sciences subject presentation	Principal/HoY	10 May 2023
25.01.23	Share Staff Code of Conduct policy 2022-23 with staff	Principal	Complete
25.02.23	Re-arrange Longsands LGC meeting scheduled for 15 March 2023	Clerk/Principal	Complete
25.01.23	Appoint Link Lead governor for Fundraising	Chair	Item 9

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 25 January 2023	Papers attached - (pp3-9) - Chair
4	20 mins	Principal's report and questions • SEF and Academy Improvement Plan • Year 11 and 13 progress update	Papers attached – (pp10-33) Principal
5	15 mins	Behaviour and Culture update	Oral item - TWS
6	20 mins	Year 11 and Year 13 progress and mock feedback	Oral item - JRM
7	10 mins	Curriculum model	Oral item - DLG

8	5 mins	Policies: • Young Carers policy	Papers attached (pp34-37) - Chair
9	5 mins	Link Lead visits • Personal Development – 30 Jan 2023 - DM	Papers attached (pp38-39) - Chair
10	2 mins	Chair's Update	Oral item - Chair
11	2 mins	Risk Register	Oral item - Chair
12	2 mins	Future agenda items and confirmation of forthcoming dates • Next LGC meeting 10 May 2023	Oral item - Chair
13	2 mins	Any Other Business	Oral item - Chair

LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Wednesday 25 January 2023

In conference through Microsoft Teams

MINUTES – PART A

Members Present:	Mark Young - Chair; Geraint Brown – Int Principal - Longsands Academy Lee Larcombe - Vice Chair; Claire Chilton; Alexis Ivett; Dawn Milne.
In Attendance:	Melanie Basson (Clerk). Deborah Gordon; Clare Greaney; Alf Lesurf; Thomas Laud (Item 6); James Powell

Minute Reference	Summary of action required	Responsible	Status
23.11.22	Head of Social Sciences subject presentation	Principal/HoY	15 March 2023
23.11.22	CIL bid information to be shared with DG and CC.	RS	Complete
23.11.22	Consider methods for measuring impact of student performance in relation to behaviour strategies.	Principal	Complete Item 4
23.11.22	Present Link Lead school visit report(s)	Chair/LL	January 2023
25.01.23 Item 9	Share Staff Code of Conduct policy 2022-23 with staff	Principal	February 2023
25.02.23 Item 10	Re-arrange Longsands LGC meeting scheduled for 15 March 2023	Clerk/Principal	February 2023
25.01.23 Item 10	Appoint Link Lead governor for Fundraising	Chair	March 2023

1) Introductions and Apologies

The meeting started at 5.30pm. Introductions were made, and staff were welcomed.

Apologies for absence were received from Richard Slade and these were accepted by the committee.

2) Declarations of interest

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

3) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 23 November 2022 were circulated to committee members and ratified on 20 December 2022.

The committee reviewed matters arising and noted all actions were completed and recorded in the action tracker.

Ms Gordon informed the committee that Longsands has submitted bids to the Town and District Council for £325k, dedicated to fund the Science Suite, amounting to half of the funding needed of £650k.

The committee adopted the minutes as a true and accurate record of the meeting.

4) Principal's Report and questions

The Principal's Report set out in the new Trust format was circulated to the committee in advance of the meeting highlighting the following points:

- Safeguarding
- Data Analysis: December mock exams and forecasts
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- SEND Update
- Transition planning
- Operations and Site Update
- Number on Roll Update
- Other academy matters: to include enrichment and community.

The Principal expanded on their report regarding the data analysis for Year 11 December mock examinations and forecast 2022-23: Analysis and review. The Principal presented the outcome of Year 11 mock examination results, regarding Progress 8, Attainment in English and maths and EBacc entries. Comparisons were shown between predictions and outcomes for this and last year's Year 11, both similar cohorts, The committee noted the key performance targets.

The Principal informed the committee the Maximising Achievement Plan has been reviewed as presented in the Principal's report. The Principal informed the committee the academy has adopted a proactive approach in addressing learning gaps and put in place interventions for Year 11 students in preparation for mocks at the end of February. Questions were invited.

Acknowledging the reduction in Year 11 behaviour sanctions, Dr Larcombe asked whether the academy is able to identify a reason for this positive impact.

The Principal confirmed the academy has seen a positive impact on Year 11, who in particular, have responded well to the new behaviour culture with improved attitude to learning, attendance, behaviour and engagement in general.

<u>Sixth Form</u>

Ms Gordon expanded on the Principal's report regarding the success of Year 13 Extended Project Qualification (EPQ).

Of the 16 students who participated in the EPQ, nine were awarded an A or A*, and all students achieved at least a C grade. This is the largest and most successful cohort for the EPQ at Longsands Academy and the work and the results will have a significant impact on those students in their preparation for their post-sixth form applications and progress.

The committee noted the curriculum, teaching and learning highlights detailed in the Principal's report. <u>Ms Gordon informed the committee that Sixth Form curriculum plans will be shared at the next LGC meeting.</u>

Ms Gordon was thanked for their report.

The committee acknowledged that Longsands received 400 student applications for entry to Year 7 in September 2023, of which 302 are first choice applications. Longsands Pupil Admission Number is currently 290. Longsands has offered the 290 places and are looking at increasing PAN to 300.

In response to expected national industrial action affecting teaching unions, the Principal informed the committee that this is likely to be disrupt Longsands by way of staff strikes. The academy proposes to remain open to students of Keyworkers, students at risk with regards to safeguarding, Year 11 and Year 13 students as a priority. Home learning will be available to all students in the event of school closures.

The committee acknowledged that Longsands Academy have been accredited the Rainbow Flag Award for three years. The committee congratulated the academy of this success.

<u>Ms Milne enquired regarding the rationale that drama no longer forms part of the key curriculum for Year 7-9.</u> The Principal reassured the committee that students will have opportunity to take part in a drama enrichment package in conjunction with Stageworks, arrangements are to be finalised after half term.

<u>Ms Milne enquired why lunch time is so late in the school day (1.30pm).</u> The Principal acknowledged whilst it may seem late, it is proven that better outcomes are seen from students during the last period of the day. The timings of day in place this academic year will be re-considered next year, based on how successful the impact of the school day timings have this year.

<u>Ms Milne sought clarity regarding a number of female students alleging they have been told not to wear tight trousers to school as it distracts male students.</u> The Principal confirmed this should never happen and would not be appropriate for any member of staff to state this. The Principal stated uniform expectations are clear in its uniform policy which states no skinny trousers or leggings. The Principal agreed to investigate this allegation and ensure the expectations are clear with regards to this.

Ms Milne acknowledged the academy's response to parent/carer requests to change the time the parent consultation booking system opens from 9am to 6pm, to suit more parents/carers.

The Principal was thanked for their report.

5) Rewards and Incentives Strategy

Mr Powell presented the Rewards and Incentive Strategy which has been put together in collaboration with Kelly Baker, Attendance Manager.

Mr Powell informed the committee that in developing the introduction to the House system, all students have ongoing opportunities to earn house points in recognition of their achievements.

Students are awarded certificates and rewards, using a house point tariff system which was shared with the committee.

After half term, the academy will launch a golden ticket system which teachers can hand out every lesson to students. The tickets are to be filled out by students and will enter a draw at end of the year, where five winners will receive a special reward in recognition of their achievements.

Rewards and opportunities include:
- Student of the week
- Student of the half term
- Praise postcard/shout out
- Celebration breakfast with Principal
- FA Cup
- Passport to Prom – Year 11
- 100% attendance

In light of the academy's attendance expectations, <u>the Chair questioned whether every student is capable of achieving enough house points with fair opportunity of gaining awards.</u>

Mr Powell reassured the committee the system is fully inclusive and all students can be recognised for their achievements, individual to their own progress.

Mr Powell was thanked for their report.

6) SEND Strategy and SEND Survey

Mr Laud, SENCO, gave the committee an update of the progress of the relaunch of the SEN Department since September 2022.
- Staff have received training and upskilled
- Every SEN student has a support mentor
- Opportunity for all parents/carers to book a slot with Mr Laud at parental consultations
- ReadWrite – reading software for current Year 11 trialled and available in Summer 2023 examinations (except English grammar)
- 219 Assess, Plan Do, Reviews have been completed by the team since September 2022.

Following a 'Meet the SENCO session' held in summer 2022, Mr Laud and the SEN team continue to consult directly with parents/carers of SEN students. Support mentors review student's APDR three times a year, which involves student and parent feedback.

The Committee noted:
- Provision in place for SEN learners, interventions and support
- 50 SEN students attending catch up literacy
- 60 SEN students attending catch up maths
- Sessions take place twice a week for twenty minutes each
- 12 SEMH students are attending canine therapy

<u>Attendance</u>

The Committee noted attendance figures for SEN learners across all year groups, for this academic year to date:
- Non-SEND students attendance is currently 92.3%, which is above the national average by 0.5%
- SEND students attendance is currently 89.4%, which is above the national average by 2.8%
- Students with an EHCP attendance is currently 89.7%, which is above the national average by 5.6%

The academy has set up a provision 'The Bridge' within school, to support students who can access Teams or Academy 21 outside their normal classroom setting. This is arranged by a referral system, available to a small number of students based on need.

SEN Parent/Carer Survey

Mr Laud reported there was a significant increase (50%) in the number of parents/carers who responded to the Parent/Carer Survey since the last survey conducted in the summer. Overall the feedback was positive and parents/carers were happy with the SEN support available to their child and knew who to contact within the SEN Department.

Mr Laud informed the committee of the next steps planned to continued improvements of the SEN provision.

The committee thanked Mr Laud and their team for their hard work and commitment to relaunching the SEN provision.

Dr Larcombe questioned what proportions of parents/carers of SEN students took part in the recent Survey. Mr Laud reported that of the 221 SEN students, 70 parents/carers responded to the survey, which was 20 more than the last survey undertaken.

Mr Ivett questioned who the current staff lead is for students to liaise with regards to mental health support in the Sixth Form.

The Principal informed the committee the academy is currently seeking to appoint a strategic mental health and wellbeing lead. In the meantime, students in the Sixth Form are supported by the Pastoral Team, who can expect to receive further training in due course. Ms Gordon noted Sixth Form students need to be made aware of who they can contact for mental and wellbeing support and that they have fair access to the five counsellors in school.

Mr Laud was thanked for their report.

7) Behaviour and Culture Framework

Ms Greaney expanded on the Principal's Report with regards to Behaviour and Culture and informed the committee that regular staff training supports the core routines for teachers. Quality Assurance of the core routines is in place.

The morning welcome has enhanced the impact of tutor time which is now 25 mins in the morning.

In response to Student Voice feedback:
- CPD has been delivered to students to improve consistency of applying core routines in lower year groups
- Increased opportunity and consistency to earn House points
- Improved use of detention time and system

Behaviour

Ms Greaney reported the introduction of the 'Dressing room', making spare uniform available for students to borrow has resulted in a decrease to the number of students receiving a detention for non-compliance of uniform.

There has been an increase in C1 and C2s as expected but this is comparable to last year.

In general, behaviour continues to improve in lessons and during social times around the school site.

<u>Punctuality</u>

Students are issued with a C1 warning for being late to a lesson by more than four minutes and C2 detention if late by more than eight minutes.

Ms Gordon informed the committee the academy is using various quality assurance methods to help judge the impact of the work on behaviour and culture, including student and staff surveys, behaviour data, lesson observations and other department-based QA.

Ms Gordon informed the committee that the academy is using the StepLab platform for lesson observations and collaborative drop-ins providing an insight to the effectiveness of core routines. Feedback from observations of silence is golden, STAR and transition between lessons proved having a successful positive impact. The Principal reported the academy are considering this feedback and responding proactively to Student and Staff Voice.

<u>The Chair questioned whether duty staff patrol the school throughout the school day or only during lesson time.</u> Ms Greaney confirmed duty staff are available all day.

<u>In light that students are discouraged from using the toilet during lesson time and some toilets being closed due to damage, the Chair questioned whether students have sufficient time to use the toilet facilities at breaktime.</u>

Ms Greaney confirmed that students recognise queues are longer at toilets during lunchtime and are adapting their routine to accommodate.

The Principal, Ms Greaney and Ms Gordon were thanked for their reports.

8) Staff Survey on Behaviour and Culture

Ms Chilton and Mr Ivett presented the findings of the Staff Wellbeing Survey in relation to the new behaviour and culture routines implemented at Longsands Academy.

All Longsands staff were invited to take part in a non-mandatory, anonymous Staff Wellbeing Survey.
Ms Chilton and Mr Ivett presented findings from 63% of teaching staff and 43% of support staff who took part in the survey and the results were shared with the committee.

The committee noted the findings of the survey to include staff opinion regarding:
- Staff Wellbeing
- Core routines
- Job satisfaction

Ms Chilton and Mr Ivett were invited to discuss the findings in more detail with the Principal outside of the meeting.

Ms Chilton and Mr Ivett were thanked for their presentation.

9) Policies

In advance of the meeting the Longsands Staff Code of Conduct 2022-23 policy was circulated to the committee and governors were invited to review.

The policy was adopted by the committee. **Action: Academy to arrange sharing the Staff Code of Conduct 2022-23 policy with staff.**

10) Chairs update and briefing

In light of the potential strikes due to industrial action, the Chair suggested rescheduling the next LGC meeting date currently scheduled for 15 March 2023. **Action: The Clerk was asked to liaise with the academy to re-arrange Longsands LGC meeting to take place before the end of March 2023.**

The Chair informed the committee the Trust aspire to each local governance committee to appoint a Fundraising Link lead governor. **All governors were invited to consider this role, to be assigned in advance of the next LGC meeting.**

11) Future agenda items and confirmation of forthcoming dates

The committee noted the date of the next Longsands LGC meeting date is scheduled for Wednesday 15 March 2023, but will be re-scheduled due to potential industrial action falling on that day. **Action: Clerk to inform committee members of re-scheduled date no later than end of February 2023.**

Future agenda items:

- Sixth Form curriculum
- Year 13 progress
- Head of Department Social Studies presentation

12) Any Other Business

Attendees were thanked for their contribution and left the meeting.

The meeting finished at 7:30 pm

The LGC agreed the above to be a true and accurate record of the meeting on: 14 March 2023

Principal's Report

Spring Term Two

2022-2023

Longsands Academy

Geraint Brown (Interim Principal)

Contents

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, which contains 17 primary schools, 8 secondary schools (4 in Cambridgeshire), and 1 special school. According to the current IDSR, there are 1726 students on roll, which is well above the national average. Almost 20% of students have free school meals and 24% qualify for Pupil Premium funding, 11% are SEND, including 2.4% with an EHCP; 3.6% of students have SEND and are also disadvantaged. There are currently 22 students on alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, Cambridge Regional College (Huntingdon), Olive Academy and Overloaded.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	As previous report. Safeguarding audit was postponed and will now take place on 21st March. Paperwork to support the audit has been submitted to the Trust.	Awaiting safeguarding audit.	Audit on 21st March
Trends in School	Decline in self-harm cases, rise in counselling referrals	Engagement with new counsellor – checked with Trust as not a Trust employee. One morning per week.	Recruitment of new counsellor after resignation.
Ofsted Qualifying Complaints	N/A	N/A	N/A

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current	Previous Report	This time last year
Number and % of PP Number and % of FSM	346 (24.03%) 285 (19.79%)	333 (23.45%) 273 (19.23%)	319 (22.83%) 246 (17.61%)
Number and % of LAC	5 (0.3%)	5 (0.3%)	7
Number and % of young carers	49 (3.4%)	47 (3.3%)	32
Number and % of students privately fostered	1 (0.07%)	1 (0.07%)	1
Number and % of students with CP plan	0	0	1
Number and % of CIN	3 (0.2%)	1 (0.07%)	4
Referrals made for early help	5 (0.3%)	8 (0.6%)	0
Family support assessments conducted	5 (0.3%)	5 (0.3%)	0
Proportion meeting threshold	0	1 (0.07%	N/A
CP meetings attended	0	0	4

Number and % of students with an EHCP	35 (2.43%)	35 (2.44%)	31
Number and % of students with serious medical conditions	2 (0.14%)	2 (0.14%)	
Number and % of students receiving external support: CAMHS	22 (1.5%)	23 (1.6%)	
Number and % of students receiving external support: behaviour support	0	0	
Number and % of students receiving external support: S and L	1 (0.07%)	1 (0.07%)	
Referrals to Channel	0	0	

SCR Scrutiny:

Our SCR scrutiny was postponed due to illness within the Trust. The next review is now due on 21st March.

We await all the final details from Stageworks in terms of references.

The VP and HRO met on 2nd March to review the SCR using Trust guidance. All in order other than the items above.

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
Safeguarding Network meeting	22nd Feb 2023	2	Astrea

Bullying:

Aspect	Current number of incidents	Previous report	This time last year from September
All Bullying Incidents	5	2	7
Racist Incidents	3	2	9
Homophobic Bullying	1	4	4
Transphobic Bullying	0	0	0

Analysis and Next Steps
The number of reported bullying incidents remain low, though there has been a small rise since the last report. Numbers are similarly low to last year. Our Young Carer population continues to grow thanks to some excellent work by Laura Couzens and Laura shared a thought-provoking presentation with staff to allow us to consider and support next steps with our Young Carers. We continue to support a number of students with mental health concerns, though the number of students who self-harm has shown a reduction in recent weeks (the number with suicidal thoughts remains the same). The pastoral team will be taking part in an information session shortly with the NHS which will detail the support they can offer by way of their mental health nurse trainees. We hope to have some support from them for our lower-level mental health concerns, for example those around stress and anxiety and will be working on how we signpost students to this and manage the referrals. Our in-school counsellors will then be able to focus on the higher level of need. We received notification last week that one of our Astrea counsellors is leaving, we are in touch

with the Trust in relation to a replacement, as we have a significant waiting list. We will be able to feed back further information on the NHS project and the counselling situation at the next meeting.

Teaching and Learning

We have had a number of whole-staff CPD sessions this half term further refining specific aspects of the core routines and linking these to the 7 Principles of a Longsands Lesson. Examples of specific foci for CPD include refining 'Do Now' tasks, the use of specific praise at the end of lessons and exploring the "warm" aspect of a warm/strict approach. All staff were issued with a booklet which further detailed how the core routines underpin and support the pedagogical principles of our 7 Principles.

As well as a focus on the core routines, we have had some CPD sessions focusing on how we can best support more vulnerable students, for example Young Carers and those with low attendance.

5 members of staff (teachers, SLT and support staff) had a career coaching session with Lin Whyte to discuss any potential problems or barriers, goals for their career progression and come up with solutions. Staff fed back that this was very supportive and an invaluable chance to focus on their longer term career progression.

The ECTs continue to have weekly training sessions on Fridays after school. After feedback from the ECTs, this has taken the form of guest speakers from different departments and roles within the school, such as heads of year and heads of department. These sessions have been useful for the ECTs understanding some of the bigger picture of teaching and learning and also different career routines into positions of leadership.

The next round of StepLab drop-ins are underway, with staff observing 4 colleagues including one from outside their department. The focus is on teaching at KS5.

Next Steps:
Heads of Departments and SLT links have completed quality assurance of the core routines we have focused on recently, which will inform future CPD.

We will continue to address key aspects of the core routines such as the use of mini whiteboards and give staff an opportunity to explore how the use of each teaching tool can be used most effectively. We will also be giving departments opportunities to consider how the core routines are best implemented in their subject discipline.

Strengthening and clarifying the link between the core routines and the 7 Principles is also a priority moving forward.

We have rebooked Lin Whyte for more dates this academic year so that more staff can benefit from the opportunity to have some bespoke 1:1 coaching, and so that staff who have already had a session can have a follow-up session to reflect on their next steps. This will be a useful way of supporting colleagues who are keen to take on more responsibility or are ready for promotion as well as those new in post.

We need to book more guest speakers for ECT CPD sessions and also organise a visit to another school which has been requested by the ECTs as something they feel would enhance their own teaching practice.

When the cycle of StepLab drop-ins is complete we will need to analyse key themes emerging from the comments and shout-outs to share best practice and plan any future observation focus and CPD planning.

Implementation of the Core Routines and B&C Framework:

The Core Routines have remained a focus, with the introduction, or in some cases re-visiting, of techniques to further support the implementation of the routines. The aim is to promote greater consistency and support across classrooms, develop strategies that build a positive culture both inside and outside lessons, whilst providing practical solutions and sharing good practice. We have also spent time re-establishing key expectations of the core routines and further communicating the purpose of these. To do this, we have:

- Continued to run staff CPD on elements of the core routines and other *TLAC* strategies for strong classroom culture that align to the Longsands 7 Principles.
- Published the *7 Principals of a Lesson: Everyday Expectations* and a *Consequences Event Summary*, which looks at both implementation of positive and negative consequences for behaviour.
- Produced a tutor time programme with micro-scripted activities, alongside a script for the running of the morning welcome and dressing room, to assist with a consistent start to the day.
- Daily quality assurance of tutor time and the morning welcome, with regular feedback through year heads
- Run a programme of regular QA with departments to focus on implementation of core routines and other aspects of classroom practice: checking for understanding (including mini whiteboards and no-hands-up questioning), modelling & explaining using a visualiser, independent practice.
- Carried out staff voice on their views of behaviour to identify areas of focus – one area to improve understanding of pastoral support is how bullying is dealt with.
- Reorganised detentions, where students are in smaller groups, with a codified running of the detention sessions and improved resources to make the time more positive and productive.
- Re-communicated expectations – and the purpose of them – to students through the spring term 'reboot' sessions, including: transitions between lessons, being smartly dressed, equipment and conduct at lunch and breaks.
- Launched the golden ticket system and drawn the half term winners, as an opportunity to celebrate those who have been meeting the high expectations.
- Conducted school visits to Bedford Free School and Totteridge Academy to learn from good, embedded practice in schools beyond the trust.
- Implemented the 'Dressing Room' to support high expectations for the uniform and ensure all students can meet the requirements of the policy. We have been supported by the trust to purchase a stock of uniform to ensure students are correctly dressed.
- Construction of a new reflection room – the Reset Base – with workspaces and laptops, and a triage room before entry where reflection can take place, ensuring a calm and focused environment within isolation where students can be productive and still make progress, free from disruption.

What has been the impact?

We are using various quality assurance methods to help judge the impact of the work on behaviour and culture, including student and staff surveys, behaviour data, lesson observations and other department-based QA:

- Lesson observations and collaborative drop-ins, using the StepLab platform, has shown evidence of strong practice across the academy, particularly in relation to improving techniques for checking understanding, using visualisers, entry and exit routines, do now tasks and habits of attention.
- Department quality assurance also supports the evidence of improvements in practice, but also shows the core routines are not **consistently** *embedded* across the academy; continued whole-school & department CPD and support is required.

- QA of tutor time on a daily basis has allowed for regular feedback and for feedback to focus on small tweaks, which has resulted in tutor time becoming more uniform across the academy.
- The tutor time programme has been redesigned to build upon the excellent PD curriculum in place, by giving it a forum for students to discuss topical issues and recognise protected characteristics.
- The 'Dressing Room' has had a visible and marked impact on the standard of uniform across the academy. Many staff felt that we had a policy that we did not uphold in the past and the vast majority of parents and carers have responded positively to the initiative, since it supports students in getting the uniform right. A small number of students, some with the support of parents or carers, do not follow all the expectations but this now represents a small minority and we continue to work with students and families on this. We are reviewing stock in the dressing room to now focus on the consistency e.g. black socks – sweating the small stuff.
- Rewards far outweigh behaviour points, with a huge sum awarded at KS3. There is a disparity between KS3 and Year 11, and it has been indicated on student surveys they would appreciate more points – this is being communicated to staff as a focus.
- There is an increase in C1, C2 and C3 when comparing Spring term 1 to Autumn term 2. When looking at the reason for these sanctions, disruption is a key issue in some areas. A staff survey at the end of the half term highlighted calling out, answering back and chatting as most common forms of disruption. The introduction of the behaviour curriculum Spring Term 2 can be designed to support this, with sessions including responding to sanctions calmy and following instructions first time. There is explanation of purpose within these sessions, and it will highlight these strategies to tutors as well when they present these to their tutor groups.
- Use of internal suspension is up in all years, except for year 8. The Head of Year 8 has been trialling a C2 tariff with their tutors, for identifying when students go on report and increased communication with home takes place. These appears to be having a positive impact and will be rolled out to trial in all other year groups. Year 10 is a focus with a core group of boys for the next half term.
- Although there are more C3 sanctions for truancy, this is because expectations have been raised around the seriousness of this. Where truanting a lesson before was an SLT detention, this is now time in the reflection room to ensure student catch up on work and receive a sufficient sanction to act as further deterrent.
- Increased tracking systems for those who receive multiple C3s or suspensions, and mapping out the intervention that these students receive, is helping identify what is/is not working for that individual and ensuring we put the right support in place to further reduce the impact of poor behaviour on learning.

Behaviour Data:

House Points data (Year to Date):

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of HPs	10420	12015	7219	6484	2237	27	37	38439
% Of Whole Cohort	27.10%	31.30%	18.80%	16.90%	5.80%	0.10%	0.10%	
% Of Cohort	100.00%	100.00%	99.30%	99.30%	96.00%	25.80%	18.80%	
Number of HPs (PPI)	2170	2909	1194	1470	503			8246
% PPI Cohort	100.00%	100.00%	97.00%	96.80%	89.10%			
Number of HPs (SEND)	1387	1623	783	1613	389	1	3	5799
% SEND Cohort	100.00%	100.00%	97.20%	97.90%	85.00%	50.00%	21.40%	
Number of HPs (Non-SEND)	9033	10392	6436	4871	1848	26	34	32640
% Students Non-SEND Cohort	100.00%	100.00%	99.60%	99.60%	97.80%	25.30%	18.50%	

C1 data

	Chewing gum	Dropping litter	Disruption to Learning	Lack of equipment/PE Kit/Books/Uniform	Lateness to lesson	Lateness to school	Refusal to follow reasonable instructions	Refusal to Work/Lack of effort	
07	10	0	680	276	166	22	100	15	1269
08	10	0	897	329	188	37	151	32	1644
09	15	0	659	120	387	80	107	22	1390
10	5	0	432	183	436	69	49	14	1188
11	4	4	128	31	323	111	18	18	637
12	0	0	0	1	0	8	0	0	9
Total	44	4	2796	940	1500	327	425	101	6137

Spring Term 1 v Autumn Term 2:

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1
Number of C1s	860	1269	1468	1644	1479	1390	1151	1188	619	637	4	9	5	0	5586	6137
% Of Whole Cohort	15.4%	20.7%	26.3%	26.8%	26.5%	22.6%	20.6%	19.4%	11.1%	10.4%	0.1%	0.1%	0.1%	0.0%		
% Of Cohort	52.7%	56.7%	61.0%	72.7%	61.5%	60.3%	54.5%	56.4%	50.4%	50.4%	4.2%	5.3%	3.3%	0.0%		
Number of C1s (PPI)	304	444	520	536	495	449	286	293	170	168					1775	1890
% PPI Cohort	61.5%	61.8%	68.0%	81.3%	62.1%	68.2%	61.3%	65.6%	51.6%	50.0%						
Number of C1s (SEND)	280	358	321	329	281	348	264	320	161	193	81	121	81	121	1469	1790
% SEND Cohort	76.7%	69.8%	69.2%	66.7%	61.1%	66.7%	62.2%	63.8%	42.5%	47.5%	0.0%	0.0%	0.0%	0.0%		
Number of C1s (Non-SEND)	580	911	1223	1427	1203	1130	921	939	528	552	4	9	5	0	4464	4968
% Students Non-SEND Cohort	48.3%	54.4%	59.7%	73.6%	61.6%	59.4%	53.1%	55.0%	51.7%	50.9%	4.3%	5.4%	3.7%	0.0%		

C2 data

	Disruption to Learning	Damage to property	Failure to complete homework	Lack of equipment/PE Kit/Books/Uniform	Lateness to Lesson	Missed Detention	Mobile phone used, seen or heard	Refusal to follow reasonable instructions	Refusal to Work/Lack of effort	Throwing items	Uniform issue	Rudeness towards adult	Rudeness towards pupil	
07	112	2	67	13	1	53	8	48	13	5	1	15	10	348
08	124	3	98	15	1	66	9	49	10	6	0	11	3	395
09	92	2	47	10	7	48	4	52	14	9	3	13	8	309
10	68	0	172	41	32	112	6	36	13	5	4	12	6	507
11	12	0	60	14	12	32	11	35	10	3	1	11	2	203
13	0	0	12	0	0	0	0	0	0	0	0	0	0	12
Total	408	7	456	93	53	311	38	220	60	28	9	62	29	1774

Spring Term 1 v Autumn Term 2:

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1
Number of C2s	243	352	348	403	350	334	362	548	188	227	2	0	8	12	1501	1876
% Of Whole Cohort	16.2%	18.8%	23.2%	21.5%	23.3%	17.8%	24.1%	29.2%	12.5%	12.1%	0.1%	0.0%	0.5%	0.6%		
% Of Cohort	19.1%	28.2%	28.8%	31.4%	29.0%	30.3%	30.8%	35.2%	21.3%	22.8%	2.1%	0.0%	5.3%	6.0%		
Number of C2s (PPI)	99	175	174	179	198	166	128	158	51	78					650	756
% PPI Cohort	24.6%	41.2%	48.0%	53.3%	48.5%	45.5%	37.1%	40.6%	23.4%	32.8%						
Number of C2s (SEND)	125	152	61	89	119	114	136	148	47	49	0	0	0	1	488	553
% SEND Cohort	39.5%	46.5%	23.1%	33.3%	55.6%	44.4%	46.7%	48.9%	22.5%	25.0%	0.0%	0.0%	0.0%	7.1%		
Number of C2s (Non-SEND)	118	200	287	314	231	220	226	400	141	178	2	0	8	11	1013	1323
% Students Non-SEND Cohort	15.4%	24.9%	29.6%	31.1%	25.2%	28.3%	27.8%	32.5%	21.1%	22.4%	2.2%	0.0%	5.9%	5.9%		

C3 data

	Bringing a dangerous or prohibited item on site	Drug/Alcohol/Smoking Related Incident	Disruption to Learning	Inappropriate language (Swearing)	Missed Detention	Physical Violence - pupil	Refusal to follow reasonable instructions	Refusal to Work/Lack of effort	Truanting	Theft	Unsafe Behaviour	Verbal abuse towards adult	Verbal abuse towards pupil	
07	0	0	11	2	2	13	12	2	0	0	6	4	1	53
08	1	0	6	2	4	3	9	1	7	3	6	0	0	42
09	0	0	9	6	3	5	23	1	8	0	6	2	1	64
10	0	2	6	0	0	5	24	3	25	0	4	3	1	73
11	0	2	2	2	2	2	17	0	1	0	0	4	0	32
Total	1	4	34	12	11	28	85	7	41	3	22	13	3	264

Spring Term 1 v Autumn Term 2:

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1	AT2	ST1
Number of C3s	42	53	48	42	53	64	46	73	23	32	0	0	0	0	212	264
% Of Whole Cohort	19.8%	20.1%	22.6%	15.9%	25.0%	24.2%	21.7%	27.7%	10.8%	12.1%	0.0%	0.0%	0.0%	0.0%		
% Of Cohort	7.1%	9.5%	8.9%	7.2%	9.1%	9.4%	8.0%	10.1%	6.3%	7.0%	0.0%	0.0%	0.0%	0.0%		
Number of C3s (PPI)	23	25	12	13	35	44	22	29	9	23					101	134
% PPI Cohort	18.5%	16.2%	8.0%	10.7%	18.2%	21.2%	14.5%	15.6%	9.4%	17.2%						

Number of C3s (SEND)	26	20	6	14	24	35	18	30	5	7	0	0	0	0	79	106
% SEND Cohort	23.3%	23.3%	10.3%	17.9%	27.8%	30.6%	20.0%	19.1%	10.0%	12.5%	0.0%	0.0%	0.0%	0.0%		
Number of C3s (Non-SEND)	16	33	42	28	29	29	28	43	18	25	0	0	0	0	133	158
% Students Non-SEND Cohort	4.2%	7.1%	8.7%	5.5%	6.4%	6.4%	5.8%	8.3%	5.6%	6.0%	0.0%	0.0%	0.0%	0.0%		

Suspensions (Spring Term 1):

Spring Term 1	All Years	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number on roll	1665	338	221	283	293	288	287	272	93	149
Number of Suspensions	**99**	47	41	17	5	23	34	19	0	1
% Of Cohort	**4.1%**	8.3%	11.3%	4.9%	1.4%	5.2%	7.7%	4.4%	0.0%	0.0%
Total Days	**180.5**	79	65	39.5	9	28.5	62.5	39	0	2

Year Group	Abuse against sexual orientation and gender identity	Damage	Drug and alcohol related	Inappropriate use of social media or online technology	Persistent or general disruptive behaviour	Physical assault against a pupil	Physical assault against an adult	Racist abuse	Verbal abuse/threatening behaviour against an adult	Total
07		2		3	8	2	1		1	17
08		2	1		1				1	5
09		2	3		13	1			4	23
10		4	6		17	5	1		1	34
11	1		1		7		1	1	8	19
13						1				1
Grand Total	1	10	11	3	46	9	3	1	15	99

Suspension analysis and commentary:

- Suspensions have increased significantly in the last half term and are up compared to the same point last year. Part of this comes through the introduction of more heightened expectations, including uniform. Refusal to wear the uniform or follow the consequences for this refusal have at times resulted in suspension.
- Many suspensions are for refusal to follow instructions/disruptive behaviour – this is mainly a refusal to attend the reflection room or disruption in the reflection room. The new Reset Base is designed to help ensure the space is more conducive to acceptable conduct and to avoid this escalation.
- The new behaviour policy forms part of a new Suspension Reduction Plan, which is a strategy for preventing negative behaviours from escalating, thus avoiding suspension. It includes improved use of data, tracking interventions, development of the behaviour curriculum, enhanced SLT presence, such as in the Reset Base and in return to school meetings, greater contact home and other developments in pastoral leadership and support.
- The % of PP and SEND students receiving suspensions is up (47 and 41%), these have been on a downward trend for the last 4 terms – these students will form a focus with HoY and the assistant principal for Alternative Provision.
- Boys are more likely to receive a suspension, and year 10 received the most. A group of boisterous boys in this year group has seen the HoY10 implementing several different strategies to reduce suspensions.

Suspension Reduction Plan:

A formalised suspension plan has been created, which includes the following objectives:

1) Introduce a reset classroom with triage room

2) SLT to be present in return-to-school meetings, and updated paperwork to record investigation and meeting on CPOMS

3) Suspension tracker to record intervention and reduce repeat suspensions for students

4) A behaviour escalation tracker – tracking students will multiple C3s and formalized sanctions for 3, 6, 9 and 12 incidents.

5) Introduction of the behaviour curriculum to weekly tutor time to model and teach expectations

6) Continued development of a positive behaviour and relationships culture (through assembly programme, PD, tutor time, teaching and learning.

7) Increased visibility of SLT and middle leaders, modelling warm/strict interactions and positive behaviour management

8) Managing suspension decisions (via principal) to review and ensure alternatives explored

Behaviour and Culture Next Steps:

- To implement the new reset classroom and triage room to ensure a better provision of learning whilst isolated from lessons, and for it to act as an effective deterrent to being removed from class.
- To implement the suspension reduction plan (see above).
- To produce and implement the full behaviour curriculum, which will take place for 15-20 minutes every week during tutor time, regularly relaying the purpose of the core routines and the development of a positive behaviour culture. It will also make expectations very clear, whilst allowing students to develop and consider who they are as an individual.
- To provide further support for PP and SEND students in meeting expectations and recognising success.
- A reduction in the number of students internally isolated should be the result of improved use of a new behaviour escalation tracker.
- To communicate new expectations for punctuality for the start of the day.
- Development of more staged approach prior to external suspension to reduce half-day suspensions through use of the new reset classroom and the triage room.

- This term's Behaviour and Culture Framework focus is on implementing and embedding more 'TLAC' approaches in the classroom. These will continue to support strong classroom cultures and high expectations.
- Next term will see the introduction of key aspects of the Astrea behaviour policy, the fourth and final part of the framework which will again raise expectations, but set a clearer sequence of consequences that should work with the suspension reduction plan to reduce those not in school for poor behaviour.

Attendance

Headline attendance data (YTD)

	Key Attendance Target	This time last year	Year to date
Whole School	94%	89.7%	91.6%
Pupil Premium	90%	85.6%	86.6%
SEND	90%	86.8%	88.1%
Maximum % of pupils who are PA:	15%	27.9%	22%
% of PP pupils who are PA:	20%	46.4%	36.1%
% of SEND pupils who are PA:	23%	37.4%	29.7%

Attendance for students at AP

28 Students accessing Academy 21, 1 at college, 2 at Overloaded, 1 receiving home tuition, 3 attending a PRU. YTD attendance minus AP students is 91.9%

We monitor the attendance of AP students with our different providers in the following ways:

Academy 21: Teachers take a register, and this data is accessible through the Academy 21 portal. Kelly Baker and Belinda Walker both have access to this and record onto the Bromcom register and AP safeguarding spreadsheet.

Olive and Academy of Central Bedfordshire: We receive a weekly attendance report for our AP students and this is then transferred onto Bromcom.

HRC: We receive a daily attendance email for our AP students and this is recorded on Bromcom.

Overloaded: We receive a weekly report from the team updating us of progress and attendance.

For all students, their attendance always frames part of the conversation of the regular IAEP reviews. For students who continuously failed to attend, we will remove them from AP.

Students moving off roll to EHE

5 EHE students: 1 Year 7, 1 Year 8 and 3 Year 9 – 2 for MH reasons, 2 for behaviour and school environment and 1 due to bereavement and leaving the country.

Progress made to date on attendance improvement plan:

Objective	Key Actions	Update and summary of impact to date
Improve the number of missed registers and accurate coding in MIS	• Delivery of whole staff CPD to address number of N codes and missing registers	Number of missed registers initially decreased. HoDs to have follow up conversations with staff who have missing registers on a weekly basis

	• Promotion of Attendance as 'everyone's responsibility' in line with safeguarding	
Raise the profile of attendance within the school so that it becomes 'everyone's responsibility'	• Introduction of Routine Attendance Check-in and Attendance Ambassadors' to heighten conversations around attendance during tutor times	RAC forms have proved to be really useful – we have identified Medical needs, homework concerns and some safeguarding disclosures
Reduce the number of PA students (inc. PP & SEND)	• Introduce truancy walks and register sweeps with SLT and SSO's	Members of staff on behaviour walks now note all students who they encounter out of lessons so that patterns can be identified
	• Introduce Late Gate to monitor punctuality	Late Gate procedure is to change after the Easter break. The first bell at 8.42 is to act as the warning to the Academy. Any student who crosses the threshold after 8.45 will be deemed as late and will therefore be issued a C2. In the run up to this, SLT to be warning students on Late Gate of the change after Easter and publicise in the Reboot session after the Easter break.
	• BASI meetings set up to strategically target specific students within each year group with a vision of raising their attendance	BASI meetings continue to be a useful triangulation point for HoY, SLT and Attendance Manager to share overview of key students, the interventions and support in place and progress being made
Create a rewards strategy that focuses on what students value	• Fantastic Attendance (FA) Cup. Final two weeks of each term forms compete against other forms (mixed year groups)	This has been launched and students have been enjoying the healthy competition between the forms around attendance. It has been made fair by removing known students who could impact negatively on a tutor groups overall attendance. Prizes continue to be given out at appropriate points

Attendance Next Steps:

- Continue to be 'Ofsted Ready' by updating the Student Case Studies
- As part of raising the profile of attendance within the academy, deliver the whole school assembly for this term to promote attendance and what good attendance looks like
- Data Tracking Attendance Table has now been set up. A detailed analysis is now required to provide detail around trends for students and vulnerable groups
- Prepare Attendance Celebration data for students in the end of term House Recognition and Celebration Assembly
- Liaise with Ellen Simpson in preparation for Year 6 Transition so that student develop good habits around attendance from September 2023

Year 11 & Y13 Progress update

Year 11 Progress Update

Context and Intent

Context of the Year 11 cohort and position of the Academy:
There are 272 pupils in Y11, with an average KS2 SS score of 104.4. This is slightly higher than last year's cohort who had an average KS2 SS of 104.0. The current Year 11 cohort has 62 PP students and 41 SEND (8 EHCP and 33 SEND K). There are a small number of KS4 students in AP, with 11 pupils (8 non EHCP and 2 EHCP) in Y11 following alternative provision pathways.

In the summer of 2022, Year 11 outcomes demonstrated significant improvement in the headline figures and the academy achieved and exceeded the FFT20 headline targets: A8 increased from 48.77 to 52.10; 4+ EM increased from 71.6% to 78.6% and 5+ EM from 47.4% to 53.0%; 4+ EBacc increased from 22.5% to 53.8% and 5+ EBacc from 15.8% to 39.1%. Similarly, there were improvements in the outcomes of PP students (cohort of 58): A8 rose from 36.76 to 39.34, 5+ EM rose from 19.6% to 32.8% and 4+ EM from 52.2% to 55.2%. SEND students' outcomes (cohort of 32) showed improvements too: A8 went from 30.42 to 33.32; 5+ EM went from 12.5% to 15.6%, although 4+ EM fell from 45.8% to 37.5%. Entry and pass rate for EBacc for both PP and SEND rose significantly.

Overarching objective of the plan, including year 10 Mock performance position
The current Y11 cohort achieved less well in the end-of-year exams in Year 10 (July 2022) than the previous cohort with a very similar profile on paper, and the most recent forecasts suggest that students are not performing as well as last year's cohort. The level of improvement required to raise Y10 mock exam A8 to target levels is of the order of 1.04 grades per student per subject; from the same position this time last year, the equivalent uplift was 0.85 grades.
Year 10 mock exam headlines: A8 APS =4.16; P8 = -0.78; P8 Eng = -0.56; P8 Maths = -0.79; P8 EBacc = -0.72; P8 Open = -1.12; 4+ EM = 58.5% ; 5+ EM = 34.9% ; 7+ EM = 5.1% ; EBacc 4+ = 30.5% ; EBacc 5+ =14.7%
The cohort had been a cause for concern, particularly in relation to behaviour and attitudes and a lack of resilience, although this has improved over the year and Y11 have responded well to the support and challenge. The attendance of some students has been an ongoing concern and we have worked hard to keep this above the national average. The progress shown by the November mocks when compared to the previous 2022 cohort at the same point last year, suggests…

KEY PERFORMANCE TARGETS				
Attainment 8 score: ALL: 54.6 PP: 49.3 SEND: 40.0	Grade 5+ Eng & Maths: 60% (163 students)	Grade 4+ Eng & Maths: 80%	% of students achieving EBacc: Strong (5+): 35% Standard (4+): 50%	Progress 8 score: ALL: 0.5 PP: 0.0 SEND: 0.2

Current Predictions (December 2022)				
Attainment 8 score: ALL: 48.36 PP: 37.89 SEND: 28.44	Grade 5+ Eng & Maths: 54.0 (147 students)	Grade 4+ Eng & Maths: 76.5 (208 students)	% of students achieving EBacc: Strong pass: 27.2 Standard: 48.2 (67.3% entered)	Progress 8 score: ALL: -0.16 PP: -0.84 SEND: -0.89

YEAR 11 Maximising Achievement Plan update

Priority Area	Specific Intent and Actions	Update and summary of impact to date
1. Use of mock exam data to target intervention and curriculum improvement	• Use headline results (basics 4/5EM, A8, P8 overall and by bucket) to analyse outcomes of cohorts (PP/SEND) in relation to FFT20 targets. • Scrutinise subject results to examine gaps in curriculum knowledge (QLA) or underachieving students. Use SPI to estimate subject progress. • Rank order students by estimate of P8 to target support for those with negative estimate score. • Follow up exams with subject review meetings with SLT link & HoD focused on headlines, PP/SEND outcomes, strengths & weaknesses in overall performance, students of concern, action steps, support needed. • HoD completes mock results analysis to be shared with SLT (link) – template provided	Targeted interventions continued. Subject review meetings completed with action points. Mock exam data analysed and whole-school, departmental and student level. Mentoring groups updated. Updated rank order by P8 has fed into Raising Achievement meetings where students are discussed on a weekly basis. Period 6 class lists updated for non-Core subjects, so students prioritise the weaker subjects.
2. Increase crossover for students achieving 4+ EM and 5+ EM	• Analysis of Y10 mock results to identify students who could and should cross over from grade 3 to grade 4 and grade 4 to grade 5 in En/Ma/both. • Targeted support for cross-over group inside & outside lessons, ensure attendance at Xtra sessions. • Fortnightly crossover meetings to track progress of target group – head of assessment, heads of Eng/Ma and principal • Share information with academic mentors to ensure students are aware (work with HoY).	Crossover students identified, data in matrix form. JRM (Head of Ma) and RMO (Head of Eng) meet to analyse data. Teachers of targeted students made aware, to ensure they have approaches in place to support those targeted. P6 attendance being monitored. Academic mentors aware of targeted students.

3. Increase PP and SEND achievement to close the gap	• Ensure all staff fully aware of key groups, esp. PP, SEND and understand the data: SLT data lead, PP/SEND lead work with HoY to plan staff CPD and updates. • Use mock exam and other assessment data to track PP & SEND progress and identify target group • Fortnightly MAP meeting to evaluate progress and identify priority subject areas for intervention. Involve identified subject leaders via line management to support knowledge for these meetings. • Targeted intervention used to improve knowledge & performance – tutor time sessions, Xtra, classroom-based. • Share and update performance data with SLT and HoDs to use in LM meetings.	Information on key groups/students shared with all staff. Analysis carried out by SENDCo and AP for SEND/PP following mocks to update intervention approaches.
4. Increase teaching time to support target students in closing attainment gaps.	• Schedule of period 6 'Xtra' sessions run after school for all – as far as possible use students same classes and teachers (paid) • Use form time for targeted revision sessions (esp. Ma/En) • Possible Saturday/holiday school for intense subject revision & preparation – students provided with lunch – voluntary basis.	Xtra sessions up and running. Some concern about key students not attending, so monitoring this and working on strategies to encourage all students to participate. Academic mentoring and HoY to follow up and adapt strategy to encourage participation, including continued communication with home. Extending use of tutor time to give additional tuition to targeted small groups – more subjects now becoming involved Use of general tutor time for additional revision.
5. Ensure all identified students take up Xtra sessions to maximise achievement	• Use Y10 (and later Y11) mock exam data to identify target groups for Eng, Ma, EBacc & open bucket – use mock outcomes, A8 & P8 compared to targets. • HoY, academic mentors and teachers of Xtra sessions to monitor student attendance weekly and target students and/or call home to encourage. • Regular positive communications in assemblies, tutor time and messages	Targeted students for Eng and Ma already established Parent meetings and assemblies used to encourage participation; initial attendance has been good but need to maintain momentum. Using Astrea template to monitor interventions for students for Ebacc and open buckets.
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. Generally, MFL tiers can be changed in Year 11 but	Ho Ma/Sci/MF have revised tiering in the light of outcomes from Nov mock exams.

	maths and science cannot. If a student is getting a 3 or low 4 in Maths on Higher then they should move to Foundation. If they're getting below a 4-4 in Combined Science they should move to Foundation. If a student is getting below a 6-6-5 in separates sciences consider moving to Combined.	Regrouping of students in maths according to mock exam outcomes.
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 • Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs • Share department-designed revision activities and guides with students to support effective revision strategies & ensure this is checked by departments • Review English literature curriculum, teaching and revision resources through effective line management and trust support to increase attainment and progress • Support and challenge from line managers for specified open bucket subjects where increased attainment and progress a priority, focused on reviewing use of curriculum time, quality of teaching & resources, revision materials, AtL of students in class: business, art, food & nut, DT • Regular visits to Y11 lessons, ensuring staff are supported and students are focused. • Check departments are using exam papers to maximum effect in mock exams to gain accurate picture of current grades: full series in En/Ma, full papers as far as possible across all	Core routines having an impact with this. Dept action plans checked to ensure focus on Y11 progress and support. This is being done. For example, students in maths have been re-set pending changes to tiers resulting from mock exams. Established revision resources across all departments. This will form a focus of fortnightly MAP meetings. Behaviour walk each lesson. Thorough processes in place.
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 (inc. Xtra sessions) • Monitor and improve weekly homework that supports effective revision and use of timed past papers • Regular explicit teaching of effective revision techniques to support students'	Reviewed homework strategies in November and recommunicated expectations with staff, students and parents. Established minimum of 10 hours homework pw – 2 each in Core, plus 1hr in each other subject. New revision strategies based on cognitive science being taught as a

	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).	programme to Y11 and being used by departments to update approaches. Improved mock exam revision information issued. Assemblies used to support.
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. • Reward and praise high attendance and keep communication in assemblies and tutor time. • SLT & HoY behaviour walks to visit all Y11 and support disruption-free learning. • All Y11 sent out of a class to be seen by HoY or SLT. • Ensure core routines mean students have correct equipment every day, are calm & focused at all time, in uniform and ready to learn from 08.45am.	Systems for monitoring attendance and punctuality in place. Adjusted SLT learning walk processes to ensure improved punctuality and attendance. Behaviour walks in place. Core routines in place.
10. Use subject-specific exam preparation to improve students' exam technique	• Use whole-school/subject CPD to support departments' work in teaching exam techniques and how to tackle different papers and use past papers at home, including walking-talking mocks, live modelling & marking. • Monitor regular use of past papers/questions in lessons including timely, responsive feedback • Share exam guidance with students and parents so they know how to access the correct past papers and use the correct exam-board resources	In place. Much input on this for departments with Trust leads. Week prior to mocks devoted to revision and preparation for specific exam papers. Using 2019 grade boundaries, or boundaries consistent with all Astrea schools. Guidance shared for mock exams.
11. Support, motivate and incentivise for full participation and engagement	• Use of rewards & treats to motivate students hard work and participation, such as snacks, reward trips, prom points. Surprise them rather than dangle as carrot. • Use 'warm:strict' B&C routines to support calm, positive atmosphere conducive to student learning and use relationships and praise to maintain this • Mock exam 'results day' with follow-up action plans held to make clear to students the progress made • Use assemblies to prepare and motivate – how to avoid stress, effective revision, what to look forward to	Head of Year assemblies and Morning Welcome being used to motivate and encourage. Communication with parents has helped to get support for attendance and homework completion. Plan for rewards processes in place Mock exam results day for Spring mocks planned Motivational assemblies planned and processes accounting for well-being in hand.

	• Look after wellbeing making use of mentors and support. Use sports and activities to help de-stress (after-school Friday) • Take all opportunities to praise – privately, in the corridor, in public, via emails and calls home • Use academic mentoring for every student who needs to make significant progress to support attendance at school and in Xtra sessions, to help organise time, post-16 applications – schedule of discussion to be shared weekly by HoY (SP)	Very strong take-up of sporting opportunities. Mentoring in place, currently for students with low P8 scores based on Y10 mocks; about to be updated with data from Y11 mocks.
12. Gain & maintain the support of parents and carers in order to help them support students' preparations.	• Regular communication of exam dates, effective revision, key dates for post-16 – information evening, parent consultations • One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support • Share important information about revision resources and strategies to make it easy for parents/carers to support at home • Send praise cards, emails, make calls to recognise efforts of individuals • 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 • Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms.	In place. Parent information evening. Revised revision booklet with subject specific info, plus general revision guidance. Assemblies to reinforce. 121 support in place. Revision booklet emailed to parents Rewards information going out to students/parents regularly. Mock exam reporting procedure in place, including mock results day. Regular communications with parents.
13. 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 • Follow same post-exam analysis steps as for Y10 exam above to ensure accurate picture of current attainment and targeted intervention (basics crossover, P8, open bucket) • Keep to consistent and clear routines that mean the students know exactly what to do in final exams.	This took place in November and also Spring mocks. Thorough post-mock exam analysis of November mocks, and plans for the same with Spring mocks.. Routines planned to make mock exam processes the same as for the summer.
14. Use last days in school for final exam preparation	• Do not grant study leave; instead, use every lesson to support students' preparations	Planning for summer.

that keeps students focused to the end	• Collapsed lessons in school prior to exams focused on final preparations for specific exam techniques and papers • Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study	

Next Steps:

Raw marks improvement target update

- Subjects to set out expectations for raw marks improvement from Feb mocks to Summer 23. What is expected of each student in the February mocks? Do they know? Action: Discussion in SLT link meeting to confirm.

Period 6 attendance

- Rewards – students with weekly 100% attendance into draw for voucher – draw made and prize awarded each Monday in assembly. AP: SJP

Use of tutor time

- Regular weekly sessions with specialist teacher for English, Maths, Science, MFL, Computer Science.
- General tutor time – use for revision. AP: SJP to develop routine/plan and share with tutors. Use of revision guides, knowledge organisers.

Easter or May half-term sessions

- HODs to be invited to organise these. AP: SLT Link – discuss with HODs as appropriate.

Mentoring

- Updated mentoring lists. AP: SJP organising this.

Parents – post mocks meeting

- Possible SJP parent meeting, or pre-recorded video towards the end of the Spring Term detailing important details of the ongoing exam prep process. AP: JRM to work with SJP on meeting agenda for targeted students.

Year 13 Mock exam outcomes and next steps

Year 13 mock exams took place in January 2023.

	PR2 Y13 (predicted grades)	Mock Y13	PR1 Y13	Mock Y12	2022 Results	2019 Results
L3 Overall Cohort	163	160	169	170	129	123
L3 Overall Ave Pts/Entry	34.45	31.21	33.28	29.08	34.58	30.1
L3 Overall Ave Grade	C+	C=	C+	C=	C+	C
A level Cohort	133	128	141	145	110	123
A Level Ave Pts/Entry	35.87	32.11	33.84	29.53	34.75	30.1
A Level Ave Grade	B-	C+	C+	C=	C+	C
Applied Cohort	78	77	81	81	69	60
Applied Ave Pts/Entry	31.17	29.19	31.95	27.98	32.15	26.76
Applied Ave Grade	D-	M+	D-	M+	D=	M+

(all calculated using 2019 national data)

Commentary and next steps:
- Key indicators show that students are roughly on target to match 2019 outcomes. Average points per entry roughly in line.
- Government have stated that 16-18 Value Added measures have been suspended for Summer 2023.
- Use of both SISRA and ALPs to make sense of the data. Both facilities draw out the same key points.
- These grades are improved from PR1 and show more optimism amongst subjects.
- Slightly higher hopes for A-level, in comparison with applied subjects, than previously.
- Subject teachers continue to focus on weaker topic areas when planning lesson, and also in support of students who need interventions. A number of subjects offer subject clinics in support of students. Whilst voluntary, these are enthusiastically received by a significant proportion of students.
- The Head of Year 13 continues to organise regular one-to-one student support, particularly where mental health is a concern – this is a particular feature of the current cohort, also impacting on attendance.
- More able students receiving support via Keystone Tutoring which has been effective in raising aspirations and outcomes.

Operations and Site Update

SITE MATTERS

- The Trust have invested £250K in the past four years on the heating system and have begun the second phase of works, for which a further £750K is allocated to the upgrades.
- The science J-block roof has been repaired and the lab will soon be reopened.
- The Trust have also allocated £30K towards the cost of some rebuilding and improvement work for school toilets. This will likely take place in the summer holidays. We will work with some students on the design.
- Additionally, the front entrance is being rebuilt and we await confirmation of contractors for this work to begin (also likely to be summer 2023).
- Tendering is under way for new cleaning contracts to improve the provision across the academy.
- An IT space is about to be developed to support the first introduction of the digital T-Level at Longsands Sixth Form from September 2023. We continue to be helped and supported financially by local company MASS due to the work of Claire Chilton.

Number on Roll Update & Projections for September 2023

Current NOR

PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
January 2023	**283**	**292**	**287**	**287**	**272**	**102**	**168**	**1691**
October 22 Census	278	293	288	282	272	106	172	1691
1st September 22	279	289	285	279	270	91	173	1666
October 21 Census	291	288	282	277	265	186	150	1739

Note: Year 12 Stageworks students do not come on roll until 12 September (8 students)

Projected NOR for September 2023

Offers made for Year 7 on National Offer Day = 290

PAN: 290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
March 2023	**290**	**292**	**288**	**288**	**272**	**101**	**168**	**1692**

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	3	3	6	1	1	4	4	22
Leavers in spring term 2023 to date	2	1				3	1	7
Total number of Leavers 2022-23	**5**	**4**	**6**	**1**	**1**	**7**	**5**	**29**
Joiners in autumn term 2022	6	6	7	6	3			28
Joiners in spring term 2023 to date	3	1	2	2		1		9
Total number of Joiners 2022-23	**9**	**7**	**9**	**8**	**3**	**1**	**0**	**37**

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22	**2**	**4**	**2**	**4**	**3**			**15**
EHE Autumn term 2022	1	1	3			2		7
EHE Spring term 2023 to date								0
EHE YTD 2022-23	**1**	**1**	**3**			**2**		**7**

Analysis and Commentary:

The NOR remains steady and the projected numbers of Year 7 are positive. However, Sixth Form numbers have fallen and continue to be a concern, potentially affecting the viability of some KS5 courses. We have seen an increase on last year's applications at the same stage, the result of effective marketing by Longsands leaders, but numbers have still declined over the past three-five years.

Any Other Academy Matters

Student Voice

We continue to conduct regular student voice – this is conducted by senior and middle leaders as well as external trust leaders to explore the views of both boys and girls, SEND and vulnerable students. Additionally, we have conducted a significant amount of student voice following the recent local and national picture of students raising concerns through protests. This was done through a series of focus groups as well as the House Council. After the House Council meeting, a follow-up assembly has been delivered highlighting key themes, student suggested solutions and actions we are taking to address the issues and concerns raised, particularly around toilets. This will be followed up in the next House Council meeting and a similar format of updating the Academy on the progress made will follow. This feedback also contributed to the follow-up assembly and has ensured that we have an accurate and representative narrative that we can respond to and highlight the partnership we highly value to make positive progress.

Enrichment Programme and Activities

The School of Rock production in February was a roaring success and a great example of the collaboration across the whole academy community, involving students, staff, Stageworks, and parents and carers. The show was a sell-out over the three nights and a great celebration of Longsands' talents. An Astrea Academy Trust trustee, who attended, wrote in afterwards to say, 'School of Rock was an absolute triumph! There are some exceptionally talented youngsters at the academy and a wonderful rapport between the students and staff.' One parent who came to the show said afterwards, 'I was extremely impressed by the whole thing…the kids did you proud. Congratulations to the teachers for guiding the students and creating a superb show'.

We have launched the Key Stage 3 Performing Arts Club at Stageworks as an addition to the extensive Enrichment Programme this half term that is going to run until the end of this academic year. The Chess Club continues to go from strength to strength and is attracting a growing number of students interested in this strategic game. Nic Zoylinos is stepping down from running our Pride Club so we will be actively seeking a replacement to ensure that this important club continues to support our LGBTQ+ students and allies.

The Computing Science team took a group of Sixth Form students to Romania as part of the Erasmus+ Project which was a highly successful and informative trip. Other Sixth Form students involved in the project look forward to heading to Greece later this year. The aim of the project, which saw Longsands hosting students from the partner schools last term, is to develop pupils' computing and ICT skills, particularly games design, as well as engage them in working across cultures. One part of the international project involving a project logo competition was won by a Longsands student!

The science department have run extensive extra-curricular educational visits to support the students and raise the profile of the subject in recent weeks. Since the beginning of January, they have taken Year 11 to the 'GCSE Science Live' event, Year 10, 11 & 12 to physics experience days, Year 10 to the Babraham laboratories, and Year 9 to the Big Bang Fair. In addition, the STEM Club is regularly getting 40-50 enthusiastic science students attend after school on a Friday. The department has also been supporting science teachers' professional development – they hosted a primary teachers' event run by the Ogden Trust to help support the teaching of physics.

Sixteen Year 9 students successfully took part in the Citizenship Foundations' Magistrates Mock Trial Competition at Milton Keynes Magistrates Court on Saturday 11 March, defeating 7 other teams – some strong opposition too! A superb team effort and they go on to the next round in May. They came home very proud, cup in hand.

Community Engagement and Events

The Parent Forum event on 22nd February was attended by a variety of parents and carers from the different year groups. Staff gave presentations focusing on the Personal Development curriculum and provision, the rewards strategy and on the science curriculum and extra-curricular opportunities. Parents raised thought-provoking questions and suggestions and engaged well with the debate about changes to behaviour and culture. The team received some very positive feedback, particularly in relation to leaders' willingness to listen to concerns and address them, making changes and improvements in response. We continue to value these opportunities to have honest conversation with our families so that we can work in partnership with the community that we serve.

Social media use has been increased in order to raise the profile of positive curriculum learning and the rewards students can access. A new initiative of 'Department of the Week' highlights what students are learning that week, combined with photos and examples of the department in action, combined with enrichment opportunities that students are involved with. This is shared in the PWB and shared daily on social media.

Attendance and updates at Parental Events

The Year 7 Parent Consultations were held on 8th March online with a turnout of 76%.

Other news and events

Forty-two students and five members of staff travelled to Austria during February half term on our annual ski trip. The students were a credit to the academy and everyone had a great time – thankfully there were no injuries or broken bones! The PE department, who organised and ran the trip, ran a very tight ship.

Young Carers Policy

Date	February 2023
Written and Adapted by	James Powell
Adopted by Longsands LGC	22 March 2023 TBC
Date for review	September 2026

Introduction

Longsands Academy is committed to supporting Young Carers to access education. This policy aims to ensure Young Carers at Longsands Academy are identified and offered appropriate support to access the education to which they are entitled.

Key Staff

Assistant Principal	James Powell
Young Carers Champion	Laura Couzens
Young Carers Support	Trisha Hopewell

Definition

Young Carers are children and young people under the age of 18 who provide care, assistance or support to another family member who is disabled, physically or mentally ill, or has a substance misuse problem. They carry out, often on a regular basis, significant or substantial caring tasks, taking on a level or responsibility that is inappropriate to their age or development.

What support might a young carer provide?

In general, support given by young carers can be divided into physical and practical support, and emotional support.

- Physical and practical could range from 'reminding mum to take a tablet once a day' to 'helping Mum get out of bed and get washed and dressed in the morning.'
- Emotional support could range from 'keeping my brother company and talking things through with him to make sure he is feeling ok' to 'preventing further suicide attempts from mum.'

Different types of support a young carer may provide:

It is important to note this is not an exhaustive list and this will be different for every young carer.

Practical support
- Cooking and making family meals
- Food shopping
- Laundry
- Cleaning around the house
- Helping to look after a sibling
- Attending appointments
- Helping with financial issues and managing money

Physical support
- Helping carry and lift heavy things
- Helping with mobility and moving around
- Managing and administering medication
- Supporting with getting washed and dressed

Emotional support
- Talking things through
- Listening
- Reassuring the person cared for and reassuring siblings
- Worrying
- Keeping family members safe
- Helping cared for person to feel calm
- Keeping the cared for person company and making sure they are ok

Possible Effect on Education
Longsands Academy acknowledges that there are Young Carers among its pupils, and that being a Young Carer can have an adverse effect on a young person's education. Because of their responsibilities at home, a Young Carer might experience:

- Being late or absent due to responsibilities at home
- Concentration problems, anxiety or worry in school
- Emotional distress
- Tiredness in school
- Lack of time for homework
- Poor attainment
- Physical problems such as back pain from lifting
- False signs of maturity, because of assuming adult roles
- Behavioural problems (taking out their anger or frustration)
- Lack of time for extra-curricular activities
- Isolation, embarrassed to take friends home
- Limited social skills
- Bullying

- Feeling that no one understands and that no support is available
- Low self esteem

It also might be difficult to engage their parents (due to fears about child being taken into care, fears about their condition being misunderstood or their parenting skills being called into question). They may be unable to attend parents' evenings.

Support Offered

Longsands Academy acknowledges that Young Carers may need extra support to ensure they have equal access to education. Through this policy, we want to give the message that Young Carers' education is important.

A Young Carers Champion will be appointed, and they will be the main contact for the Young Carers in the school. The Young Carers Champion will meet with the Young Carers on a regular basis and will liaise with the Assistant Principal responsible for Personal Development. The Young Carers Champion will liaise with relevant colleagues and agencies with the consent of the Young Carer and parent and in conjunction with the Assistant Principal for Personal Development.

Longsands Academy will:
- Provide Young Carers with opportunities to speak to someone in private and will not discuss their situation in front of their peers.
- Appreciate that Young Carers will not discuss their family situation unless they feel comfortable. The young person's caring role will be acknowledged and respected.
- Treat Young Carers in a sensitive and child-centred way, upholding confidentiality.
- Ensure Young Carers can access all available support services in school.
- Follow child protection procedures regarding any Young Carer at risk of significant harm due to inappropriate levels of caring.
- Promote discussion and learning in all areas of the curriculum to facilitate fuller understanding, acceptance of and respect for, the issues surrounding illness, disability and caring.
- Provide staff access to information and training to enable them to recognise indications that a child has a caring responsibility.
- In addition, Longsands Academy will recognise that flexibility may be needed when responding to the needs of Young Carers.

Available provision includes (but is not limited to):
- Access to a telephone during breaks and lunchtime, to telephone home.
- Private telephone lines will be available in Student Services
- Negotiable deadlines for homework (when needed).
- When appropriate extra time will be permitted for home learning tasks which will include a weekend if the young carer struggle to work during the week.
- Access to homework clubs. Homework clubs after school and if possible at lunch times for Young Carers who have caring responsibilities straight after school.
- Arrangements for schoolwork to be sent home (when there is a genuine crisis). Any approved absence for a Young Carer will be time limited, (DfES 2006).
- Work to be posted on TEAMS in line with the above.

- Access for parents with impaired mobility.
- Alternative communication options for parents who are sensory impaired or housebound.
- Advice to parents if there are difficulties in transporting a Young Carer to school.
- Regular young carer activities in school

Individual support plans to be created for all Young Carers which outlines the which of the support above is required and details any additional support requirements.

Succession Planning
If the Young Carers Champion leaves post a new lead will be appointed within one term.

Further Information
Further information can be found at:
http://centre33.org.uk/help/supporting-young-carers/

Centre 33 Young Carers Project
33 Clarendon Street
Cambridge
CB1 1JX
Tel: 0333 4141809
Email: youngcarers@centre33.org.uk

Committee Member Visit Record

Name	Dawn Milne
Date of Visit	30/01/2023
Focus of Visit	Personal Development
Classes/staff visited	James Powell

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.

The visit was a face-to-face meeting with James with a focus on the curriculum as well as a general catch up

What I have learned as a result of my visit
- Learnt about the preparation for Ofsted visit which included Astrea lead working with James to stress test all areas of PD – there is a list of things to check and tweak but it is manageable and PD provision is vastly improved since the previous Ofsted visit
- Kate Martindale is undertaking student surveys including a rating of PD sessions to get feedback and further improve provision and student engagement
- Staff feedback is also being sought on PD sessions and resources
- The curriculum has been altered to include more sessions covering the impacts of alcohol over earlier years within the school
- The curriculum is being supplemented by some outside agencies which gives it impact – e.g. Healthy You did a session on vaping for all year groups and JP is talking to Give Racism the Red Card to try and organise an all year assembly on tackling racism
- There is also now a Tackling Racism Working Party in the school including both staff and students
- PD Sessions for years 12 & 13 have now been changed in response to student feedback. Instead of a 2 hour session it is a 1 hour session and then 1 hour for the student to independently work on what was discussed (e.g. putting together personal statements)
- Based on last meeting discussion, trip costs and dates were submitted by JP for inclusion on the website in November – this would allow parents to plan their expenditure – however, they have not been added so JP is chasing

Positive comments about the focus
- Good to see that student and staff feedback is being sought and used to improve the PD offering
- Good to see outside agencies and organisations being used to help enhance the PD curriculum

Aspects I would like clarified/questions I have

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

- The organisation of school trips may be affected by finance team future capacity - this needs careful monitoring as this is such an important way to inspire children and bring the curriculum to life
- JP and DM discussed how 6th Form students could help delivery PD sessions in conjunction with form tutors to lower year groups – JP to look into organising a pilot for this and this can be followed up at next PD visit
- JP and DM discussed the importance of mock interview process and how this may be improved by having a second or even third mock interview session where students could put into action some of the feedback given in earlier sessions – JP to look into this and see if it would fit into the PD timetable
- JP and DM discussed how loss of drama in the curriculum may impact students capacity to present themselves and have confidence in communication – JP to talk to Stageworks about the possibility of running a pilot PD session on 'having presence' as a key life skill
- DM reported that some parents were finding organising Yr10 work experience difficult – JP to put out a communication to give parents advice and signpost them to contact the school if they were still struggling

Any other comments