



## LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

**Thursday 10 July 2025**

**To be held from 5.30pm**

**At Longsands Academy**

**Membership:** Mark Young (Chair); Lee Larcombe (Vice Chair); Jo Myhill-Johnson (Interim Principal); Rob Offord; Hazel Bell; Richard Slade; Robert Simonis.

**In attendance:** Andrew Corcoran (Vice Principal); Bradley Reece (Vice Principal); Kate Ward (Vice Principal).

**Clerk:** Melanie Basson

| Minute Reference | Summary of action required                                   | Responsible | Deadline |
|------------------|--------------------------------------------------------------|-------------|----------|
| 27.03.25         | Circulate Suspension Reduction Plan                          | AC          |          |
| 27.03.25         | Share Link Lead visit reports with the Clerk for circulation | ALL         |          |

| Agenda |         |                                                                                                                                        |                                        |
|--------|---------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Item   | Timings | Subject                                                                                                                                | Format                                 |
| 1      | 2 mins  | Introductions and apologies to include Chairs update <ul style="list-style-type: none"> <li>MY and RSi apologies</li> </ul>            | Oral item – Chair                      |
| 2      | 2 mins  | Declarations of interest                                                                                                               | Oral item – Chair                      |
| 3      | 5 mins  | Minutes of last meeting and matters arising <ul style="list-style-type: none"> <li>Minutes of last meeting on 27 March 2025</li> </ul> | Papers attached - (pp3-7) - Chair      |
| 4      | 30 mins | Principal's report                                                                                                                     | Papers attached separately - Principal |
| 5      | 10 mins | Link Lead school visits                                                                                                                | Oral item - Chair                      |
| 6      | 10 mins | PAC                                                                                                                                    | Oral item – Principal                  |
| 7      | 10 mins | Designated Teacher for LAC and PLAC Annual Governors Report 2024/25                                                                    | Papers attached (pp 9-14)              |

|    |        |                                                                                                                                        |                   |
|----|--------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 8  | 2 mins | Proposed Longsands LGC meeting dates 2025-26:<br>TBA                                                                                   | Oral item - Chair |
| 9  | 2 mins | Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> <li>• Date of next meeting TBA</li> </ul> | Oral item - Chair |
| 10 | 2 mins | Any other business                                                                                                                     | Oral item - Chair |

*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 27 March 2025**

**At Longsands Academy**

### MINUTES – PART A

|                  |                                                                                                                                                              |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Members Present: | Mark Young (Chair); Lee Larcombe (Vice Chair); Catherine Cusick (Principal); Hazel Bell (from 17.48); Rob Offord; Rob Simonis; Richard Slade.                |
| In Attendance:   | Jo Myhill-Johnson (Regional Director); Melanie Basson (Clerk); Bradley Reece (Vice Principal); Kate Ward (Vice Principal); Andrew Corcoran (Vice Principal). |
| Apologies:       | None                                                                                                                                                         |

| Minute Reference | Summary of action required                                                                                     | Responsible | Deadline |
|------------------|----------------------------------------------------------------------------------------------------------------|-------------|----------|
| 20.06.24 4       | Share the culture code and what to do folders                                                                  | CC via SK   | Complete |
| 10.10.24 1       | Share safeguarding presentation with the clerk for circulation to members                                      | CC          | Complete |
| 10.10.24 4       | Edit suspension data and recirculate Principal's Report.                                                       | CC          | Complete |
| 05.12.24 4       | Principal to consider reporting comparative data for attendance against previous years and terms, year groups. | Principal   | Complete |
| 06.02.25 5       | Safeguarding update to be shared with the committee, questions to be invited                                   | CI/ALL      | Complete |
| 06.02.25 5       | Link Lead visits for all responsibilities                                                                      | ALL         | Complete |
| 27.03.25         | Circulate Suspension Reduction Plan                                                                            | AC          |          |
| 27.03.25         | Share Link Lead visit reports with the Clerk for circulation                                                   | ALL         |          |

### Future agenda items

| Summary | Responsible | Meeting |
|---------|-------------|---------|
|         |             |         |

## **1) Introductions and Apologies**

The meeting started at 5.33pm.

There were no apologies for absence.

## **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 6 February 2025 were agreed to be a true record.

The action tracker was updated.

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

## **4) Principals Report and questions**

### **Behaviour**

Mr Corcoran presented salient points regarding student behaviour:

- Significant reduction in the number of suspensions since this time last year.
- Suspension Reduction Plan is proving successful.
- Triage and Reset Base offer students support to prevent suspensions.
- Longsands students are accommodated at Ernulf Academy Reset base
- Focus on students repeated suspensions.

When asked about the reduction in students failing Reset expectations, Mr Corcoran confirmed students' behaviour has improved in Reset resulting in a reduction in suspensions.

The committee recognised suspensions have fallen for most cohorts compared to last year for the same period, except for SEN and Year 7.

When asked about the academy's response to the increase in suspensions for the SEN cohort, Mr Corcoran said the academy are reviewing support for SEN students. The academy is adopting a tailored approach to the work students access whilst in Reset with a view to ensuring they do not miss out on learning and are fully engaged to avoid further suspensions.

When asked about next steps around managing behaviour, Mr Corcoran explained plans to continue supporting SEN students and identifying the reasons why this cohort receive suspensions.

The academy recognises the lengthy process of obtaining an ADHD diagnosis and a shortage of medication for ADHD nationally, which is likely affecting some student's behaviour.

When asked whether the academy is suspending students for a longer term, Mr Corcoran confirmed this is correct. Suspensions are considered individually to issue the minimum sanction to achieve the ends required by the school in avoiding further suspensions. The academy is considering implementing a suspension tariff going forward.

When asked about consistency of teachers when dealing with escalated behaviour, Mr Corcoran stated the academy are reiterating strategies around using the least invasive strategies. Students are offered a first warning, second warning, then if behaviour continues to escalate a lesson removal. Instant lesson removal can be issued for high level incidents where necessary.

Mr Corcoran informed the committee that Student voice has expressed students have said they have seen an improvement in teachers dealing with behaviour consistently.

When asked about proportions of rewards and sanctions issued to male versus female students, the Principal reassured the committee it is a fair and equal system offering all students the same opportunities.

## **Safeguarding**

In following up from the last LGC meeting, when asked whether safeguarding incidents reported on CPOMs have been reviewed, Mr Reece confirmed open CPOMs logs are reviewed and tracked. The Assistant Head of Year and Student Support Officers identify if reported incidents should be categorised as bullying.

Mr Reece reported the 'ItStopsNow!' campaign is proving successful with an increase of 58% in bullying incidents being reported. The academy has delivered awareness assemblies with students and external organisation 'EqualiTeach' visited students delivering awareness sessions around equality, diversion and inclusion.

When asked whether students can report incidents perceived as bullying anonymously, Mr Reece explained the academy expects students to have accountability in reporting bullying, to ensure fair process when investigating bullying incidents. Bullying incidents are handled under the schools Preventing and Tackling Bullying policy.

When asked how reports of sexual harassment and violence are categorised, Mr Reece explained the Designated Safeguarding Lead works closely with the trust safeguarding team when identifying cases to ensure each incident is categorised and reported appropriately.

When asked about the academy's escalation of reported sexual violence incidents, the Principal reassured the committee the academy meets its obligation to report incidents through the local multi-agency safeguarding hub (MASH) where an incident meets the threshold, and to the police where relevant. Student and parent voice remains priority at the centre of investigations.

When asked whether reported cases of sexual harassment are low compared to other schools, the Principal confirmed Longsands has fewer cases reported. The Principal stated the academy plans to build on feedback from Student Voice into CPD sessions and communications with staff and students around recognising and reporting incidents.

## **Maximising Achievement Plan (MAP)**

Ms Ward presented salient points regarding Longsands Maximising Achievement Plan.

- Year 11 and 13 mock results provide the most robust indication of final outcomes expected in Summer 2025.
- Year 11 Progress 8 figure is currently -0.08, compared to -0.15 last year.
- Students are being supported through MAP strategies to reach individual potential.
- Current Year 11 projections at this time of year are the best reported since 2019.
- English is an area for improvement for Year 11– additional lessons, PD sessions, and English, maths and science interventions held during tutor time.
- Period 6 program – 86% of Year 11 students have attended these sessions.
- Where Year 11 students are issued with a 30-minute detention, can opt to attend a 60-minute Period 6 of learning as an alternative.
- Extra teaching sessions will be offered to students over the Easter break, with a focus on a specific subject.
- Year 11 mock results evening was held – 74% of families attended.

Ms Ward informed the committee individual student SPRINT Plans detailing interventions, target all cohorts to include SEN, PP and double disadvantaged cohorts. The priority is to focus on supporting Year 11 and 13, and the academy are utilising time effectively to initiate pro-active support for current Year 10 and Year 12.

The Principal explained the academy aim to fill any gaps in knowledge. Teachers have the agency to tailor the best support for students in achieving best outcomes. Heads of Departments have an understanding of each individual student's needs.

Ms Ward informed the committee there is improvement in Year 13 progress, but there is further rapid improvement needed to support positive outcomes.

Ms Ward reported Year 13 are undertaking a full suite of examinations, currently maintaining a progress figure of C+. Year 13 are working to improve progress and achieve an average of a B-.

### **Teaching and Learning**

Recorded in – Part B – confidential.

### **Staffing**

The committee recognised the number of staff leaving the academy has fallen significantly.

The Principal reported staff seem happier and Teach First candidates have reported they welcome work experience of teaching at Longsands. Ms Myhill-Johnson stated the advantages of welcoming Teach First candidates with a view to securing teaching opportunities at Astrea when they qualify.

The Principal reported all staff posts are currently filled, and the academy has a full site team.

### **Attendance**

The committee noted student attendance for the current academic year to date:

- Whole school - 90.1% compared to last year of 91.4%.
- Year 11 – 85.6% compared to last year of 89.2%.
- All SEN – 80.4% compared to last year of 86.6%.
- Alternate provision

The committee acknowledged Longsands academy's Attendance Improvement Plan.

The academy has recruited an additional member of the attendance administration team and a Family Engagement Officer.

The committee noted a significant decrease in the number of students on alternate provision, with numbers falling from around 40-50 last year to 16 this year.

When asked about PP and SEN persistent absence numbers, Ms Ward recognised there is still work to do to improve attendance for these cohorts. Ms Ward reported persistent absentee numbers are improving but need to be reduced further and the academy continue to focus on students with less than 50% attendance.

Ms Ward informed the committee the academy communicates with all students to reiterate persistent absence affects overall school attendance. Staff are encouraged to offer recognition to students who attend when they reluctant to attend school.

The committee noted Longsands Academy Improvement plan has been superseded by Longsands Rapid Improvement Plan.

When asked about the changes to the proposed curriculum plan since last year, Ms Ward reported:

- Curriculum plan aims to increase the joy factor for students.
- Enrichment opportunities form part of the curriculum.
- Expectation to see attendance improve.

- Drama has been reintroduced into Year 7.
- Consideration to extend the school day for Year 11.
- Drafting curriculum to accommodate Period 5 on Wednesdays.
- Opportunity for KS5 students to support younger students.

### **Health and Safety fire assessment**

Regarding the recent fire risk assessment completed, all fire doors were compliant with HSE regulations, and the academy passed in all areas of the assessment.

### **NOR**

The committee recognise an increase in the number of families choosing to electively home educate their child/ren and the reasons for this as reported on page 23 of the Principals report.

The Principal reported Longsands is expecting 256 students joining Year 7 in September 2025, noting a fall against a PAN of 290.

The Principal reported Astrea Sixth Form has granted 40 conditional offers to students. The Trust has set a target of 50 students in September 2025, 75 in 2026, and 100 by 2027.

Ms Myhill-Johnson informed the committee the trust has introduced a Sixth Form Strategy Framework and Sixth Form document, for Astrea Sixth Forms.

The Trust is subsidising Astrea Sixth Form curriculum to offer a broad range of subjects until student until 2027, when the aim is to have sustainable numbers.

### **Sixth Form strategy**

The Principal reported an event held by the academy with parents/carers of Year 6 students, communicated the academy's expectations for Home school agreement, homework and the academy's commitment to excellence. Mr Simonis attended on behalf of the LGC and reported positive feedback from the event which took place over two evenings.

The Principal was thanked for their report.

### **5) Link Lead visits**

Committee members have carried out Link Lead visits, or have meetings scheduled in the next few weeks, with reports to follow. **Action: Link Leads to send visit reports to the Clerk for circulation.**

Mr Simonis gave an account of his meeting with Kate Ward around: summary of visit given: English, interventions and the impact of these – lessons learnt, Core PE, engagement of high achievers, disadvantaged students. Follow up streaming in Year 7 to 9.

The Principal informed the committee study leave is not granted for Year 11 students in preparation for summer examinations. The academy plan to deliver its Masterclass program where subject specialists deliver structured lessons and high-quality learning in classrooms with larger student numbers.

Questions were invited.

Mr Simonis was thanked for his report.

### **6) PAC update and membership representation**

The Principal informed the committee the PAC Chair has resigned, as a result the last meeting was cancelled.

Ms Myhill-Johnson communicated plans to relaunch the PAC in her role as Interim Principal and dates of the meeting will be circulated to the committee.

#### **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 10 July 2025.

#### **8) Any other business**

The committee acknowledged the resignation of Dr Cusick as Principal at Longsands Academy and thanked her for her contribution to the school over the last few years and wished her every success for the future.

Dr Cusick thanked the committee for their support.

The LGC agreed the above to be a true and accurate record of the meeting on: 29 April 2025

Meeting concluded at 19:33pm.

## Designated Teacher for Looked After Children and Previously Looked After Children

### Annual Report to Local Governing Committee

Summer Term 24/25

#### Annual Declaration

- The designated teacher has appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children.
- The designated teacher has appropriate seniority and skills to work with the school's senior leadership and governing body to help ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them.
- The designated teacher has training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN.
- The designated teacher contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting looked-after and previously looked-after children to achieve.
- The designated teacher has sufficient resource available to them to carry out their role.
- The designated teacher knows which expertise to call on within and outside the school such as SENCOs, health and mental health support.
- The Principal undertakes monitoring as appropriate to ensure that the role of the designated teacher is providing appropriate support for looked-after and previously looked-after children on the school roll.

[DfE The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018](#)

Agreed by:  
NAME Thomas Smy and  
NAME Jo Myhill-Johnson  
DATE

#### School Statistics

| Number of LAC pupils on role (looked after by a local authority) | Number of PLAC pupils on role (subject of an adoption, special guardianship or child arrangements order or having been in the care of the LA for one day or more) | Number of LAC or PLAC pupils who were added to the school roll this academic year. | Number of LAC or PLAC pupils who were removed from the school roll this academic year. |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 3                                                                | 6                                                                                                                                                                 | 1 (PLAC)                                                                           | 0                                                                                      |

#### Report Guidance

- The report content must focus on the actions taken to promote the educational attainment, social and emotional wellbeing of looked-after and previously looked-after children and young people during the school year, and the resulting impact.
- The report must **not** contain information which could identify any individual child or young person.
- Items in the red box are **suggested content** that the Designated Teacher may wish to refer to. The suggested content is neither mandatory nor exhaustive.

### Strategic planning

- Strategic consideration in School Improvement Plan
- Staff professional development
- Inter-agency collaboration
- Examples of use of additional funding

- Katy Sandling has been given training in the Thrive approach, to help support the mental health and wellbeing of our LAC and PLAC students. She is able to use the Thrive assessment tool to identify supportive strategies for both LAC and PLAC students.
- RISE – external local company that support social and emotional needs and resilience – have worked with one of our PLAC students having a difficult time outside of school
- NHS therapy has been used one of our LAC students to provide a series of 6 1:1 session on overcoming social anxiety, resulting in a personalised plan for when in school, with identified adults, shared with staff.
- Governor training shared with Hazel Bell governor for PP and LAC including role of DT and online webinar

### Raising staff awareness

- Staff LAC/PLAC Training
- Sharing appropriate information with relevant staff
- Liaising with wider staff team to collate a full picture of the school life of a LAC child

#### LAC

- Inform staff that teach LAC students that they are in their class and share any subject related needs/other needs that have arisen through PEP meetings.
- Termly MS form to identify progress, effort and targets shared with teachers – shared with necessary staff.
- Monitoring of students with HoY safeguarding lead and Sendco
- Weekly meetings offered with Katy Sandling in the Bridge. 1 student goes every week, 1 chooses when she needs support and 1 is growing in confidence and on target/above in all subjects and chooses not to go.
- Social workers invited to all PEP meetings/

#### PLAC

- Minutes from half termly meetings with Mrs Sandling shared with HoY and subject teachers where relevant. Meetings are to check in with students and identify any barriers – along with solutions to these.

### Admissions

- Management of LAC arrivals
- Management of transition points
- Welcome and establishing support (staff and peers)

#### LAC

- No LAC admissions this year so not necessary 24/25. One of our LAC students is moving on to an apprenticeship and college course in September. A request has been put into the college for their DT to attend the final PEP of the year to support the transition to the next stage in their education and allow for PEP money to be spent in a supportive way towards the new course.

#### PLAC

- A letter was sent to parents of all students joining the school reminding them to declare if their child is PLAC. This identified one student in year 7 and there has been lots of communication between parents, DT, HoY and Sendco. Screening has taking place, and they have been added to the SEND register. Classes have changed to support them behaviourally and to remove them for negative influences. HoY monitors the student closely and meets with them regularly. The student also has additional meetings with Mrs Sandling offered to support and discuss any barriers as they arise.

### Record keeping and transfer

- PEP and LAC reviews through virtual schools and CPOMs.
- Accuracy of school records of contacts, responsible adults, etc
- Record transfers to new schools

#### LAC student 1

- Autumn PEP all rated green with one gold rating; Spring PEP all rated green.
- All PEPs on CPOMs

#### LAC student 2

- Autumn and Spring term PEP all sections rated green.
- All PEPs on CPOMs

#### LAC student 3

- Autumn and Spring term PEP all sections rated green.
- All PEPs on CPOMs
- DT to organise DT of new college (alongside apprenticeship) to attend PEP in May if possible to guide desirable outcomes that may support student's transition process, to make it as smooth and successful as possible.
- All PEP documents recorded on CPOMs and shared with carers
- IGP document updated termly in liaison with virtual school

#### Home-school communication

- Communication channels between staff in school and between staff and carers/ parents/ Social Workers
- Invitations to parents' evenings and other school events
- Addressing carers / parents / guardians' concerns
- Home - school agreement
- Out-of-school opportunities / clubs / experiences

- Check through data manager that LAC/PLAC students have booked parents evening meetings in advance of the evening. All have and have not needed chasing.
- Regular feedback MS forms shared with teaching staff of LAC students. DT liaises directly with HoY to check in on them pastorally, and works closely with Katy Sandling, a member of staff who meets with LAC and PLAC regularly to identify any barriers that may arise.
- No concerns have been raised by any LAC students this year, and there is clear regular communication (with parents and students) either side of PEPs to ensure that desirable outcomes are reached – e.g organisation of tutoring, checking that carers are happy with tutoring. On one occasion this year DT has requested a change of tutor based upon carer feedback which was facilitated by the tutoring company.
- One LAC student receives out of school piano lessons funded through PP+ spending, one attends kickboxing and one has attended guides. Our other student attends karate and kick boxing.

#### Curriculum and options

- Consideration of needs in context of the curriculum
- Alternative curriculum
- Personalised learning
- Barriers to learning
- Timetable flexibility
- Promoting high expectations
- Targets (through PEP)
- Revision support
- 16-19 bursary for 6<sup>th</sup> form

#### LAC

- A set change up a set for two of the three LAC students in science to push their progress in KS4, and challenge their learning.
- Tuition provided to all three LAC students across the three core subjects, where teacher and student feedback has identified need, with targets from class teachers shared with tutors to develop knowledge/skills required.
- One LAC student has had a series of weekly sessions with DT on how to revise ahead of GCSE exams – including making a revision timetable, where to study, different revision techniques alongside a revision pack filled with revision stationary. This has been checked weekly with QA of revision that has taken place.
- One student is a prefect this year and has represented the school at numerous events to the community.
- One student is part of a public speaking work shop to develop their English and support SEND needs. This student has had speech therapy this year which has been successful enough that they no longer need it, based upon tutor report and confidence from student.

**PLAC**

- One student is having a difficult time outside of school resulting in poor behaviour in school. Timetable alteration (short term) set up for one PLAC student on back of this for period 1 – start of the day – to set this individual up to have a positive start to the day. Home life is very difficult currently, and having a calm, safe start to the day has been put in place to prevent negative behaviour that this student is carrying out due to current situation outside of school.
- Class move for one PLAC student to support SEND needs and to break up distraction of some negative influences within the original class.

**Special Educational Needs (SEN)**

- Prompt identification of needs
- Information and support setting through documented plans
- Advice and support services for carers / parents / guardians
- carers / parents / guardians / social workers involvement
- child / young person wishes, and feelings considered
- SENCO focus
- Screening tools and support initiated
- CAMHS / EP involvement

**LAC**

- 2 of our LAC students are EHCP
- Both have a key worker who are used to have regular checks in on their Key students and try to resolve any issues by referring to the relevant person, for example teacher to change seating, SSO for pastoral issues, HOY for class changes etc
- 3 ADPRs per year (once a term)
- These students have a TA in their core subjects to support their access to the curriculum.
- One of the students has benefitted for 1:1 SALT speech therapy funded by the virtual school through PEP desired outcomes. She has presented with very significantly delayed language skills, along with delayed and disordered speech. Affects her ability to access the curriculum and demonstrate learning. Their work the speech therapist over the last year has helped greatly and they are on/above target for all GCSE subjects.
- Exam access arrangements include sitting papers in a separate room with reader, scribe and additional time to give both students maximum opportunity to truly reflect their ability in an assessment.

**PLAC**

- 1 PLAC student, who joined us this academic year, has been added to the SEND register (K) coded and a referral has been made for ADHD. They struggle with attention and focus in lesson and can be very disruptive during lesson and this can result in further sanctions and sometimes lesson removal
- On the back of this first ADPR has taken place Spring term
- CAMH referral has been made.
- Dyslexic screener results show she is typical of someone with a few signs of dyslexia.
- EHA referral put in place

**Exclusions**

- Strategies to avoid exclusion
- Safety Planning if suspended or excluded, including liaison with relevant safeguarding parties
- Accessible and effective reintegration
- External agency support
- Relevant provisions on PEPs

**LAC**

- Not an issue with our 3 LAC students, who between them have only received one detention (for missed homework on one occasion). No intervention required.

**PLAC**

- Student 1 - having a difficult time at home, resulting in poor behaviour. This has resulted in one suspension in the Autumn term. To support and avoid further suspensions there has been: Regular 1:1 Interventions, Bridge support in the mornings, behaviour support through HoY report, increased reporting to carers, TA support in lessons. Key staff identified who they trust, to direct them to when dysregulated. There has also been work with RISE, to support emotionally. This has limited them to one suspension
- Student 2 - Parent meetings & open communications to update and ensure sharing similar messages with the student around expectations. There has also been: 1-1 mentoring to support positive staff relationships, daily tutor

check ins , communications with staff to ensure plenty of praise, encouragement to attend 1 club per week to support social barriers, extrinsic rewards to motivate (eg merits and sweets), HoY drop ins to lesson to maintain high expectations , personalised learning including use of laptop to support in lessons and class changes. This and the SEND support has limited this student to only one instance in the reset classroom (internal isolation).

#### Promoting health (including mental health)

- Consideration for / in programmes and schemes
- Inhouse interventions
- Consideration for / in PSHE and Citizenship topics (eg work on 'family')
- Staff awareness and action on early potential signs of mental health problems

#### LAC

- One of our LAC students struggled with social situations and often fell out with friends as they could not manage having more than one group of friends. When speaking with them, they could be very blunt and began to worry about saying the wrong thing. This was having a negative impact on relationships with peers. This student was referred to an NHS worry management therapy, through meeting with a mental health lead in a PEP meeting. The result was a wellbeing plan, completed by the student that also identified trusted adults. Both student and Mum report soaring confidence and they are now leading on whole school initiatives. HoY shared student worries with class teachers and tutors to keep an eye on.

#### PLAC

- One student accesses RISE youth coaching supports scholars on a 1-2-1 basis providing an opportunity to set goals and work through an eight-week programme, improving self-awareness and confidence. Providing a pre-emptive approach, allows scholars to access support before crisis point.
- One student has had referral to the Astrea counselling provide scholars with a range of bespoke strategies and techniques that can be used to help manage difficult emotions and challenging behaviours.

#### Other strategies:

- Working with The Mental Health Support Team to promote a whole school approach to improve the mental health and wellbeing of our scholars. Referrals have been made to access direct intervention for scholars who are experiencing anxiety, behavioural issues, and low mood.
- Staff outside of the pastoral team receive mental health first aid training to support with identifying and signposting scholars who may be experiencing mental health problems.

#### Pastoral support

- Targeted interventions
- Behaviour support
- Attachment considerations and support
- Carers / parent / guardian involvement
- Positive staff relationships
- Overcoming social barriers

A number of strategies have been used pastorally with some of our LAC/PLAC students, already identified in previous boxes including:

- Parent meetings & open communications to update and ensure sharing similar messages.
- 1-1 mentoring to support positive staff relationships.
- Daily tutor check ins
- Communications with staff to ensure plenty of praise.
- Encouragement to attend 1 club per week to support social barriers.
- Extrinsic rewards to motivate.
- HoY drop ins to lesson to maintain high expectations.
- Personalised learning including use of laptop to support in lessons.
- Reintegration meeting
- Positive behaviour reports
- Positive staff relationships identified and utilised.
- class changes

## Attendance support

- Transport
- Pastoral Support
- Early Help
- Arrival / Departure times

Attendance for all LAC scholars at Longsands Academy is at or above the academy target of 97%+ with one scholar having 100% attendance this year. Whole academy culture of celebrating excellent attendance in House assemblies helps to promote and celebrate this attendance.

For scholars who are PLAC, 28% have attendance at or above the academy target of 97%+. 42% of PLAC scholars are classed as PA, with no scholars classed as SPA. To support attendance, scholars are regularly reminded of their attendance by their Head of Year at Morning Welcome and attendance is regularly tracked and reviewed in meetings with the attendance team.

A staged absence approach, coupled with pastoral support, is utilized to raise attendance for these scholars. Whenever a scholar is absent from the academy, they receive a telephone call from the attendance team offering support and guidance.

Where necessary, Early Help has been used to provide additional support for these scholars.





# Astrea Academy Trust

INSPIRING BEYOND MEASURE

**Principal's Report**

**Summer Term Two**

**2024-2025**

**Longsands Academy**

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| 11          | Any other academy matters: to include enrichment and community | 36              |

## Introduction and contextual information about the school:

Longsands Academy is an 11-18 fully inclusive secondary school serving the community of St Neots and the surrounding area. The school is part of Astrea Academy trust, with 1545 students on roll. During this half term a total of 1027 concerns were recorded on CPOMS. There are 343 students who are classified as pupil premium, which equates to 21.2% of the school's population. There are 205 students on the SEND register (13.26%) and 34 Educational Health Care Plans (2.2%). We currently have 17 students who are accessing alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, NT&S tutoring, Cambridge Regional College, Olive Academy, hospital education 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 | <ul style="list-style-type: none"> <li>School engagement officer was appointed and is supporting with persistent absence and parenting concerns.</li> <li>Consistent approach to uploading suspension packs onto CPOMS.</li> </ul> | <ul style="list-style-type: none"> <li>Child on Child training to be delivered to pastoral team.</li> <li>Further training regarding safeguarding input for suspensions.</li> <li>Wider team teach training input to be completed.</li> </ul> | <ul style="list-style-type: none"> <li>TSO Kaylie Kent supporting with relaunch of child-on-child procedures.</li> </ul> |
| Trends in School                                                       | <ul style="list-style-type: none"> <li>Truancy</li> <li>Increase in SEND related concerns.</li> <li>Mental health.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Truancy strategy launch.</li> <li>MHST launching additional support from Sept 25 following meeting with CIS.</li> </ul>                                                                                |                                                                                                                          |
| Update on significant cases (anonymised)                               | CONFIDENTIAL                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                                          |
| Summary of referrals made                                              | <ol style="list-style-type: none"> <li>Referral made following MFH episode and parenting concerns.</li> <li>Concerns regarding neglect and parental mental health.</li> <li>Child on Child Harmful sexual behaviour.</li> </ol>    | CONFIDENTIAL                                                                                                                                                                                                                                  |                                                                                                                          |

|                              |                                                                                                 |  |  |
|------------------------------|-------------------------------------------------------------------------------------------------|--|--|
|                              | 4) Child on Child Sexual harassment.<br>5) PREVENT concern. CSC and PREVENT referral completed. |  |  |
| Ofsted Qualifying Complaints | None                                                                                            |  |  |

### Welfare Profile:

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

| Children at risk and children in need:                                 | Current     | Previous Report (End of HT3) | This time last year (end of summer term 1) |
|------------------------------------------------------------------------|-------------|------------------------------|--------------------------------------------|
| Number and % of PP                                                     | 343 (21.2%) | 340 (21.86%)                 | 348 (21.26%)                               |
| Number and % of LAC                                                    | 2 (0.2%)    | 3 (0.19%)                    | 4                                          |
| Number and % of young carers                                           | 64 (4.14%)  | 59 (3.79%)                   | 69 (4.21%)                                 |
| Number and % of scholars privately fostered                            | 0           | 0                            | 0                                          |
| Number and % of scholars with CP plan                                  | 1           | 1                            | 0                                          |
| Number and % of CIN                                                    | 3 (0.19%)   | 3 (0.19%)                    | 7(.042%)                                   |
| Referrals made for early help                                          | 7           | 5                            | 5                                          |
| Family support assessments conducted                                   | 2           | 2                            | 5                                          |
| Proportion meeting threshold                                           | 0           | 0                            | 0                                          |
| CP meetings attended                                                   | 1           | 1                            | 0                                          |
| Number and % of scholars with an EHCP                                  | 34 (2.2%)   | 34 (2.18%)                   | 34 (2.07%)                                 |
| Number and % of scholars with serious medical conditions               | 3           | 3                            | 2(0.12%)                                   |
| Number and % of scholars receiving external support: CAMHS             | 22 (1.42%)  | 19 (1.22%)                   | 15                                         |
| Number and % of scholars receiving external support: behaviour support | 0           | 0                            | 0                                          |
| Number and % of scholars receiving external support: S and L           | 0           | 0                            | 0                                          |
| Referrals to Channel                                                   | 1           | 0                            | 0                                          |

### 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. (Include start of year training)

| Type of training                      | Date     | Number of Attendees | Provider                 |
|---------------------------------------|----------|---------------------|--------------------------|
| Level 1 safeguarding training         | 05/09/24 | All Staff           | Cara Isaac delivered     |
| Astrea Advanced Safeguarding training | 10/09/24 | 1                   | Astrea Safeguarding team |

|                          |                                                    |    |                     |
|--------------------------|----------------------------------------------------|----|---------------------|
| Team Teach               | 9 <sup>th</sup> and 10 <sup>th</sup> December 2024 | 4  | Naomi Reed – Astrea |
| Annual Safer recruitment | 2024/2025                                          | 10 | National College    |
|                          |                                                    |    |                     |
|                          |                                                    |    |                     |

#### **Bullying** (end of year comparisons):

| Aspect                 | 2022-23 | 2023-24 | 2024-2025 YTD (end of summer term 1) |
|------------------------|---------|---------|--------------------------------------|
| All Bullying Incidents | 9       | 53      | 110                                  |
| Racist Incidents       | 6       | 28      | 36                                   |
| Cyber Bullying         | 0       | 5       | 8                                    |
| Homophobic Bullying    | 3       | 7       | 12                                   |
| Transphobic Bullying   | 0       | 0       | 0                                    |

| Analysis and Next Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Whilst the reported incidents are lower than expected for a school of our size, we are seeing an upward trend of reports. This is particularly noticeable regarding race related incidents. The numbers of incidents may have increased due to targeted assemblies. For example, the Race assembly was delivered in May. This assembly raised the awareness and empowered students to report incidents. Staff have completed eqliteach workshops, which have provided them with the knowledge and skills to identify and challenge discriminatory behaviour.</p> <p>To support the reporting and recording of child-on-child and ensuring scholars feel heard, training will be delivered to the pastoral team in July 2025.</p> <p>The ongoing work Bradley Reece is completing with Black Scholar Voice, allows us to identify areas of improvement and to ensure education is contextual to concerns raised. OpenView Education delivered assemblies to Years 7 and 9 to scholars on unkind behaviour. They educated scholars on bullying and provided examples of racial gestures.</p> <p>For the third academic year, we have not received any reports of transphobic behaviour. This requires further analysis to identify if this because we do not see this behaviour or whether scholars do not feel able to report this.</p> <p>Next steps:</p> <p>Raise the awareness for It Stops Now through a strategic plan that encompasses all strands of school life (morning welcome, assembly, form time, drop down days and events with guest speakers)</p> <p>Continue to grow key student focus groups for example, Black Scholar Voice and LGBTQ+.</p> <p>Scholar voice regarding Transphobic incidents. This will be captured through scholar voice MS form.</p> <p>POLED will be launched in September, which is funded through Cambridgeshire Police. Once available, Cara Isaac will review the resources which we can use to support with the education of scholars in relation to key areas of child-on-child abuse.</p> |

## Sexual Harassment:

|                            | Number of Incidents |                 |                 |                 |                 |                 |                 |                 |                 |
|----------------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                            | 22/23<br>Term 1     | 23/24<br>Term 1 | 24/25<br>Term 1 | 22/23<br>Term 2 | 23/24<br>Term 2 | 24/25<br>Term 2 | 22/23<br>Term 3 | 23/24<br>Term 3 | 24/25<br>Term 3 |
| Verbal Sexual Harassment   | N/A*                | 6               | 2               | N/A*            | 4               | 0               | N/A*            | 0               | 1               |
| Physical Sexual Harassment | N/A*                | 2               | 4               | N/A*            | 0               | 0               | N/A*            | 1               | 1               |
| Sexual Violence            | N/A*                | 0               | 0               | N/A*            | 2               | 2               | N/A*            | 2               | 1               |
| <b>TOTAL</b>               | <b>N/A</b>          | <b>8</b>        | <b>6</b>        | <b>N/A</b>      | <b>6</b>        | <b>2</b>        | <b>N/A</b>      | <b>3</b>        | <b>3</b>        |

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

### Analysis and Next Steps

The number of reported sexual harassment incidents has continued to fall this academic year. When looking at the wider reporting, we can see reports are being made in relation to sexualised language and harmful sexual behaviour.

Staff will be reminded to report and challenge any unacceptable behaviour. We continue to ensure the “It Stops Now” message is visible around the school site and is embedded in the student bulletin. Students continue to have access to the safeguarding email address, providing students with an opportunity to report sexual harassment cases if they do not feel comfortable disclosing this face to face. Longsands Academy continue to ensure students are educated about sexual harassment through our PD curriculum.

A scholar voice for sexual harassment will take place W/c 14<sup>th</sup> July with the National lead for Personal Development.

Next steps:

POLED will be launched in September 25, DSL to identify resources we can use to support scholars.

As a safeguarding team, we continue to provide 1-2-1 support for students who are at risk of harm and exposed to unwanted sexual behaviour.

Plan to be developed for staff CPD regarding Sexual harassment and violence.

# Year 10 into 11 Maximising Achievement Plan

## Year 10 into 11 Maximising Achievement Plan

### Overview of MAP

#### Year 10 into 11 MAP

##### **1. Data-Driven, Targeted Intervention (ELL/VP)**

- Use mock exam and QLA data to identify intervention needs.
- Focus on borderline scholars (3/4, 4/5), with tailored support in English and Maths.
- Rotating raising achievement meetings (RAM) to involve HoD and HoY in
- Track and adjust interventions regularly; involve staff, scholars, and parents.

##### **2. Ambition for Vulnerable Groups (TSM/BRE/SENCO/JPO)**

- Prioritise PP, SEND, and HPA scholars with personalised interventions.
- Use progress tracking, inclusive teaching strategies, and adapted resources.
- Engage families in support plans and provision reviews.

##### **3. Optimised Teaching and Staffing (ELL/T&L AP/VP)**

- Allocate experienced teachers to Year 11, especially core/EBacc subjects.
- Drive high-quality teaching through lesson drop ins, curriculum audits, booklets, sprint plans, and CPD.
- Maintain continuity and reduce split classes; adapt staffing where needed.

##### **4. More Time (ELL/ T&L AP/VP)**

- Embed high-quality booklets to ensure consistent, coherent curriculum delivery across all classrooms.
- Finish curriculum by February half-term.
- Use P6, PM form time, and structured sessions for revision and catch-up.
- No study leave—maximise attendance and targeted teaching until exams.

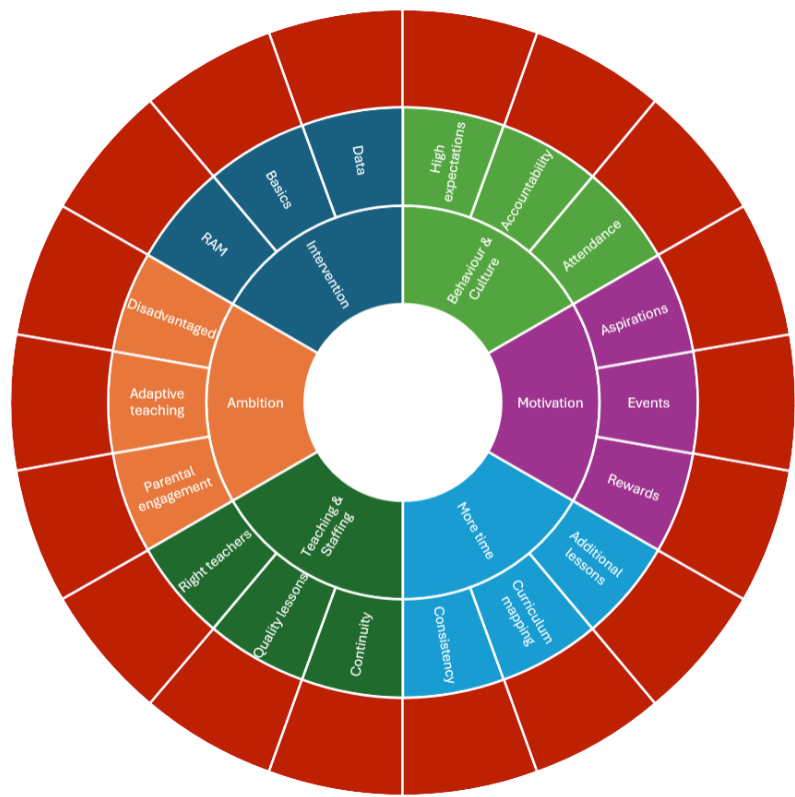
##### **5. Scholar Motivation and Parental Partnership (BRE/JPO/JMY/ACO)**

- Motivate through *Passport to Prom*, leadership roles, and rewards.
- Share progress and resources with families; run workshops and events.
- Encourage active parental support in home learning and wellbeing.
- Raise post-16 aspirations through meetings with Longsands staff, careers education, employer engagement, role models, and exposure to diverse pathways.

##### **6. Behaviour and Culture (ACO/JMI)**

- Enforce clear behaviour policies and celebrate positive conduct.
- Address attendance and punctuality issues promptly and supportively.
- Foster a respectful, high-expectation culture focused on achievement.

Chart to visually track progress of MAP over the next year:



Key actions for summer term II

Home Learning

Ensure that all subjects are consistently setting purposeful home learning tasks. Monitor the completion of Sparx Maths and Science, with Heads of Department (HoDs) actively supporting and tracking 100% completion across their teams.

Summer Work

HoDs to oversee the creation and upload of high-quality summer work for every GCSE subject. There should be a strong emphasis on clarity, academic rigour, and consistency across departments.

Deadline for Teams upload: Friday 11th July.

100Q Master of Recall Assessments

HoDs to develop 100-question recall assessments based on the summer work. These should be ready for delivery during the first week of the autumn term across all subjects.

Deadline for Teams upload: Friday 11th July.

### **Standardisation and Moderation**

Ensure that all mock exam papers are subject to standardisation and moderation processes to maintain fairness and consistency in marking.

### **Question Level Analysis (QLA)**

HoDs should lead the completion of QLA to identify both strengths and areas for improvement within classes. This information must be shared with scholars to support targeted revision and lesson planning.

### **Mock Paper Feedback**

Mock papers must be returned to scholars with high-quality, meaningful feedback. Focus on next steps and improvement—**do not include grades at this stage**.

### **Sprint 1 Planning**

Ensure Sprint 1 curriculum planning is fully completed and ready for implementation by the start of September.

### **Staffing Consistency**

Collaborate with HoDs to ensure that Year 10 classes are being taught by the right staff. This consistency should be maintained as students transition into Year 11.

### **Parental Communications**

Send daily updates to parents during the mock exam period to maintain engagement. Invitations for the **Mock Results Evening (Tuesday 15th July)** should also be issued in advance.

### **Lesson Drop-ins**

Prioritise Year 10 lesson drop-ins to support high-quality teaching and learning. Focus especially on ensuring students re-engage promptly following work experience.

### **Lesson Removals**

Work closely with SLT and Heads of Year to ensure students remain in lessons wherever possible. Where removal is unavoidable, ensure that independent work completed is high in quality and value.

### **Detentions**

Relocate Year 10 detentions to Room B10, allowing scholars to use this time to complete additional Sparx Maths and Science work.

### **Attendance Focus**

Partner with JMI to improve and sustain strong attendance in the lead-up to the summer break.

### **Year 10 Scholar Action Plans**

Begin drafting individualised support plans for Year 10 scholars identified as at-risk or requiring additional guidance as they transition to Year 11.

### **Parent Meetings**

Schedule and prepare for key parent meetings during the first days of the new term, focusing on scholars who require immediate intervention or additional support.

### **Year 10 Mock Review – Data Day**

On **Tuesday 15th July**, ELL/KWA/JMJ will meet with all HoDs to conduct an in-depth review of mock exam data. HoDs are expected to come prepared to answer key questions and present departmental insights.

## Curriculum Planning and Model for 2025-26

The focus in this report will be curriculum planning for 2025-26.

Include:

- a copy of your **final** curriculum model for 2024-25 for all key stages. (**Attach as Appendix 2**)
- an overview of your final plan for structure of the school day if you have made changes. **Attach as Appendix 3**)

## Teaching and Learning

### Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent:

|                        | Number of Teaching Staff | % of Teaching Staff |
|------------------------|--------------------------|---------------------|
| SLT                    | 9                        | 10.2%               |
| LP                     | 3                        | 3.4%                |
| UPS                    | 40                       | 45.5%               |
| MPS                    | 25                       | 28.4%               |
| ECTS                   | 7                        | 8%                  |
| ITTs                   | 5                        | 5.7%                |
| UQTS (not part of ITT) | 6                        | 6.8%                |

### Next Steps:

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

- To drive continued improvement in teaching and learning, we have conducted over 2,000 lesson visits, each followed by developmental feedback for staff to act upon. This feedback is revisited during subsequent visits and is analysed centrally to support ongoing staff development and ensure strategic follow-up. These actions are already contributing to improved student engagement and greater consistency in learning across classrooms.
- A fortnightly focus in the staff bulletin celebrates best practice, aligned with our deliberate practice sessions, embedding a culture of reflection and professional growth. In Summer Term 1, our focus was on behaviour and culture to ensure consistency across classrooms. In Summer Term 2, we are now prioritising the use of high-ratio checks for understanding, to ensure more scholars are actively thinking and responding in lessons.
- Lead practitioners continue to support staff at all stages of their career. One staff member has successfully come off an informal support plan, while another remains on one. Of the two remaining teachers currently rated as red, one is receiving targeted support with next steps imminent, and the other is due to leave at the end of the academic year. Among our green-rated staff, one left at Easter, and two have moved to amber—one is not currently in the academy, and the other is also leaving at year-end. Of our 25 amber-rated teachers, 7 will be

moving on at the end of the academic year. We have secured high-quality replacements for these staff members and continue to work closely with Teach First to bring in strong graduate teachers.

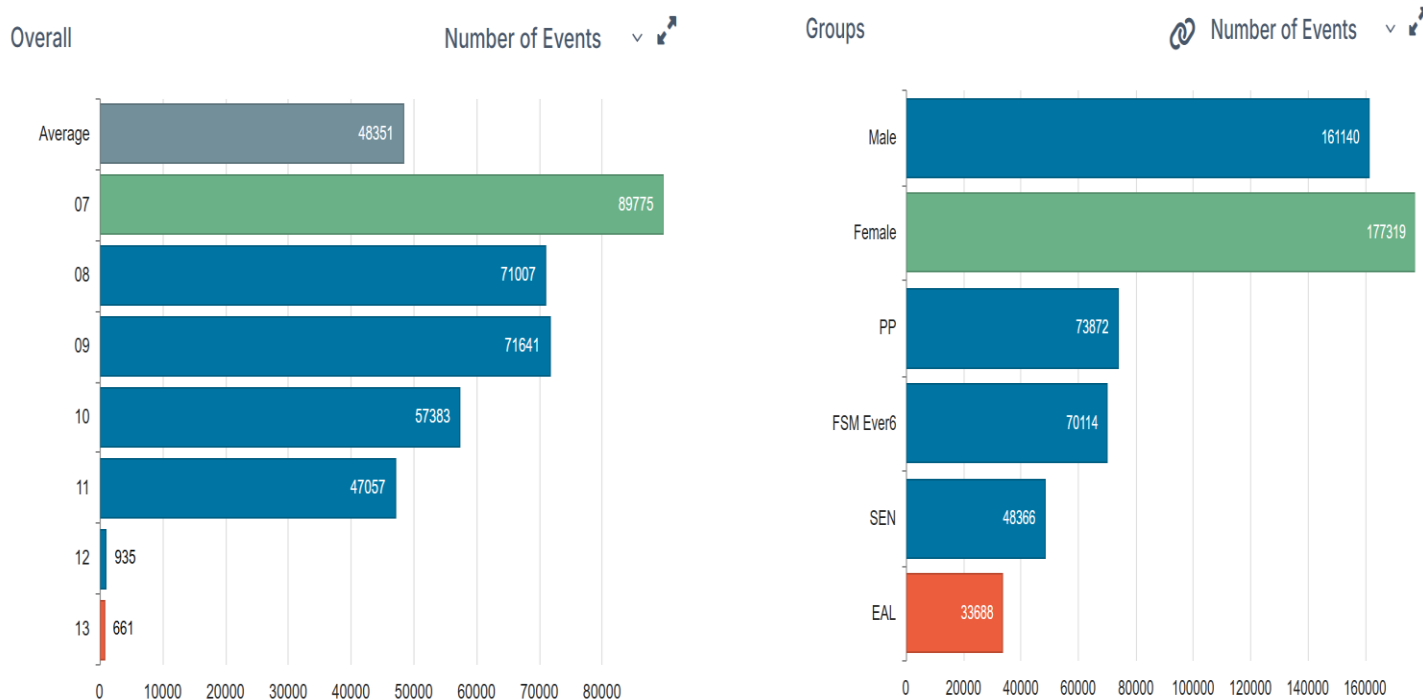
- Heads of Department are currently refining their curriculums for next year, continuing the rollout of bookletisation across all year groups, and embedding the Astrea Common Core Curriculum.
- This half term, we are supporting one unqualified teacher to gain their full qualification, with another preparing to do so next half term.
- We are also trialling the integration of Steplab into our existing lesson visit feedback processes to further enhance our analysis, precision, and coordination of next steps. Steplab offers a structured, evidence-based approach to feedback, helping staff take clear, measurable actions to improve their practice. It supports high-quality coaching by making feedback transparent and easy to track over time.

## Behaviour and Culture

### Behaviour Data:

#### Rewards

#### Positive Event year so far



We have issued 381,556 points this year so far (33% more than in the 23/24 academic year where 255,287 points were issued), with 21.9% of points being awarded to PP students, a 01% increase on last report, and just below the 22% of PP scholars at the school. Golden tickets remain a focus to continue to push for one every lesson. We have rewarded departments who have issued the most in line with expected number. Student voice ahead of September, will focus on prizes associated around golden tickets. Currently this acts as an entry into a raffle for a gift card - this will be reviewed for September 25 to ensure that is still something that is valued by scholars. We have 488 students attending the end of

year rewards trip out of 654 who qualified (203 year 8, 157 year 9 and 128 year 10). The tariff to achieve a place on these trips were triple last year's as we continue to raise expectations and the standard. What is pleasing to see is that more are attending than last year, which in part will be a result of the fact that the destination was voted upon through student voice.

The awards evening for the end of year and our end of year house assemblies are the two big rewards events remaining. Heads of department have nominated scholars for effort and achievement and invites will be going out in the next week. We have nominated KS5 scholars for the first time as we look make all rewards more inclusive of the sixth form and recognise the hard work these scholars are putting in daily. Darwin currently holds a narrow lead over Seacole in the house cup, with Austen not far behind in third. Scholars have had half termly updates of the race to win the cup, and scholars who have made big contributions are recognised in the assemblies. This year we have raised the points needed to earn badges and certificates, with the highest reward being 750 merits. We currently have 7 students within 50 points of this total, having made a huge contribution to their houses. These students will be celebrated within the upcoming assemblies and those who have earned the most positives for their house will receive the house shield this year at the awards evening.

### **Detentions**

We have introduced a new protocol for scholars sanctioned with a detention at Longsands Academy. We encourage tutors to identify during PM registration (Astrea Reads or Intervention) scholars who have a detention and escort them to a new year group entrance. The Head of Year and Pupil Support Officer (PSO) answer any questions or queries a scholar may have a newly directed year group entrance. This has helped scholars understand fully the reason why a detention has been sanctioned whilst also maintaining a purposeful and calm environment within the detention hall. The PSO will also redirect scholars to home learning Sparx catch-up sessions. Our SENDCO also arrives promptly to take scholars with SEND provision to a more suitable environment to help climate but also support their learning in a more individualised approach with support. Scholar's now complete numeracy work suited to Key Stage along with retrieval work to support their learning. This has helped scholars focus on their detention which has been conducive to purposeful climate.

### **Reset / Triage Base**

We recently moved our Reset and Triage base from H block to ROSLA. This has made a big impact on behaviour and culture. Student Services has now been able to transition back into a large room to support scholars with a large range of queries and requests. These range from timetable issues to more serious wellbeing concerns. The new base has a new 'pre-triage' whereby a PSO is timetabled. Here a scholar arrives from a lesson removal or truancy. The PSO has a centralised procedure and set of expectation to adhere to. This includes logging the sanction, capturing student voice and resetting uniform expectation. The PSO will identify using data whether the scholar requires triage or reset. Since moving to ROSLA we have been able to improve consistency in applying sanctions to scholars to prevent negative behaviour across the academy. Reset is a day sanction as per academy policy. A member of SLT is timetabled in triage. We have produced new triage booklets. This booklet provides the opportunity for scholars to reflect on their behaviour along with retrieval practice to support learning. Knowledge organisers are printed and provided to help suitable sequenced learning materials to support retrieval practice. Reset base also has a new reset-based booklet with a centralised curriculum. This includes Science, Maths, English, History or Geography and Astrea Reads. Work is provided for each year group specific to their year group. We also provide the opportunity to scholars to complete their Sparx home learning. Break and lunch are now in D11 and has access to a garden facility to ensure scholars do not impact other areas of the school environment. A huge success at Longsands in Summer Term I has been the introduction of off-site direction to Ernulf. As a preventative measure for suspension, we now can send three scholars to Ernulf daily to complete Reset. This has acted as a further deterrent to scholars and contribute significantly to our reduction in suspensions.

### **Uniform and Appearance**

We have invested significantly in uniform during Spring Term II and launched our 'Dress for Success' room in H block. This is staffed by our PSL Miss Syms. We have now additional blazers, skirts, shirts, black socks and shoes to support scholars to uphold our high expectation for uniform. Expectations have been reiterated to scholars via re-boarding processes at the start of summer term I and summer term II. If a scholar has a uniform issue, it is identified at morning welcome and scholars are brought to the room prior to period 1. The PSO will now provide the scholar uniform to correct their uniform infringement with parental / carer contact made. Pupil premium scholars are supported as per our pupil premium budget throughout the academic year.

### Suspensions:

#### This academic year

Please provide an overview in the table below of suspensions for the **YTD-end of half term 5**.

|                       | All Scholars | PP Scholars | SEND Scholars | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|-----------------------|--------------|-------------|---------------|--------|--------|--------|---------|---------|---------|---------|
| Number of Suspensions | 331          | 202         | 165           | 40     | 49     | 67     | 86      | 89      | 0       | 0       |
| Total Days            | 698.5        | 423.5       | 335.5         | 89     | 107.5  | 153    | 166     | 183     | 0       | 0       |
| Suspension Rate       | 20.66%       | 55.80       | 79.71         | 15.04  | 16.39  | 24.54  | 30.39   | 31.67   | 0       | 0       |
| Permanent Exclusions  | 0            | 0           | 0             | 0      | 0      | 0      | 0       | 0       | 0       | 0       |

### Reset:

| Year Group | Total Reset Events | SEN Reset Events | PP Reset Events |
|------------|--------------------|------------------|-----------------|
| 7          | 225                | 148              | 130             |
| 8          | 304                | 202              | 210             |
| 9          | 286                | 145              | 172             |
| 10         | 525                | 92               | 250             |
| 11         | 225                | 82               | 137             |
|            | 1565               | 669              | 889             |

### Detentions:

| Year Group | Total Detention Events | SEN Detention Events | PP Detention Events |
|------------|------------------------|----------------------|---------------------|
| 7          | 4197                   | 2401                 | 2745                |
| 8          | 7095                   | 2724                 | 3759                |
| 9          | 7982                   | 3017                 | 4422                |
| 10         | 7886                   | 1212                 | 3563                |

|           |              |              |              |
|-----------|--------------|--------------|--------------|
| <b>11</b> | <b>5789</b>  | <b>975</b>   | <b>1888</b>  |
|           | <b>33669</b> | <b>10329</b> | <b>16377</b> |

### Top 3 Reasons

Persistent or general disruptive behaviour – 61.93%

Verbal abuse/threatening behaviour against an adult – 16.01%

Physical assault against a pupil – 9.67%

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

### Last Academic Year

### Suspensions:

|                       | All Scholars | PP Scholars | SEND Scholars | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|-----------------------|--------------|-------------|---------------|--------|--------|--------|---------|---------|---------|---------|
| Number of Suspensions | 551          | 256         | 183           | 14     | 79     | 133    | 159     | 165     | 1       | 0       |
| Total Days            | 953          | 340         | 324.5         | 24.5   | 137.5  | 235    | 271.5   | 279.5   | 5       | 0       |
| Suspension Rate       | 32.13        | 68.27       | 75.93         | 4.62   | 26.78  | 44.33  | 54.64   | 56.12   | 0.74    | 0       |
| Permanent Exclusions  | 0            | 0           | 0             | 0      | 0      | 0      | 0       | 0       | 0       | 0       |

### Reset:

| Year Group | Total Reset Events | SEN Reset Events | PP Reset Events |
|------------|--------------------|------------------|-----------------|
| 7          | 109                | 66               | 67              |
| 8          | 591                | 238              | 340             |
| 9          | 662                | 145              | 282             |
| 10         | 431                | 119              | 193             |
| 11         | 455                | 140              | 116             |
|            | <b>2248</b>        | <b>708</b>       | <b>998</b>      |

### Detentions:

| Year Group | Total Detention Events | SEN Detention Events | PP Detention Events |
|------------|------------------------|----------------------|---------------------|
| 7          | 1833                   | 799                  | 1018                |
| 8          | 4123                   | 1336                 | 2121                |
| 9          | 5342                   | 967                  | 2229                |
| 10         | 3600                   | 709                  | 1205                |
| 11         | 2577                   | 665                  | 639                 |
|            | <b>17475</b>           | <b>4476</b>          | <b>7212</b>         |

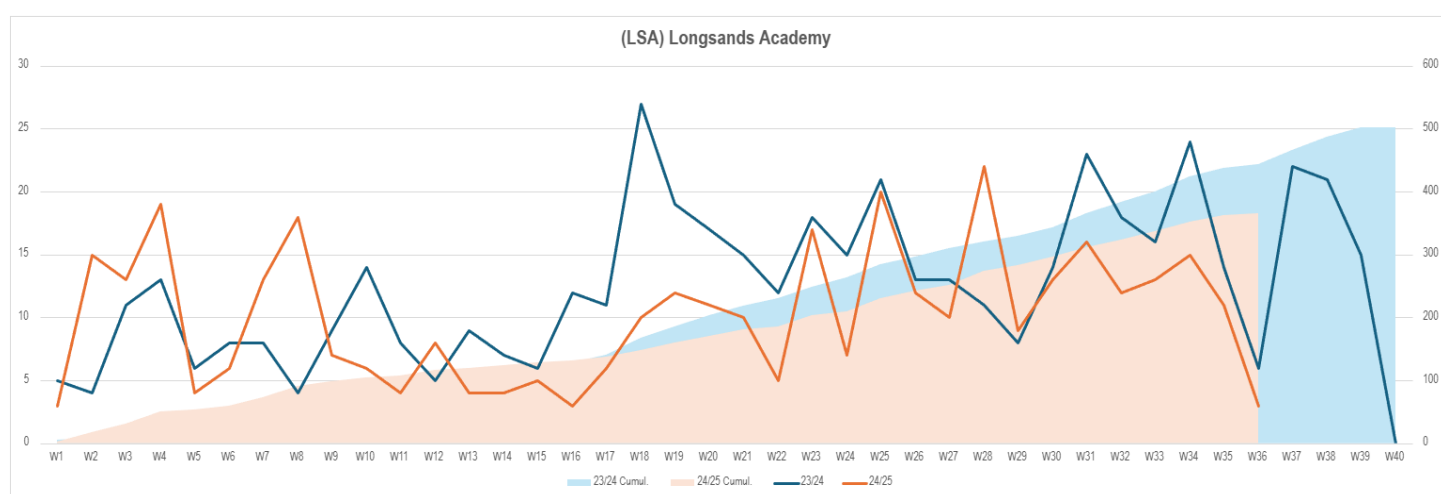
### Top 3 Reasons

**Persistent or general disruptive behaviour – 87.49%**

**Verbal abuse/threatening behaviour against an adult – 7.26%**

**Physical assault against a pupil – 5.08%**

### Suspension, Reset and Detention analysis and commentary:



Suspensions have reduced when compared to last year, particularly within key stage 4, which has fallen by 46%. KS3 has improved significantly by a reduction in suspensions by 31%. Year 7 has been the most challenging when compared to last year, which is evident in an increase in suspensions. This is partially due to the nature of the cohort (higher number of disadvantaged than previous academic year), and through the consistent approach of our Academy behaviour policy.

Detentions have increased by 93%, which is a large increase. This is a positive correlation when compared to the overall reset events, which have decreased by 30%. The detention increase and Reset/suspension decrease shows that all staff are improving their level of consistency and implementation of the behaviour policy. Scholars are receiving detentions and then 'changing' their behaviour to prevent further escalation to Reset and Suspension.

The robust data analysis of the pastoral team supports to ensure reset and suspension reduce through prevention rather than reaction. Each week suspensions and reset students are carefully monitored through distinct re-integration meetings, which provide scholars and parents with clear instructions and targets to improve behaviour and prevent repeated behaviour. Our suspension reduction plan (Appendix 4) outlines key actions, which support the reduction of all behaviour events.

## Behaviour and Culture Analysis Next Steps:

What actions will you be taking this next half term considering your data and analysis?

- Review and produce the new 'Life at Longsands' for academic year 2025 / 26. This is our behaviour curriculum delivered by tutors once per week. It is important, we identify trends of poor behaviour and use this time to carefully construct purposeful resources to support scholars to understand the 'why' for specific aspects of behaviour. For example, litter and the implications this has on the site.
- Codify the Core Routines into areas of priority and develop purposeful CPD to staff in September 2025. This includes reiterating to staff the 'why' but to ensure staff understand the expectations of each routine along with purposeful re-boarding for scholars.
- Core Routines have been further developed which will be embedded robustly for September 2025. Staff and Students will have lots of opportunity to practise the redefined routines to ensure they are consistent.
- Provide Head of Departments (HODS) with lesson removal data. This will provide information to HOD's with specific hot spots to enable them to complete learning walks but support staff development in behaviour management.
- Year 7 – 13 re-boarding in September 2025. Produce a carefully sequenced and purposeful re-boarding experience for scholars starting or returning to school in Sept 25.
- Behaviour and Culture unit (Reset/Triage). Decorate and update the environment with new chairs and tables along with poster presentation to outline expectations. This is powerful for a positive culture in the ROSLA.
- Update all intervention grids for our most challenging scholars to ensure students are supported to meet the expectations of the behaviour policy.
- Behaviour escalation map planning for September 2025 to support with reducing the number of scholars who attend triage for a lesson removal/truancy.
- Bullying 4/5 stage process implemented and reviewed for September 2025.
- Further consultation with Ernulf to further develop off site direction.
- Analysis of % attendance to detention to further support intervention for scholars to ensure long term improvement in the number of scholars in detention.
- The development of 'the role of the tutor' to support Academy culture to ensure behaviour is prevented before it gets to the pastoral team. A creation of another layer of support for both scholars and parents.
- Introduction to lesson removal phone calls from subject teachers for September 2025. This is to support and ensure parents are aware of the reason for the lesson removal to hold scholars accountable and provide the extra layer of intervention to support behaviour and culture long term.

## Attendance

### Whole School Attendance

|                                   | Key Attendance Target | This time last year | Year to date: End of summer term one |
|-----------------------------------|-----------------------|---------------------|--------------------------------------|
| Whole School                      | 97%+                  | 90.9%               | 89.8%                                |
| Individual Student                | 97%+                  | -                   | -                                    |
| Pupil Premium                     | 90%                   | 85.7%               | 82.8%                                |
| SEND                              | 90%                   | 85.5%               | 79.9%                                |
| Maximum % of scholars who are PA: | 15%                   | 25.4%               | 22.3%                                |

|                                |     |       |       |
|--------------------------------|-----|-------|-------|
| % of PP scholars who are PA:   | 20% | 43.9% | 39.5% |
| % of SEND scholars who are PA: | 20% | 36.8% | 41.3% |

- Overall attendance is 1.1% down compared to the same point last year however, the gap from SpT2 has narrowed by 0.2%.
- We have seen an increase in the number of PP and SEND scholars absent from the academy and those in Year 11 on alternative provision has been a contributory factor to this. Regular communication with the parents/carers of SEND scholars and the use of the academy minibus to collect scholars absent during the exam period has been helpful in improving attendance rates.
- The percentage of scholars who are classed as persistently absent is 3.1% improved compared to the same point last year and the gap from SpT2 has narrowed by 1.0%. The Pastoral team continue to actively engage with parents/carers and scholars classed as persistently and severely persistently absent. Initiatives are in place to improve their attendance.

Scholars at Alternative Provision: **CONFIDENTIAL**

#### Attendance for Year 11: Class of 2025

|                                   | Key Attendance Target | This time last year | Year to date: End of summer term one |
|-----------------------------------|-----------------------|---------------------|--------------------------------------|
| Whole School                      | 97.0%                 | 89.2%               | 84.6%                                |
| Individual Scholars               | 97.0%                 | -                   | -                                    |
| Pupil Premium                     | 90.0%                 | 81.7%               | 67.9%                                |
| SEND                              | 90.0%                 | 86.1%               | 60.7%                                |
| Maximum % of scholars who are PA: | 15.0%                 | 26.6%               | 30.6%                                |
| % of PP scholars who are PA:      | 20.0%                 | 46.8%               | 55.9%                                |
| % of SEND scholars who are PA:    | 20.0%                 | 40.0%               | 63.2%                                |

- Year 11 attendance has continued to cause concern this academic year and prior to the exam season, a specific Year 11 exams plan was put into place to support their attendance at this crucial time.
- A high priority list of scholars was identified and subsequently sub-divided by absence severity. Scholars on this list were routinely called ahead of every exam to ensure attendance.

**Attendance Next Steps: Attendance Improvement Plan attached as appendix 5.**

## CPD Planning for September

## Staff Onboarding, Reboarding and Professional Development – 2024–25

We have developed a comprehensive approach to onboarding, reboarding, and professional development for 2024–25 to ensure all staff, new and existing, are supported to deliver high-quality teaching aligned with the Astrea Longsands Way.

### Onboarding and Induction

Our New Staff Induction Day is fully planned for Monday 8th July. During this day, new staff will be introduced to our core routines and expectations, receiving updated microscripts and “what to dos” that support consistency and clarity. They will be guided through the day by members of SLT and key middle leaders, with time allocated for modelling, rehearsal, and Q&A.

Following this, we will deliver a structured induction programme during the first half term for all new staff. This programme will support them in embedding the Astrea Longsands Way, with a particular focus on our behaviour systems and routines. Sessions will be delivered by a combination of senior leaders and key middle leaders, ensuring all new staff are well supported from the outset.

### Reboarding for Returning Staff

All returning staff will also be re-engaged at the start of the year through key refresher sessions on culture, routines, and academic expectations, ensuring a shared clarity and a strong, united start to the year. **Please see Appendix 6.**

### CPD, Deliberate Practice and Intellectual Preparation

Our 2025-26 CPD programme is coherently sequenced across the year to maximise impact:

- Each deliberate practice session will focus on a core element of great teaching.
- These sessions will be followed by a fortnightly whole-school focus, which will also be the focus for lesson visits using Steplab, ensuring feedback is precise, actionable, and aligned.
- Curriculum intellectual preparation sessions will follow, enabling teams to reflect on how the teaching principle can be embedded into planning and delivery within subject areas.

This integrated cycle is designed to create depth and continuity, allowing staff to develop key strategies through practice, feedback, and curriculum application.

In addition, lesson visits will be opened up to all staff, creating opportunities for peer observation and feedback. This supports our commitment to growing a strong culture of feedback and collaborative improvement, which has been a defining feature of our professional development approach this year.

## Transition Update

### Year 6 to 7:

- In March we introduced ourselves to prospective parents following their child’s offer of a place to the academy. We introduced what we stand for, and what we can expect from each other and all parties. Each family was invited to meet with a member of SLT and review and sign the commitment to excellence document. On these evenings 179 families signed this document. The remaining 76 families will be asked to do this at the parents evening at the end of the first of our 2 transition days on 24<sup>th</sup> and 25<sup>th</sup> June.
- During the weeks commencing 19<sup>th</sup> May and 2<sup>nd</sup> June, we have visited all our primary feeders who have 5 or more scholars joining us to meet the scholars and collect additional data on each scholar to smooth the transition

process for all. A data sheet was sent out prior to these meetings, with the meeting to gain additional information on identified key students. Tutor groups have been made based upon this data and house has also been informed by any siblings already at the school.

- We now have our new head of year 7, Chloe Burley, who will meet parents for the first time at the parents evening on transition days and will be present for scholars across the two transition days.
- Several days have been set up for year 5 scholars to come up from our feeder schools to experience science, DT, PE and Music sessions. These are on a sign-up basis by the schools and will take place in the first week of July.
- An Astrea PSHE booklet on transition has been edited to reflect Longsands and been shared with all primaries, who have been encouraged to work through this with upcoming scholars, to further help prepare them for September. All prospective scholars have transition work for English and Maths, and a booklet to complete about themselves to share with new tutors.

**RAG rated transition plan.** \*All amber events are to take place over the course of the next few weeks. - [Longsands Transition Plan](#)

**Family handbook for 2025/26** - [Family Handbook 2025-26](#)

## Commitment to Excellence Document



## Commitment to Excellence 2025/26

We believe that a great academy is simply one where everyone is united in a common goal to provide the best educational experience for the scholars and community we serve. We recognise that Longsands academy is in a truly privileged position, being an academy for the community and helping to shape the future of generations to come. This a partnership between academy, scholars, and families, holding the highest aspirations and working together to ensure every child and young person excels. We believe that this partnership is essential in achieving this aim.

### Vision:

- We believe that all scholars, regardless of their starting point, should be guided and supported to develop the academic, social and moral understanding and behaviours to be successful and happy in their future.
- As a community of scholars, staff and parents/carers we are respectful, polite and courteous to each other in all that we do.
- Our scholars are ambitious, developed through their love of learning, which will allow them to go to university or an aspirational alternative.

### Values:

| Scholarship                                                                                                   | Tenacity                                                                                         | Curiosity                                                                                              | Respect                                                                                       | Responsibility                                                                                     |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| This means really enjoying learning and doing well in school. It's about trying hard, thinking carefully, and | It means not giving up, even when things get tough. It's about staying determined, working hard, | It is all about wanting to know more and asking lots of questions. It's about being open to new ideas, | It means treating others kindly and considering their feelings and opinions. It's about being | It is about doing the right thing and being reliable. It's about keeping your promises, doing your |

|                                                         |                                                      |                                                                                |                                                                          |                                                                      |
|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|
| exploring different subjects to understand them better. | and bouncing back from setbacks to reach your goals. | thinking about things in different ways, and being excited to learn new stuff. | fair, listening to others, and making everyone feel valued and included. | homework on time, and thinking about how your actions affect others. |
|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|

**Scholars and parents/carers can expect the Academy to:**

- provide a supportive, inclusive, and safe learning environment so that scholars can fulfil their potential academically and personally.
- teach a carefully sequenced curriculum which is aspirational and accessible to all scholars.
- promote a positive approach to learning and celebrate achievement.
- review class work and homework and give regular feedback in class.
- provide opportunities for parents/carers to meet teachers when progress will be discussed.
- encourage high standards of behaviour, a sense of personal responsibility and resilience.
- promote and support emotional, physical, and mental wellbeing.
- let parents/carers know about any concerns or problems that may affect scholar learning, behaviour or well-being and offer support when required.
- keep parents/carers informed about Academy activities through letters, newsletters, the website and the 'My Child at School App'.
- provide a range of extra-curricular and enrichment opportunities.
- Commit and engage with the academy in positive and open communication.

**The academy expects parents/carers to:**

- support your child's education, believing that your involvement is vital for their success.
- work in partnership with staff at the academy.
- give your full support to the academy, including supporting all policies and procedures.
- support the academy's behaviour policy and procedures and ensure your child always attends and completes sanctions required by the academy.
- support our ethos of mutual respect in all communications.
- attend meetings with the academy about your child's education and progress.
- support the teaching and learning of scholars by ensuring that your child completes their homework under suitable conditions.
- support your child to attend every day and work with the academy to ensure your child has excellent attendance and punctuality.
- ensure that your child has all necessary equipment and full academy uniform.
- inform the academy of any changes in domestic circumstances.

**The academy expects scholars to:**

- always model the academy's values and ethos
- treat all staff and fellow scholars with kindness and respect.
- work hard by completing all classwork / homework on time and to the best of their ability.
- be a good ambassador for the academy in and out of uniform, including with any online activity.
- uphold the highest standards of behaviour and abide by the academy rules.
- strive to achieve 97%+ attendance and arrive on time.
- bring all the equipment, books and kit needed each day.
- wear uniform correctly, always looking smart and presentable.
- switch mobiles phones and electronic devices off during the academy day. Any phones seen or heard or used during the academy day will be confiscated.
- follow all instructions first time and every time.

- take responsibility for their actions, intentions, and words, do not undermine the safety of others.
- complete any sanctions required and respond in a polite and courteous way.
- keep the academy and the surrounding environment free from litter and graffiti.

- contribute to a safe community by refraining from bringing prohibited items into the academy and always reporting instances of bullying or hate.
- embrace extra-curricular and enrichment opportunities, contributing positively to the Academy and the wider community.

|                        |                                  |                           |
|------------------------|----------------------------------|---------------------------|
| <i>Staff name:</i>     | <i>Parent / carer name:</i>      | <i>Scholar name:</i>      |
| <i>Staff signature</i> | <i>Parent / carer signature:</i> | <i>Scholar signature:</i> |
| <i>Date:</i>           | <i>Date:</i>                     | <i>Date:</i>              |

*By signing this agreement, you are acknowledging that you have read the above information and that you agree to support this partnership with your child and the staff at Longsands Academy.*

#### **6<sup>th</sup> Form Transition:**

#### **Applications**

#### **Year 11 into 12:**

#### **Transition into 6<sup>th</sup> Form**

Total number of conditional offers made to date: **53**

Of which:

1<sup>st</sup> choices: **21**

2<sup>nd</sup> choices: **18**

3<sup>rd</sup> choices: **10**

4<sup>th</sup> choices: 4

A number of second and third choice scholars, during their interviews, stated that they regretted not putting us as higher preference but due to the rules stated by other 6<sup>th</sup> forms they felt obliged to. Of the 37 second and third choice preferences 6 – 8 of these I believe are 'flippable' to us.

We will have a single class of between 25 and 30 scholars in the academic side of the 6<sup>th</sup> form in September with a further 28 scholars enrolled in the Stageworks provision, thus, the numbers in 6<sup>th</sup> form for September will be:

Year 12: c. 55

Year 13: 75

Total: c 130 scholars.

### **Induction process:**

2<sup>nd</sup> July 2025: In school 6<sup>th</sup> form immersion day – scholars will have a bespoke plan for their day.

Day 2 3<sup>rd</sup> July 2025: Team building activity at Jungle Parc Irchester.

In August we will be prominent in the hall during results day and ensure that we are available to speak to individual scholars who may not have done as well as expected or done better than expected and enrol them into the 6<sup>th</sup> form.

All year 11 scholars will receive a letter from me at the end of term to explain this and that it is not too late to change their minds as to the 6<sup>th</sup> form provision that they wish to take up.

### **Looking forward: Year 10**

The focus for our recruitment drive in year 10 has to be with our own scholars (269 current NOR) and Ernulf scholars (135 current NOR.) We need to treat these scholars as internal candidates. We are two schools in the same town, in the same Trust – this needs to be our USP. Scholars have had the experience of being in an Astrea secondary academy so know what is what, therefore they should be targeted to stay.

1. Assemblies held at both Ernulf and Longsands.
2. Targeted assemblies to be held at both schools focussing on the different elements of life in the 6<sup>th</sup> form.
3. 1:1 or small group meetings to be held with targeted scholars at Ernulf.
4. 1:1 meetings to be held with all year 10 scholars at Longsands.

### **Curriculum update**

We will continue to run our curriculum offer for the current year 12 into 13. Subjects that will be running for year 12 cohort in September 2025:

A Levels:

- Biology
- Chemistry
- Physics
- History
- Geography
- Classics

- Psychology
- Sociology
- RE
- English Language & Literature
- Mathematics
- Further Maths
- Art and Design
- Business Studies
- Computer Science
- Sport
- Accounting
- Politics
- Film Studies
- Media Studies
- Law
- EPQ

We are intending to run these subjects on relatively small numbers. This will ensure the ultimate longevity of the 6<sup>th</sup> form by creating a consistent base of subjects from which scholars can choose. We are loathed to cut subjects from the curriculum as this will inevitably lead to scholars opting to attend other 6<sup>th</sup> form providers. We are in a strong position where we can ensure that all courses are staffed by subject experts.

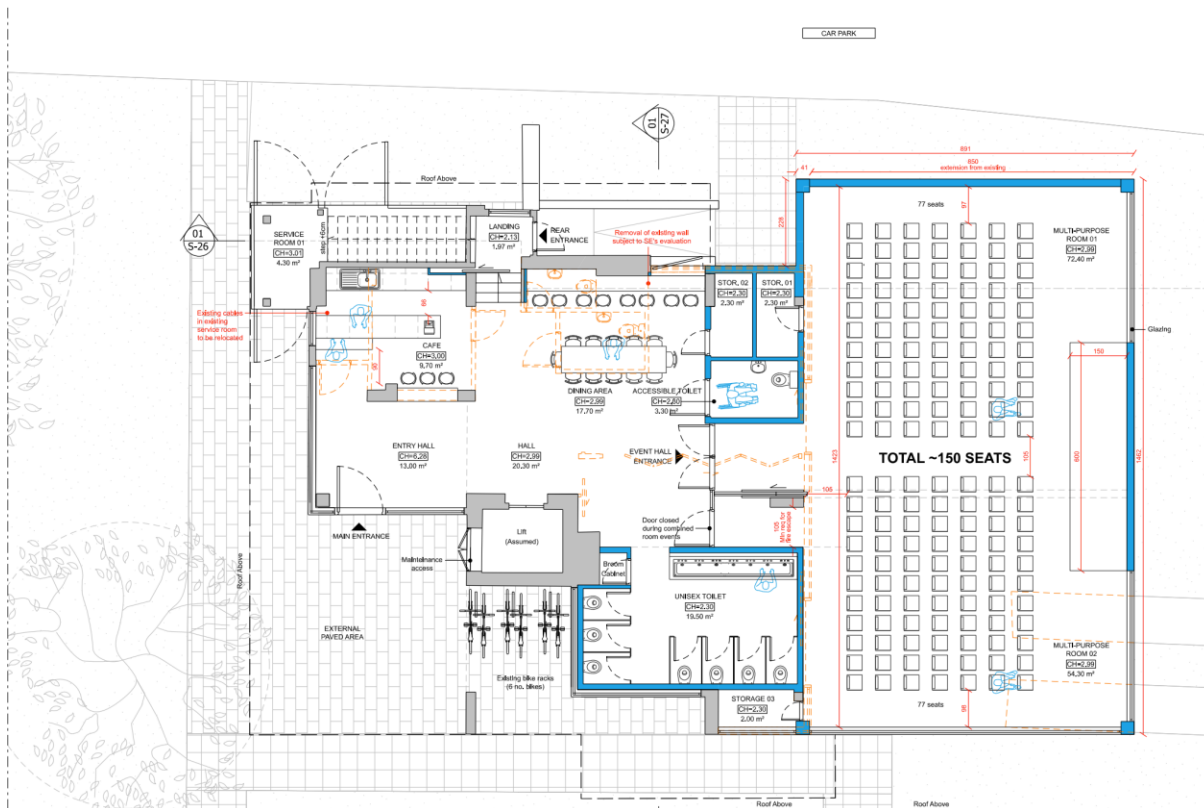
#### **Current and planned improvements to 6<sup>th</sup> form buildings**

1. Remedial improvements have been made to the ground floor of the block – New flooring, new furniture (Tables, chairs and sofas) as well as a pool table, this is now a more ‘welcoming’ social space.
2. Further ‘academic’ furniture purchased and installed on the middle floor study areas.
3. A new wellbeing space has been created on the top floor.

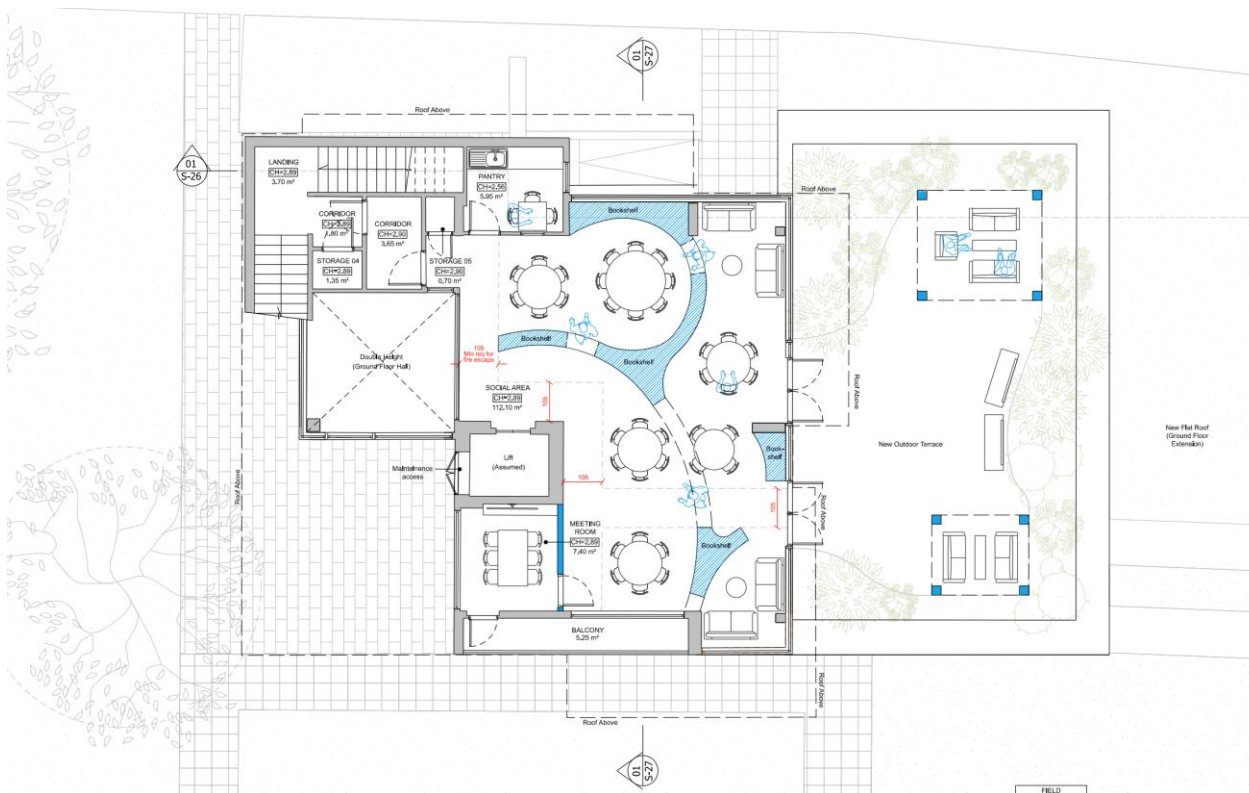
#### **6<sup>th</sup> Form Design Plans**

We are currently in the process of designing and developing plans for a full refurbishment of the 6<sup>th</sup> form space to allow us to compete with other local schools. This is an exciting time and shows a commitment to retaining, consolidating and ultimately growing our 6<sup>th</sup> form provision.

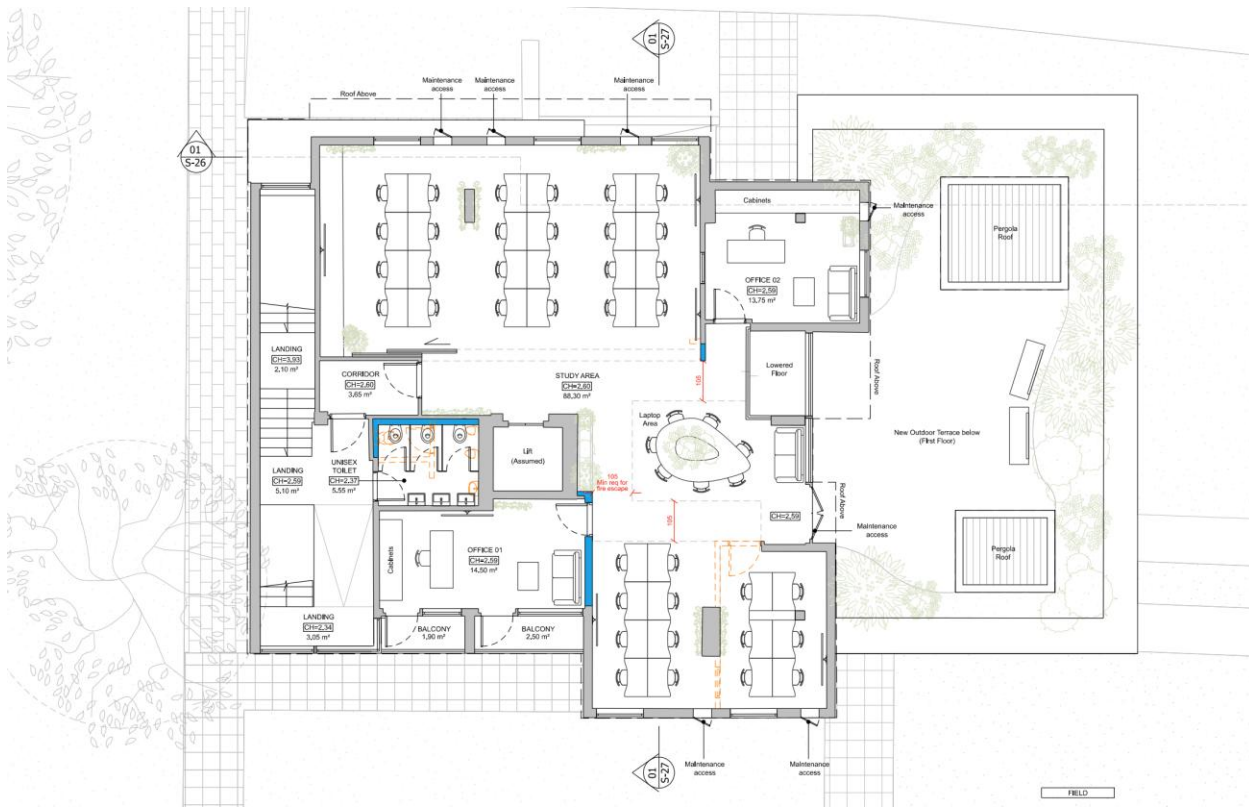
#### **Planned Extension to the ground floor**



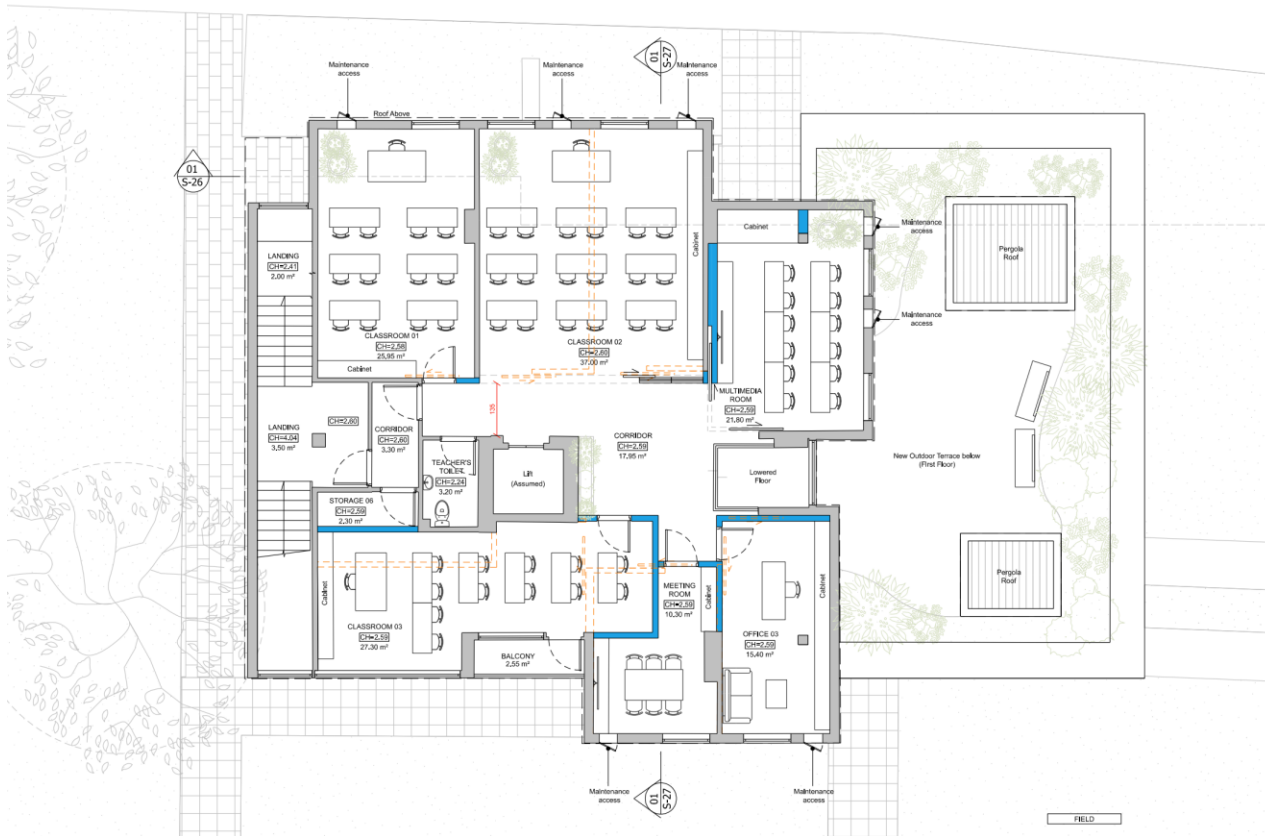
**First Floor: study area with outside terrace over the new extension**



**2nd Floor: Study space-IT facilities**



### 3<sup>rd</sup> Floor: New classrooms created



## Design Concepts:

### Ground floor extension: Conference facility



### Classrooms



### Study Area



## HR, Operations and Site Update

### HR and Staffing Update - CONFIDENTIAL

### Monthly HR Metrics - CONFIDENTIAL

### Site maintenance/improvements and any site works projects

Please provide details of any current site improvements and current projects. Please provide an update on the summer works.

#### Easter

Sixth form had the ground floor redecorated, it was re painted, had a new floor, new chairs, sofas and tables, deep cleaned. Pool table added in May half term.

The exterior wall on the front car park was fixed due to subsidence. The rest of the wall is being monitored.

The ROSLA was set up for Reset and Triage, rooms were moved around, cleaned, blinds repaired, Paxton's added. A ramp was built to assist with entry. A perimeter fence has been installed to avoid scholars walking around the back. The garden area was cut back so it can now be used by scholars in reset as outside space.

Windows were installed in C corridor to complete the run from Ritchie to New Hall.

General maintenance around site such as litter picking and compliance.

#### May Half Term

Sixth form had a Wellbeing Room set up on the top floor, this was painted and new furniture installed to give the students a quiet space to switch off.

Branded blinds have been installed in Ritchie and New Hall, the bottom floor of Sixth form, corner of New Hall and C8 were all measure for the next phase.

Windows were installed in New Hall small pod area finishing the space, this creates an extension to New Hall with outside seating.

The site had all exterior windows cleaned including the solar panels.

Improvements were made to the F block toilets where a wooden panel was added to the roofs to avoid students continuously breaking the ceiling tiles. Plans to complete H block in the summer half term.

General maintenance and compliance, including the replacement of a water unit in E block. Wiring and lights fixed in G block.

### Summer Break

Plans to have the POD canopy replaced (awaiting confirmation) in addition to this, the floor needs to be improved and new tables and chairs to make the space more aesthetically pleasing.

Fire doors ongoing with the addition of 19 doors without glass to be replaced with glass, the doors and locks have been ordered, it is just a case of when SJM can book time to complete. This will start in the evenings before summer break starts.

More blinds added depending on where they are needed next.

Investigation into solution for the floor tiles in New Build as this is becoming a trip hazard across the building.

### **Any other site or operational matters**

Please provide details of any further site or operational matters relevant to your academy.

Site team is now a full team and appears to be stable, training being put in place to avoid concerns if absence was to happen in future.

Continued concerns around RCCN and IFG where standards are simply not being met for both areas. Meetings taking place.

New contract being written to continue the lease with the Nursery on site, they are asking to make improvements to the building that will need to be agreed by the Trust.

## **NOR Update**

Please provide updates below of current NOR.

### **Current NOR**

PAN: 290

|            | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total NOR |
|------------|--------|--------|--------|---------|---------|---------|---------|-----------|
| June 2025  | 255    | 287    | 261    | 267     | 274     | 77      | 119     | 1545      |
| March 2025 | 256    | 287    | 260    | 269     | 278     | 77      | 119     | 1546      |

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total NOR |
|--------|--------|--------|---------|---------|---------|---------|-----------|
| 259    | 289    | 262    | 270     | 278     | 77      | 119     | 1554      |

|                                |     |     |     |     |     |     |     |      |
|--------------------------------|-----|-----|-----|-----|-----|-----|-----|------|
| October Census 2024            | 262 | 294 | 269 | 272 | 275 | 77  | 120 | 1573 |
| Start of term-September 2024   | 260 | 294 | 269 | 272 | 279 | 76  | 120 | 1570 |
| July 2024                      | 295 | 278 | 279 | 279 | 41  | 122 | 2   | 1296 |
| January 2024                   | 297 | 283 | 285 | 283 | 286 | 125 | 95  | 1654 |
| October 2023 Census            | 300 | 285 | 290 | 284 | 287 | 128 | 97  | 1671 |
| 4 <sup>th</sup> September 2023 | 300 | 279 | 289 | 282 | 288 | 114 | 98  | 1650 |
| July 2023                      | 281 | 293 | 287 | 291 | 106 | 97  | 6   | 1361 |
| January 2023                   | 283 | 292 | 287 | 286 | 272 | 102 | 168 | 1690 |
| October 2022 Census            | 278 | 293 | 288 | 282 | 272 | 106 | 172 | 1691 |
| 1 <sup>st</sup> September 22   | 279 | 289 | 285 | 279 | 270 | 88  | 173 | 1663 |
| October 2021 Census            | 291 | 288 | 282 | 277 | 265 | 186 | 150 | 1739 |

#### Leavers and Joiners:

|                                     | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|-------------------------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| Leavers in autumn term 2023         | 2      | 8      | 9      | 6       | 3       | 9       | 1       | 38    |
| Leavers in spring term 2024         | 4      | 6      | 7      | 9       | 3       | 1       | 1       | 31    |
| Leavers in summer term to date 2024 | 5      | 13     | 18     | 4       | 0       | 5       | 0       | 45    |
| Total number of Leavers 2023-24     | 11     | 27     | 34     | 19      | 6       | 17      | 2       | 116   |
| Leavers in autumn term 2024         | 5      | 6      | 6      | 12      | 3       | 2       | 1       | 35    |
| Leavers in spring term 2025 to date | 1      | 2      | 4      | 1       | 0       | 0       | 0       | 8     |
| Joiners in autumn term 2023         | 0      | 13     | 4      | 7       | 3       | 2       | 0       | 29    |
| Joiners in spring term 2024         | 2      | 2      | 4      | 2       | 3       | 0       | 0       | 13    |
| Joiners in summer term 2024         | 3      | 1      | 4      | 5       | 1       | 0       | 0       | 14    |

|                                             |   |    |    |    |   |   |   |    |
|---------------------------------------------|---|----|----|----|---|---|---|----|
| Total number of Joiners end of year 2023-24 | 5 | 16 | 12 | 14 | 7 | 2 | 0 | 56 |
| Joiners in autumn term 2024                 | 6 | 2  | 2  | 11 | 2 | 3 | 0 | 26 |
| Joiners in spring term 2025 to date         | 0 | 2  | 2  | 3  | 1 | 0 | 0 | 8  |

|                                                    |          |           |           |           |          |          |          |           |
|----------------------------------------------------|----------|-----------|-----------|-----------|----------|----------|----------|-----------|
| Joiners in spring term 2024                        | 2        | 2         | 4         | 2         | 3        | 0        | 0        | 13        |
| Joiners in summer term 2024                        | 3        | 1         | 4         | 5         | 1        | 0        | 0        | 14        |
| <b>Total number of Joiners end of year 2023-24</b> | <b>5</b> | <b>16</b> | <b>12</b> | <b>14</b> | <b>7</b> | <b>2</b> | <b>0</b> | <b>56</b> |
| Joiners in autumn term 2024                        | 6        | 2         | 2         | 11        | 2        | 3        | 0        | 26        |
| Joiners in spring term 2025                        | 0        | 2         | 2         | 3         | 1        | 0        | 0        | 8         |
| Joiners in summer term 2025 to date                |          |           |           |           |          |          |          |           |

### Elective Home Education:

(Definition – those who remain off role at the start of 2024/25)

|                      | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|----------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| Total EHE 2021-22    | 2      | 4      | 2      | 4       | 3       | 0       | 0       | 15    |
| Total EHE 2022-23    | 2      | 1      | 6      | 1       | 0       | 2       | 0       | 12    |
| Total EHE 2023-24    | 1      | 1      | 3      | 2       | 2       | 0       | 0       | 9     |
| EHE Autumn term 2024 | 4      | 8      | 12     | 10      | 3       | 0       | 0       | 37    |
| EHE spring term 2025 | 0      | 1      | 2      | 1       | 0       | 0       | 0       | 4     |
| EHE Summer term one  | 2      | 1      | 0      | 0       | 0       | 0       | 0       | 3     |

|  | 2022-23 | 2023-24 | 2024-25 YTD<br>(end of summer term one) |
|--|---------|---------|-----------------------------------------|
|--|---------|---------|-----------------------------------------|

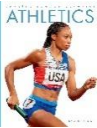
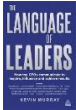
|                                                                 | Number | % of cohort | Number | % of cohort | Number | % of cohort |
|-----------------------------------------------------------------|--------|-------------|--------|-------------|--------|-------------|
| Total number of EHE in the academic year                        | 12     | 0.71%       | 36     | 2.17%       | 26     | 1.68%       |
| Of which did <b>not</b> join the academy at the start of Year 7 | -      | -           | -      | -           | 1      | 0.06%       |

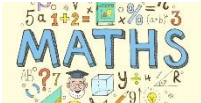
#### Analysis and Commentary:

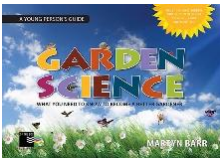
The main reasons provided for requests to Electively Home Educate this academic year are the mental health of scholars and dissatisfaction with the ethos and policies of the academy. 9 EHEs related to scholar mental health whilst a further eight cite dissatisfaction with the academy's ethos, policies or processes as the reason for requesting elective home education. Before any scholar is de-registered, a conversation between the strategic link for attendance (Jay Milne – Assistant Principal) and the parent/carer takes place. The parent/carer is invited into the academy to meet ahead of making a final decision. Whilst some parents have accepted this offer, many decline it. This academic year, one formal EHE request has been retracted due to this conversation and several others have not been formally submitted to the academy, due to these discussions.

### Any Other Academy Matters

#### Enrichment Programme for Summer Term

|         | Before School 8 am to 8:30 am                                                                                                               | Lunchtime                                                                                                                                                                                                                                                                                                                                                                                                                                                               | After School 3:15 pm – 4 pm / 4:30 pm                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MONDAY  | <p>Breakfast Club in New Hall<br/>New Hall</p>             |  GCSE Music Composition<br>Clinic: K4 BPA<br><br> Chess Club: 12.20-12.55<br>N28 AFR                                                                                                                                                                                                                  |  GCSE History & Classics Support 3.20-4.10 H31<br><br> Athletics Club// Pavillion//JBL/JHU/HDA/VPA // all Year Groups<br><br> Cricket Club//Pavillion//REL/KDI/ all year groups |
| TUESDAY | <p>Breakfast Club in New Hall<br/>New Hall Kelly R.</p>  |  Karaoke Club (Y 7-9) BPA<br><br> Language Leaders (Year 10) -<br>selected students in H4 1.20 - 1.50 LFE<br>& JWH<br><br> KS3 ART CLUB FSA – 12.20-<br>12.50 E1<br>(classroom may change during exam<br>time TBC) |                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                  |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>WEDNESDAY</p> | <p>Breakfast Club in New Hall<br/>New Hall Kelly R.</p>    |  <p>GCSE Music Sequenced Performance Group (Y10-11) BPA</p>  <p>KS3 ART CLUB FSA –<br/>12.20-12.50 E1<br/>(classroom may change during exam time TBC)</p> |  <p>GCSE History &amp; Classics Support 3.20-4.10 H31</p>  <p>BTEC Sport Catch up /F3.2/JBL Y10/Y11/Y12 and Y13<br/>Pickleball/Tennis Club/Sports hall /REL/JBL/KDI<br/>Girls Cricket Fixtures//KDI/JSA/VPA/HDA</p>  <p>Maths Circle for invited Y7s 3:15-4:15 in N2.15 with BWO<br/>Maths Clinic for KS5 students from 3:15 in F2 with JPH</p>  <p>GCSE Chemistry Clinic J2<br/>GCSE Biology Clinic J3<br/>A-level Biology Clinic J4</p> |
| <p>THURSDAY</p>  | <p>Breakfast Club in New Hall<br/>New Hall Kelly R.</p>  |  <p>Longsands Voices (Y7-9)<br/>BPA</p>  <p>KS3 Art Club FSA –12.20 -<br/>12.50 E1<br/>(class may change during exam times)</p>                        |  <p>Stem Club /G11/ESP/ Open to all year groups</p>  <p>History &amp; Classic Film Club/ 6<sup>th</sup> Form/ 3.20/H31</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|        |                                                                                                                                           |                                                                                                                                                                                    |                                                                                                                                                                                      |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FRIDAY | <p>Breakfast Club in New Hall<br/>New Hall Kelly R.</p>  |  <p>Music Technology Club<br/>(Y7-9) BPP</p>                                                       |  <p>Gardening club Science</p>                                                                      |
|        |                                                                                                                                           |  <p>Year 7 DT -Crochet Club in<br/>C5 JBO</p>                                                     |  <p>Fitness Suite Club/First 30 students only/ Pavillion/JBL/Y7/Y8/Y9/Y10 and<br/>Y11</p>          |
|        |                                                                                                                                           |  <p>KS3 ART CLUB FSA –<br/>12.20-12.50 E1<br/>(classroom may change during exam<br/>time TBC)</p> |  <p>Condoover Practice (Netball and Football) Boys Astro/ Girls Netball<br/>Courts/HDA/KDI/REL</p> |

## Categories

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

#### GCSE Music Composition Clinic: K4 BPA

Help and guidance offered to GCSE Music students who would like extra support with composition tasks. Open to all GCSE Music students.

#### Karaoke Club: K4 BPA

Enjoy singing solos? Release you inner Taylor Swift and pop along to our friendly, inclusive Karaoke Club! Open to Years 7-9.

#### Longsands Voices: K4 BPA

Enjoy singing in a group? Come along to Longsands Voices! Open to Year 7-9, we aim to build confidence when singing in a group and to rehearse towards concerts and shows throughout the year.

#### Music Technology Club: K4 BPA

If you would like to explore some of the music software in greater depth, this is for you! We will complete range of projects using music software, including how to use the studio to record sound and how to become a 'producer' of music.

#### Grade 5 Theory Group: K4 BPA

If you are currently having lessons on your musical instrument and would be considering taking Grade 6 in the future, you will need to take Grade 5 Music Theory. We have weekly sessions building up the skills needed to take this exam.

### **Speak Out Challenge**

On the 20<sup>th</sup> May, 30 of our year 10 scholars participated in a Public Speaking workshop, 20% of whom were PP scholars. This was for the whole day and from this two of our scholars have been selected to participate in the East Midlands Speak Out competition at ARU Peterborough on the 10<sup>th</sup> June. This latter event involves a workshop, rehearsal, dinner and competition.

### **Goal Posts**

Acting on feedback from our scholars “You said, we did”, we have purchased two sets of goal posts for the middle field, to stop the need for bins to be used as goal posts and enhance the games our scholars have with each other. These have been very well received, with many scholars stopping to thank us for these.

- Community Engagement and Events
- Attendance and updates at Parental Events
- Any other contextual matters/news/information

## Appendix 1: Draft year 10 MAP

### Year 10 into 11 Maximising Achievement Plan (25-26)

| Key Performance Targets                                                                                      |                                       |                                       |                                                                                              |                                                                                                         |                                                                                       |                                      |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------|
| Average Attainment 8 score:<br>ALL: 4.84<br>PP: <b>4.11</b><br>SEND K (support): 3.82<br>SEND E (EHCP): 4.77 | Grade 5+ Eng & Maths:<br><b>58.0%</b> | Grade 4+ Eng & Maths:<br><b>82.9%</b> | % of scholars achieving<br>EBacc 5+ <b>44.6%</b><br>EBacc 4+ <b>64.3%</b><br>(72.9% entered) | SPI (P8) score:<br>ALL: <b>0.54</b><br>PP: <b>0.10</b><br>SEND K (support): 0.12<br>SEND E (EHCP): 0.61 | Ave Grade per subject:<br>English – 4.93<br>Maths - 4.87<br>EBacc – 4.87<br>Open 4.71 | Scholars achieving 5+ GCSE 5+– 77.0% |

| Context and Intent                                  |            |
|-----------------------------------------------------|------------|
| <b>YEAR 10 forecasting (Spring 2024)</b>            |            |
| Indicator (Targets)                                 | <b>PR2</b> |
| Total no. of Scholars in the Cohort                 | 269        |
| KS2 Prior                                           | 103.5      |
| Attainment 8 (48.44)                                | 47.84      |
| Progress 8 (0.54)                                   | 0.44       |
| English Progress (0.23)                             | 0.08       |
| Maths Progress (0.63)                               | 0.76       |
| EBACC Progress (0.76)                               | 0.70       |
| Open Progress (0.45)                                | 0.20       |
| Scholars Achieving 9-5 in English and Maths (58.0%) | 52.4       |
| Scholars Achieving 9-5 in English (Best of) (66.2%) | 61.0       |
| Scholars Achieving 9-5 in Maths (61.7%)             | 66.5       |
| Scholars Achieving 9-4 in English and Maths (82.9%) | 80.7       |
| Scholars Achieving 9-4 in English (Best of) (87.7%) | 89.6       |
| Scholars Achieving 9-4 in Maths (83.3%)             | 85.1       |
| Scholars Achieving 9-7 in English and Maths (9.7%)  | 5.6        |
| Scholars Achieving 9-7 in English (Best of) (11.2%) | 8.9        |
| Scholars Achieving 9-7 in Maths (19.7%)             | 24.2       |

|                                            |      |
|--------------------------------------------|------|
| Scholars entered for the E-BACC (72.9%)    | 71.0 |
| Scholars Achieving the E-BACC (4+) (64.3%) | 57.2 |
| Scholars Achieving the E-BACC (5+) (44.6%) | 33.5 |
| E-BACC APS (4.66)                          | 4.60 |

#### Year 10 PR2 data

| Name               | 9 % | 9 - 8 % | 9 - 7 % | 9 - 6 % | 9 - 5 % | 9 - 4 % | 9 - 3 % | 9 - 2 % | 9 - 1 % | 9 - U % | 9 - X % | 9 - Abs % | Other | Total Grades | Average Grade | Average Points | Residual | Subject Progress Index |
|--------------------|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-------|--------------|---------------|----------------|----------|------------------------|
| Art (Fine)         | 0   | 0       | 18.2    | 45.5    | 63.6    | 93.9    | 97      | 97      | 97      | 100     | 100     | 100       | 100   | 33           | 5=            | 5.12           | 0.12     | 0.0                    |
| Art (Photography)  | 0   | 0       | 0       | 20      | 70      | 100     | 100     | 100     | 100     | 100     | 100     | 100       | 100   | 10           | 5=            | 4.9            | 0.64     | 0.4                    |
| Business Studies   | 0   | 1.8     | 7.1     | 30.4    | 53.6    | 64.3    | 80.4    | 91.1    | 92.9    | 92.9    | 92.9    | 100       | 100   | 56           | 4=            | 4.21           | -0.4     | 0.2                    |
| Computer Science   | 6.1 | 12.2    | 24.5    | 40.8    | 65.3    | 85.7    | 87.8    | 91.8    | 95.9    | 95.9    | 95.9    | 100       | 100   | 49           | 5=            | 5.1            | 0.09     | 1.4                    |
| English Language   | 0   | 0.8     | 7.2     | 26.5    | 59.1    | 89      | 98.9    | 99.6    | 99.6    | 99.6    | 99.6    | 100       | 100   | 264          | 5=            | 4.81           | -0       | 0.3                    |
| English Literature | 0   | 0.8     | 9.1     | 27.3    | 56.4    | 87.5    | 98.5    | 99.6    | 99.6    | 99.6    | 99.6    | 100       | 100   | 264          | 5=            | 4.79           | -0       | 0.3                    |
| Food & Nutrition   | 0   | 0       | 3.3     | 6.7     | 23.3    | 43.3    | 80      | 83.3    | 83.3    | 83.3    | 83.3    | 100       | 100   | 30           | 3=            | 3.23           | -0.5     | -0.                    |
| Geography          | 0   | 6.4     | 20      | 42.1    | 60      | 79.3    | 94.3    | 95      | 95.7    | 95.7    | 95.7    | 100       | 100   | 140          | 5=            | 4.93           | 0.11     | 0.                     |
| History            | 0   | 7.3     | 21      | 43.5    | 59.7    | 77.4    | 91.1    | 96      | 96      | 96      | 96      | 100       | 100   | 124          | 5=            | 4.92           | 0.03     | 0.8                    |
| Mathematics        | 0.4 | 4.5     | 24.6    | 48.9    | 67.8    | 86.7    | 91.7    | 95.1    | 96.2    | 97.3    | 97.7    | 100       | 100   | 264          | 5=            | 5.16           | 0.33     | 0.8                    |
| Media Studies      | 0   | 8.7     | 26.1    | 47.8    | 65.2    | 87      | 91.3    | 91.3    | 100     | 100     | 100     | 100       | 100   | 23           | 5+            | 5.17           | 0.61     | 1.1                    |
| MFL French         | 0   | 0       | 5.5     | 22.1    | 54.5    | 86.2    | 97.9    | 98.6    | 99.3    | 99.3    | 99.3    | 100       | 100   | 145          | 5=            | 4.64           | -0.4     | 0.5                    |
| MFL German         | 0   | 0       | 4       | 52      | 72      | 88      | 96      | 96      | 96      | 96      | 96      | 100       | 100   | 25           | 5=            | 5.04           | -0.6     | 0.8                    |
| MFL Spanish        | 0   | 0       | 9.4     | 31.3    | 75      | 93.8    | 100     | 100     | 100     | 100     | 100     | 100       | 100   | 32           | 5=            | 5.09           | -0.4     | 0.8                    |
| Music              | 0   | 5.3     | 21.1    | 36.8    | 68.4    | 73.7    | 89.5    | 94.7    | 94.7    | 94.7    | 94.7    | 100       | 100   | 19           | 5=            | 4.84           | -0.1     | 0.                     |
| PE                 | 0   | 0       | 0       | 25      | 45      | 82.5    | 100     | 100     | 100     | 100     | 100     | 100       | 100   | 40           | 5=            | 4.53           | -0.4     | 0.2                    |
| Product Design     | 0   | 8.3     | 16.7    | 25      | 50      | 66.7    | 100     | 100     | 100     | 100     | 100     | 100       | 100   | 12           | 5=            | 4.67           | -0.4     | 0.4                    |
| Science Biology    | 8.2 | 37.7    | 70.5    | 93.4    | 98.4    | 100     | 100     | 100     | 100     | 100     | 100     | 100       | 100   | 61           | 7=            | 7.08           | 0.62     | 1.2                    |
| Science Chemistry  | 1.6 | 19.7    | 63.9    | 95.1    | 100     | 100     | 100     | 100     | 100     | 100     | 100     | 100       | 100   | 61           | 7=            | 6.8            | 0.35     | 1.0                    |
| Science Physics    | 0   | 24.6    | 80.3    | 95.1    | 98.4    | 100     | 100     | 100     | 100     | 100     | 100     | 100       | 100   | 61           | 7=            | 6.98           | 0.53     | 1.1                    |
| Summary            | 0.6 | 5.5     | 19.8    | 40.8    | 63.8    | 85.8    | 95.3    | 97.2    | 97.8    | 98      | 98.1    | 100       | 100   | 1713         | 5=            | 5.07           | 0.04     | 0.6                    |

| Name             | 9 % | 9 - 8 % | 9 - 7 % | 9 - 6 % | 9 - 5 % | 9 - 4 % | 9 - 3 % | 9 - 2 % | 9 - 1 % | 9 - U % | 9 - X % | 9 - Abs % | Other | Total Grades | Average Grade | Average Points | Residual | Subject Progress Index |
|------------------|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-------|--------------|---------------|----------------|----------|------------------------|
| Science Combined | 0   | 0       | 1.7     | 11.6    | 42.1    | 71.2    | 89.4    | 94.1    | 95.1    | 95.1    | 95.1    | 100       | 100   | 406          | 44=           | 4.05           | -0.3     | 0.23                   |
| Summary          | 0   | 0       | 1.7     | 11.6    | 42.1    | 71.2    | 89.4    | 94.1    | 95.1    | 95.1    | 95.1    | 100       | 100   | 406          | 44=           | 4.05           | -0.3     | 0.23                   |

| Name    | D2* % | D2* - D2 % | D2* - M2 % | D2* - P2 % | D2* - D1 % | D2* - M1 % | D2* - P1 % | D2* - U % | D2* - F % | D2* - X % | D2* - Abs % | Other | Total Grades | Average Grade | Average Points | Residual | Subject Progress Index |
|---------|-------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-------------|-------|--------------|---------------|----------------|----------|------------------------|
| H&SC    | 0     | 33.3       | 46.7       | 86.7       | 93.3       | 93.3       | 93.3       | 93.3      | 93.3      | 93.3      | 100         | 100   | 15           | P2            | 4.87           | -0       | 0.85                   |
| Sport   | 0     | 0          | 50         | 68.2       | 81.8       | 90.9       | 90.9       | 95.5      | 95.5      | 95.5      | 100         | 100   | 22           | P2            | 4.07           | 0.09     | 0.07                   |
| Summary | 0     | 13.5       | 48.6       | 75.7       | 86.5       | 91.9       | 91.9       | 94.6      | 94.6      | 94.6      | 100         | 100   | 37           | P2            | 4.39           | 0.05     | 0.38                   |

| Name         | D2* % | D2* - D2 % | D2* - M2 % | D2* - P2 % | D2* - D1* % | D2* - D1 % | D2* - M1 % | D2* - P1 % | D2* - U % | D2* - Abs % | Other | Total Grades | Average Grade | Average Points | Residual | Subject Progress Index |
|--------------|-------|------------|------------|------------|-------------|------------|------------|------------|-----------|-------------|-------|--------------|---------------|----------------|----------|------------------------|
| Construction | 0     | 0          | 13.3       | 20         | 20          | 93.3       | 93.3       | 100        | 100       | 100         | 100   | 15           | D1*           | 2.53           | -0.8     | -1.1                   |
| Summary      | 0     | 0          | 13.3       | 20         | 20          | 93.3       | 93.3       | 100        | 100       | 100         | 100   | 15           | D1*           | 2.53           | -0.8     | -1.1                   |

| Priority Area                                       | Specific Intent and Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Update and summary of impact to date |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 1. Use of Mock exam data for precision intervention | <ul style="list-style-type: none"> <li>Analyse headline outcomes (Basics 4+/5+, A8, P8) by key scholar groups (PP, SEND, HPA) against FFT20 targets. (ELL, SLT)</li> <li>Conduct Question Level Analysis (QLA) and use Subject Progress Index (SPI) to highlight curriculum weaknesses and subject trends. (HoDs, SLT)</li> <li>Rank scholars by projected P8 to identify those with negative value or below-target performance. (HoY, ELL)</li> <li>Use crossover analysis (3/4, 4/5) in English and Maths to identify scholars for specific intervention.</li> <li>Form PM intervention groups based on mock data and tier-specific needs from September. (ELL, HoDs)</li> <li>Share findings with classroom teachers to adapt lesson planning and seating based on QLA insights.</li> <li>SLT link meetings to include focused review of mock performance, QLA, and intervention response plans. (SLT, HoDs)</li> <li>Record all actions, next steps, and planned interventions in line management documentation.</li> <li>Share outcomes and planned support with scholars and parents, including personalised feedback post-mock. (HoY, HoDs, ELL)</li> <li>Use tutor time to review mock results with scholars, set academic targets, and track actions.</li> </ul> | Sum II:                              |
|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Aut I:                               |
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|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sum II:                              |
| 2. Maximise Basics crossover (4+/5+ EM)             | <ul style="list-style-type: none"> <li>Use mock exams, class assessments, and teacher forecasts to identify scholars currently on the 3/4 and 4/5 borderline (ELL, HoDs)</li> <li>Create a centralised and regularly updated "Crossover Tracker" to monitor scholar movement between thresholds (Data Lead)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sum II:                              |
|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Aut I:                               |
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|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                        | <ul style="list-style-type: none"> <li>• Conduct weekly English and Maths crossover meetings to analyse pupil progress line-by-line and review interventions (ELL, HoD English/Maths)</li> <li>• Use shared scholar lists to coordinate strategies across both subjects for maximum impact</li> <li>• Deploy tailored intervention sessions during PM form time, Period 6, and holidays, specifically for 4+/5+ threshold scholars (ELL, HoDs)</li> <li>• Adjust in-class teaching strategies (e.g. targeted questioning, scaffolding, retrieval practice) for crossover scholars</li> <li>• Involve scholars in their own progress through review conversations, personal target setting, and progress tracking sheets</li> <li>• Provide additional resources (revision guides, online tools) tailored to 4+/5+ content</li> <li>• Communicate regularly with parents of crossover scholars through phone calls, letters, and progress updates</li> <li>• Invite parents to attend information evenings with a specific focus on supporting progress to 4+/5+ at home</li> <li>• Measure impact of interventions after each data drop or internal assessment cycle</li> </ul> | Sum I   |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sum II  |
| 3. Close gaps for PP and SEND scholars | <ul style="list-style-type: none"> <li>• Ensure all staff are fully aware of the PP and SEND scholars they teach through data dashboards, seating plans, and briefings (ELL, SENCO, Data Lead)</li> <li>• Deliver CPD on evidence-based strategies for high-impact teaching of PP and SEND scholars (TMS, BRE, SENCO)</li> <li>• Track the progress of PP and SEND scholars separately at each data drop, with comparisons to FFT20 and non-disadvantaged peers (ELL, SENCO)</li> <li>• Use mock exam and internal assessment data to identify underachievement early and respond rapidly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sum II: |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Aut I:  |
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|                                                    | <ul style="list-style-type: none"> <li>• Hold dedicated meetings with SLT, SENCO, HoY, and relevant subject leaders to RAG-rate PP and SEND scholars and prioritise subject-level support</li> <li>• Assign clear actions and follow-up from each meeting; revisit priority scholars regularly</li> <li>• Prioritise PP and SEND scholars for all available interventions, including PM form time, P6 sessions, and holiday revision (ELL, HoDs)</li> <li>• Audit curriculum access and materials to ensure equity (e.g. scaffolded booklets, adaptive resources, revision guides)</li> <li>• Create or update individual provision maps for SEND scholars and targeted PP scholars needing intensive support</li> <li>• Involve families in reviewing support plans and co-producing strategies when possible (SENCO, Tutors, HoY)</li> <li>• Where possible deploy TAs and additional adults to work with SEND/PP scholars based on need and subject priority</li> <li>• Share high-impact classroom strategies through DP, coaching, and peer sharing</li> <li>• Use SLT link meetings and subject reviews to monitor impact of interventions and teaching strategies on PP/SEND scholars</li> <li>• Celebrate progress of PP and SEND scholars publicly and privately to reinforce motivation and self-belief (Tutors, Teachers, HoY)</li> <li>•</li> </ul> | Spr II  |
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| 4. Maximise learning time via additional provision | <ul style="list-style-type: none"> <li>• Invite subject leaders to bid for P6 sessions in six-week cycles, with clearly defined scholar groups, learning objectives, and impact measures (ELL, HoDs)</li> <li>• Prioritise underperforming subjects and exam-critical content for P6 timetabling</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sum II: |
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|                                                                                                                         | <ul style="list-style-type: none"> <li>• Reconfigure PM form time (up to 3 hours per week) to deliver structured subject-specific interventions, with a focus on EBacc subjects (ELL, SLT)</li> <li>• Allocate scholars based on current progress data, crossover status, and curriculum gaps</li> <li>• Ensure Maths, English, and Science HoDs lead intervention groups during P6 and PM form sessions</li> <li>• Staff Y11 tutor groups with EBacc subject teachers who can provide focused academic and pastoral support (ELL)</li> <li>• Use centralised tracking to monitor attendance and engagement in all additional provision sessions</li> <li>• Require HoDs to evaluate the effectiveness of additional provision and report back at line management meetings</li> <li>• Regularly review groupings for PM and P6 sessions based on new data drops and mock exam outcomes</li> <li>• Adjust scholar placements to maintain momentum and respond to emerging needs</li> <li>• Share timetables, purposes, and expectations for additional sessions with scholars and parents</li> <li>• Reinforce the value of these sessions in assemblies and tutor time to maintain motivation and attendance</li> </ul> | Spr I: |
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| 5. Deliver targeted initiatives to raise aspirations among Year 11 scholars and promote a culture of high expectations. | <ul style="list-style-type: none"> <li>• Invite alumni and professionals (especially from similar backgrounds) to speak in assemblies or small groups. (JPO, BRE)</li> <li>• Organise trips to local colleges, sixth forms, universities, and employers (JPO, BRE)</li> <li>• Include career spotlight sessions in tutor time to link subjects to real-world opportunities (JPO, BRE)</li> <li>• Identify HPA, PP, and SEND scholars for personalised aspiration-raising interventions (TSM, SENCO, BRE)</li> <li>• Host aspiration-focused parent events showcasing progression routes and success stories (JPO, BRE, JMY)</li> <li>• Send home regular communication on scholar achievements and upcoming post-16 opportunities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |
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|                                 | <ul style="list-style-type: none"> <li>• Involve Year 11s in leadership roles (e.g., prefects, peer mentors)</li> <li>• Offer enrichment opportunities like debating, public speaking, STEM challenges, or academic competitions (TSM)</li> <li>• Provide workshops on growth mindset, resilience, and goal setting</li> <li>• SLT/middle leaders to meet with each scholar in summer term of year 10 to discuss post 16 plans</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                  |
| 6. Deploy best staff to Year 11 | <ul style="list-style-type: none"> <li>• SLT to review staffing plans with HoDs to ensure experienced and high-impact teachers are allocated to Year 11 groups (ELL, SLT)</li> <li>• Prioritise core and EBacc subjects for deployment of strongest practitioners (ELL, SLT)</li> <li>• Require SLT link approval for all Year 11 teaching allocations with clear rationale from HoDs</li> <li>• Use performance data (e.g., P8 contribution, value-added, scholar feedback) to inform decisions</li> <li>• Ensure any staff absence in Year 11 is covered by subject specialists or SLT where possible (BRE)</li> <li>• Assign long-term known cover or internal staffing solutions before using external supply for Year 11 (BRE)</li> <li>• Where possible, reduce split classes for Year 11 to improve continuity</li> <li>• Facilitate regular collaborative planning time for Year 11 staff to share high-impact strategies</li> <li>• Avoid assigning full Year 11 responsibility to ECTs unless strong performance is demonstrated, and provide mentoring if allocated (HoDs)</li> <li>• Adjust staffing where necessary mid-year if significant underperformance is identified (HoDs)</li> </ul> | Sum II<br>Aut I:<br>Aut II<br>Spr I<br>Spr II<br>Sum I<br>Sum II |
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| 7. Appropriate tiering in EBacc subjects | <ul style="list-style-type: none"> <li>• Use mock exam results, formative assessment data, and teacher feedback to assess suitability of current tiers in Science, Maths, and MFL (HoDs, ELL)</li> <li>• RAG scholars based on likelihood of success at current tier and readiness for potential tier movement</li> <li>• Hold tiering review meetings at the end of Year 10 and early in Year 11 as part of line management cycles (SLT Links, HoDs)</li> <li>• Use SPI and QLA to determine curriculum alignment and scholar strengths/weaknesses before making decisions</li> <li>• Reorganise class placements to align scholar needs with teacher strengths and tier expertise</li> <li>• Ensure experienced teachers with strong track records teach tier-sensitive groups (e.g., borderline Foundation/Higher) (SLT, HoDs)</li> <li>• SLT and curriculum leads (Head/ELL) to sign off final tiering decisions after reviewing recommendations from departments</li> <li>• All tier changes logged with rationale, shared with parents, and confirmed before entry deadlines</li> <li>• Review and finalise movements from Triple to Combined Science (if necessary) based on scholar performance and curriculum coverage</li> <li>• Ensure scholars have access to the route most likely to maximise their science outcomes (HoD Science, ELL)</li> <li>• Clearly communicate the rationale for tier entries to scholars and parents, including potential impact on future pathways</li> <li>• Provide revision support and exam preparation aligned to scholars' final tier entry (HoDs, Tutors)</li> <li>• Reassess tier appropriateness at each data drop, ensuring flexibility where progress trends suggest a change may benefit the scholar</li> <li>• Prepare contingency support (e.g. higher-tier question scaffolding) for borderline scholars approaching exams</li> </ul> | Aut I  |
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| 8. Improve curriculum and teaching in all subjects | <ul style="list-style-type: none"> <li>• Conduct curriculum audits to ensure alignment with specification weightings and maximise the use of remaining teaching time (HoDs, SLT)</li> <li>• All departments to plan for full content delivery by February half term to secure sufficient time for revision and exam practice</li> <li>• Introduce structured, high-quality booklets across EBacc subjects to support curriculum coherence, reduce variation, and increase lesson efficiency.(HoDs)</li> <li>• Ensure booklets include clear modelling, embedded retrieval, exam practice tasks, and scaffolding to support all learners</li> <li>• HoDs to create short-term Sprint Plans between each mock exam period, using QLA and class data to prioritise high-leverage content and common misconceptions</li> <li>• Sprint Plans to include focused objectives, key teaching resources, and formative checks to track short-term progress</li> <li>• SLT links to review Sprint Plans as part of line management and ensure alignment with scholar needs</li> <li>• Allocate planning time for teams to refine lesson content for depth, clarity, and exam-readiness</li> <li>• Use mock and assessment analysis to identify content areas for reteaching or reinforcement</li> <li>• Monitor quality of teaching through regular book looks, learning walks, and scholar voice with a focus on lesson quality and curriculum implementation</li> <li>• Provide tailored CPD and coaching to staff in underperforming departments or where instructional practice needs strengthening</li> <li>• Use past papers and exam-style questions strategically in lessons and homework to build confidence and familiarity</li> <li>• Departments to share and justify rationale for use of papers (e.g., question selection, timing, scaffolding)</li> </ul> | Sum II: |
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|                                                         | <ul style="list-style-type: none"> <li>• Encourage inter-departmental collaboration to share successful strategies for booklet use, modelling, and feedback</li> <li>• Promote lesson observation and team teaching between stronger and weaker practitioners</li> <li>• Provide clear success criteria, model responses, and regular feedback opportunities within classwork</li> <li>• Embed regular retrieval practice and formative checks to monitor knowledge retention and guide reteaching</li> <li>• SLT links to review department planning, booklet implementation, and Sprint Plan effectiveness in fortnightly meetings</li> <li>• Use interim data to assess the impact of interventions and curriculum adjustments, and redirect support where needed</li> </ul>                                                                                                                                                                                              |        |
| 9. Embed high-quality home learning & revision strategy | <ul style="list-style-type: none"> <li>• Establish a whole-school revision/homework policy in line with DfE guidance (2–2.5 hours of independent study per evening for Y11), ensuring Sparx Maths and Science is set to 90 minutes for all scholars</li> <li>• Communicate expectations to scholars and parents through assemblies, tutor time, and parent events (SLT, HoY11)</li> <li>• Ensure all home learning tasks are tightly aligned with curriculum content and exam demands, reinforcing taught material (HoDs)</li> <li>• Prioritise retrieval-based tasks, past paper questions, and guided revision activities over passive tasks (Teachers)</li> <li>• Explicitly teach cognitive science-informed strategies (e.g., retrieval practice, spacing, interleaving, dual coding, elaboration) during tutor time and assemblies (SLT, Tutors)</li> <li>• Create visual guides and videos for scholars and parents to model effective revision techniques</li> </ul> | Sum II |
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|                                                 | <ul style="list-style-type: none"> <li>• Implement tools like Carousel Learning, Seneca, or school VLEs for spaced and low-stakes retrieval tasks, especially in EBacc subjects</li> <li>• Track usage and engagement, and follow up with low-participating scholars (HoDs, Subject Teachers)</li> <li>• SLT and HoDs to monitor the quality, frequency, and marking of homework through book looks and lesson drop-ins</li> <li>• Regularly review compliance and impact through scholar voice and progress data</li> <li>• Provide structured revision timetables, templates, and checklists to help scholars organise their study time.</li> <li>• Run workshops in tutor time on planning, self-monitoring, and managing distractions at home</li> <li>• Share revision expectations and resources with parents through information evenings, newsletters, and the school website</li> <li>• Provide practical advice to parents on how to support home learning without taking control</li> <li>• Identify scholars with barriers to effective home learning (e.g., no quiet space, limited internet access) and offer access to study clubs, loaned devices, or supervised study spaces after school</li> <li>• Offer small-group or 1:1 support for scholars needing help with organisation, motivation, or understanding homework tasks</li> <li>• Recognise scholars who show sustained effort and improvement in homework and revision through praise postcards, assemblies, and reward points (HoY11, Tutors)</li> </ul> |         |
| 10. Improve attendance, behaviour & punctuality | <ul style="list-style-type: none"> <li>• Use daily reports to identify scholars with low attendance and follow up promptly with parents/carers via phone calls or meetings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sum II: |

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| <ul style="list-style-type: none"> <li>• Reward classes or individuals with high or improved attendance through certificates, privileges, or assemblies</li> <li>• For persistent absentees, develop personalised support plans involving school counsellors, pastoral staff, and families (JMI)</li> <li>• Run awareness campaigns highlighting how attendance impacts achievement, including newsletters, assemblies, and tutor discussions (GHI, JMI)</li> <li>• Work with local authorities or attendance officers to support families facing barriers to regular attendance (JMI)</li> <li>• Ensure all staff apply behaviour policies fairly and consistently, with clear consequences and rewards (ACO)</li> <li>• Recognise and celebrate positive behaviour publicly and privately to encourage a positive school culture</li> <li>• Use restorative conversations to address behavioural issues, helping scholars understand impact and rebuild relationships (GHI, ACO)</li> <li>• Identify scholars with frequent behaviour concerns and provide tailored interventions such as mentoring or counselling</li> <li>• Provide regular training on behaviour management strategies to equip staff with effective tools</li> <li>• Regularly remind scholars and parents about the importance of arriving on time through assemblies, newsletters, and tutor sessions</li> <li>• Track late arrivals and share data with scholars, parents, and staff; follow up with persistent latecomers</li> <li>• Tutors to have regular check-ins with scholars on punctuality and encourage peer accountability within tutor groups</li> </ul> | Aut I  |
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| 11. Motivate & engage scholars throughout Y11 | <ul style="list-style-type: none"> <li>• Introduce the Passport to Prom programme at the start of Year 11 to engage scholars early</li> <li>• Scholars earn stamps/points for positive behaviours, attendance, punctuality, academic progress, and participation in wellbeing activities</li> <li>• Accumulated points contribute towards prom access and other rewards, creating ongoing motivation throughout the year</li> <li>• HOY11 to lead a consistent countdown to exams during assemblies and tutor time, building urgency and focus</li> <li>• Share regular updates with revision tips, deadlines, and motivational messages aligned with the Passport to Prom milestones</li> <li>• Help scholars set personalised academic and personal goals linked to the Passport to Prom and exam countdown</li> <li>• Use visual trackers in tutor groups to monitor progress and celebrate milestone achievements</li> <li>• Provide scheduled wellbeing support, including stress management workshops and access to snacks during revision sessions</li> <li>• Incorporate prom points into the reward system to keep scholars motivated</li> <li>• Ensure teachers deliver timely, constructive feedback on work and assessments, promoting self-awareness and improvement</li> <li>• Ensure lessons connect to real-life applications, future pathways, and personal goals to maintain engagement</li> <li>• Recognise achievements through assemblies, newsletters, and reward events linked to Passport to Prom progress</li> <li>• Celebrate both effort and results to encourage all scholars</li> <li>• Keep families informed about Passport to Prom, exam schedules, and ways to support motivation at home</li> </ul> | Sum II: |
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|                                                 | <ul style="list-style-type: none"> <li>• Share details on wellbeing and reward programmes to foster parental involvement</li> <li>• Ensure all scholars receive a careers interview to discuss post 16 options</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| 12. Partner with parents for academic success   | <ul style="list-style-type: none"> <li>• Send consistent updates via newsletters, emails, or text messages about key dates (exams, deadlines), progress milestones, and school events</li> <li>• Share useful resources such as revision guides, study tips, and wellbeing advice to help parents support their child</li> <li>• Organise workshops or virtual meetings on topics like supporting revision at home, managing exam stress, and understanding exam timetables</li> <li>• Provide Q&amp;A opportunities with Heads of Year and teachers.</li> <li>• Give parents timely access to their child's academic progress through online portals or reports</li> <li>• Encourage discussions at home based on this data to help identify areas for support</li> <li>• Invite parents to attend key school events, such as assemblies, revision sessions, or wellbeing activities</li> <li>• Create volunteer opportunities where parents can support school initiatives or mentor scholars</li> <li>• Share strategies for creating effective study environments at home</li> <li>• Offer advice on balancing revision with wellbeing, including routines, breaks, and healthy habits</li> <li>• Foster open, two-way communication between parents and school staff to address concerns promptly</li> <li>• Inform parents about programmes like Passport to Prom and how their support can help scholars earn rewards and stay motivated.</li> </ul> | Sum II: |
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| 13. Use mock exams as authentic exam experience | <ul style="list-style-type: none"> <li>• Schedule mock exams in the same venues and timeslots as the actual exams where possible</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sum II: |

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| <ul style="list-style-type: none"> <li>• Enforce exam rules strictly, including seating plans, exam timings, and no-use of unauthorized materials</li> <li>• Ensure scholars wear appropriate uniform to simulate real exam day conditions</li> <li>• Share detailed mock exam timetables with scholars and parents in advance</li> <li>• Give clear instructions on what to bring, start times, and conduct expectations to minimise stress and confusion</li> <li>• Encourage scholars to practice time management, question interpretation, and exam techniques under timed conditions</li> <li>• Emphasise the importance of reading instructions carefully and planning answers</li> <li>• Return marked papers promptly with detailed feedback highlighting strengths and areas for improvement</li> <li>• Hold post-mock review sessions where scholars can discuss their performance and develop action plans</li> <li>• Analyse mock exam results to identify knowledge gaps and tailor revision activities or mentoring support accordingly</li> <li>• Share data with scholars, parents, and teachers to focus efforts where needed most</li> <li>• Run assemblies before mocks explaining the procedure, rules, and what to expect</li> <li>• Provide wellbeing and stress management tips to reduce anxiety around exams</li> <li>• After mocks, have tutors to guide scholars in reflecting on their preparation and setting specific goals for improvement</li> <li>• Organise a dedicated evening for scholars and parents to collect and discuss mock exam results</li> <li>• Provide opportunities for one-to-one discussions with tutors or subject teachers to clarify feedback and plan next steps</li> </ul> | Aut I: |
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|                                                 | <ul style="list-style-type: none"> <li>Use this event to reinforce motivation, share revision strategies, and strengthen the home-school partnership</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| 14. No study leave – maximise last school weeks | <ul style="list-style-type: none"> <li>Communicate clearly to scholars and parents that there will be no study leave before exams, ensuring full attendance for all lessons and activities</li> <li>Emphasise that these weeks are critical for final revision, targeted support, and skill-building</li> <li>Organise structured, subject-specific revision sessions during normal school hours, led by specialist teachers</li> <li>Include exam technique masterclasses, past paper practices, and question analysis to build confidence</li> <li>Use data from mocks and assessments to identify scholars needing extra support and schedule focused intervention sessions</li> <li>Encourage a supportive atmosphere in classrooms, study areas, and tutor groups to foster motivation and resilience</li> <li>Keep parents informed about the no study leave policy and the importance of full attendance</li> <li>Share tips on supporting their child's routine and wellbeing during this intense period</li> <li>Recognise consistent attendance, effort, and progress during the final weeks with rewards, shout-outs, or Passport to Prom incentives</li> <li>Use assemblies or newsletters to highlight positive attitudes and milestones</li> </ul> | Sum II: |
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| 15. Ensure full P8 compliance                   | <ul style="list-style-type: none"> <li>Ensure all scholar data (attainment, prior achievement, and current progress) is accurately collected and entered the school's management system</li> <li>Conduct regular audits to check data accuracy and completeness</li> <li>Confirm that the curriculum offered aligns fully with Progress 8 subject requirements, including the English Baccalaureate (EBacc) subjects</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sum II: |
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|                          | <ul style="list-style-type: none"> <li>• Provide guidance to HoDs and teachers to maintain subject combinations that support P8 performance</li> <li>• Use robust tracking systems to monitor individual scholar progress against P8 benchmarks throughout the year</li> <li>• Identify scholars at risk of underperforming early and implement targeted interventions</li> <li>• Train staff on the importance of P8, how it's calculated, and their role in contributing to positive outcomes</li> <li>• Share regular updates and reports with staff to maintain focus on progress targets</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                   |
| 16. Forecasting accuracy | <ul style="list-style-type: none"> <li>• Use a centralised algorithm that combines multiple data points—such as mock exam scores, coursework marks, class assessments, and historical scholar performance—to generate initial grade forecasts</li> <li>• Ensure the algorithm is transparent and regularly updated to reflect current assessment standards</li> <li>• Collect and input high-quality, up-to-date data from all relevant sources into the algorithm</li> <li>• Establish checks to ensure data accuracy before processing</li> <li>• Have subject leads and senior leaders review algorithm-generated forecasts alongside teacher judgements</li> <li>• Use the algorithm output as a guide, not an absolute, allowing professional discretion to adjust predictions based on contextual factors.</li> <li>• Organise moderation panels to compare algorithm forecasts with teacher assessments and historical trends</li> <li>• Validate algorithm results against past cohorts to assess reliability</li> <li>• Train staff on understanding algorithm outputs, limitations, and how to incorporate them into forecasting decisions</li> </ul> | Sum II:<br>Aut I:<br>Aut II<br>Spr I<br>Spr II<br>Sum I<br>Sum II |

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|                                          | <ul style="list-style-type: none"> <li>Communicate clearly with all stakeholders about the role of algorithms in the forecasting process</li> <li>Regularly review and refine the algorithm based on feedback and evolving data patterns</li> <li>Monitor forecasting accuracy by comparing predicted grades with actual outcomes post-exams</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                    |
| 17. Finish curriculum by Feb half T term | <ul style="list-style-type: none"> <li>Break down the Year 11 curriculum into manageable units with deadlines to complete each by set dates leading up to February half term</li> <li>Share these milestones with teachers, scholars, and parents for transparency and shared accountability</li> <li>Focus teaching on essential knowledge and skills that are most likely to appear in exams, ensuring all key areas are covered thoroughly</li> <li>Identify any less critical content that can be condensed or deferred</li> <li>Hold weekly check-ins with HoDs and teaching teams to track curriculum coverage and address any delays promptly</li> <li>Use formative assessments such as KIP quizzes and end of topic assessments to confirm understanding before moving on</li> <li>Offer catch-up sessions or targeted interventions for scholars or classes falling behind schedule</li> <li>Allocate resources such as teaching assistants or after-school sessions to support progress</li> <li>Encourage teachers to adapt pacing plans where necessary while maintaining the overall deadline</li> <li>Use department meetings to share best practices for efficient curriculum delivery</li> <li>Inform scholars and parents about the importance of completing the curriculum on time and the benefits for revision time</li> <li>Reinforce attendance and engagement during this period</li> </ul> | Sum II:<br>Aut I:<br>Aut II:<br>Spr I<br>Spr II<br>Sum I<br>Sum II |

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|                                                       | <ul style="list-style-type: none"> <li>Plan for a seamless shift from curriculum delivery to revision and exam preparation after the half term break</li> <li>Prepare revision materials and schedules in advance to maximise use of the available time</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| 18. Accelerate Progress of High Prior Attainers (HPA) | <ul style="list-style-type: none"> <li>Organise targeted masterclasses focused on challenging content and skills aimed at scholars predicted to achieve grade 7+</li> <li>Delivered by subject specialists, these sessions deepen understanding, promote higher-order thinking, and address exam techniques for top grades</li> <li>Partner with other Astrea schools in Cambridgeshire to share best practices and resources tailored for HPAs</li> <li>Create joint learning opportunities such as inter-school workshops, competitions, and online seminars to stretch scholars beyond the classroom</li> <li>Pair Year 11 HPAs with high-achieving sixth form mentors who can provide academic guidance, motivation, and insight into post-16 pathways</li> <li>Use mentoring sessions to build aspirations, study skills, and confidence</li> <li>Design enrichment activities during tutor time specifically aimed at HPAs, including problem-solving challenges, extension tasks, and discussions on current academic topics</li> <li>Encourage critical thinking and independent learning habits that support higher achievement</li> <li>Monitor HPAs' progress closely through data tracking and regular check-ins, adjusting support as needed to maintain momentum</li> <li>Celebrate achievements to sustain motivation</li> </ul> | Sum II: |
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Key: AP Assessment & Outcomes (ELL), Principal, HoY (GHI), SENDCo, VP for Inclusion (BRE), AP for Pupil Premium (TSM).

## Appendix 2: Curriculum Model

### KS3: Year 7

| Subject              | Number of lessons per fortnight |
|----------------------|---------------------------------|
| English              | 8                               |
| Maths                | 8                               |
| Science              | 6                               |
| History              | 4                               |
| Geography            | 4                               |
| RE                   | 1                               |
| PE                   | 4                               |
| Music                | 2                               |
| Design Technology    | 2                               |
| Computer Science     | 1                               |
| Personal Development | 2                               |
| MFL                  | 4                               |
| Art                  | 2                               |
| Electives            | 2                               |

### KS3: Years 8 & 9

| Subject           | Number of lessons per fortnight |
|-------------------|---------------------------------|
| English           | 8                               |
| Maths             | 8                               |
| Science           | 6                               |
| History           | 4                               |
| Geography         | 4                               |
| RE                | 2                               |
| PE                | 4                               |
| Music             | 2                               |
| Design Technology | 2                               |

|                      |   |
|----------------------|---|
| Computer Science     | 2 |
| Personal Development | 2 |
| MFL                  | 4 |
| Art                  | 2 |

#### KS4

|                      | Year 10                         | Year 11                         |
|----------------------|---------------------------------|---------------------------------|
| Subject              | Number of lessons per fortnight | Number of lessons per fortnight |
| English              | 9                               | 9                               |
| Maths                | 8                               | 8                               |
| Biology              | 4                               | 4                               |
| Chemistry            | 3                               | 4                               |
| Physics              | 4                               | 3                               |
| Option A             | 6                               | 6                               |
| Option B             | 6                               | 6                               |
| Option C             | 6                               | 6                               |
| Core RE              | 1                               | 1                               |
| Core PE              | 2                               | 2                               |
| Personal Development | 1                               | 1                               |

This new structure has been in place from Monday 23rd June. Staff had the opportunity to express their preference. 55% voted for the following structure.

| Time    |                                 |
|---------|---------------------------------|
| 8.35am  | Start of the school day         |
| 8.40am  | Morning Welcome                 |
| 8.45am  | Morning Tutorial                |
| 9.00am  | Lesson 1                        |
| 10.00am | Lesson 2                        |
| 11.00am | Break                           |
| 11.20am | Lesson 3                        |
| 12.20pm | Lesson 4                        |
| 1.20pm  | Lunch                           |
| 1.55pm  | Reading & Intervention Tutorial |
| 2.15pm  | Lesson 5                        |
| 3.15pm  | End of the school day           |

#### Appendix 4: Suspension Reduction Plan

| OBJECTIVE                                                            | ACTIONS / HOW?                                                                          | SUCCESS CRITERIA / IMPACT                                                                                                                                                         | BY WHEN  | LED BY         | MON BY |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|--------|
| <b>Reset Base &amp; Triage run smoothly and work as a deterrent.</b> | CPD on the running of Reset to support success for students. Implementation of booklets | Staff are confident & reset runs smoothly (Staff Voice, SLT voice)                                                                                                                | April 25 | ACO + SHD      | JMJ    |
|                                                                      | CPD and MER of new Reset base manager                                                   | Reduction in suspensions and failed/refusal of reset                                                                                                                              | July     | ACO + SHD      | JMJ    |
|                                                                      | Bi-weekly BASI meetings, which are reviewed and robustly managed.                       | Reductions in reset base sanctions due to support provided                                                                                                                        | Ongoing  | CIS            | ACO    |
|                                                                      | Quality assure reset base process & quality of work completed.                          | Reset process works effectively, calm space. Triage is calm and purposeful too. High quality work completed. (Work scrutiny, reset base paperwork)                                | Ongoing  | ACO + SHD +KBR | JMJ    |
|                                                                      | Location change of Triage to support with new behaviour policy                          | High quality work available to students so that they can access the curriculum when in triage. (work scrutiny, drop ins). Better entry to Triage, calm and reflectful atmosphere. | Apr 25   | ACO            | JMJ    |
|                                                                      | Create resources for intervention work through ITSTOPSNOW campaign                      | Students have a greater understanding of the impact of their actions                                                                                                              | November | BRE + JPO      | JMJ    |
| <b>Suspensions and Re-integration to the Academy</b>                 | Train HoY on reintegration meeting process & escalation, quality assured by SLT link    | Reintegration meeting is consistent & quality assured by SLT (student voice, paperwork spot-check)                                                                                | ongoing  | SLT Link       | ACO    |
|                                                                      | Robust meetings to ensure clarity and consistency across all year groups.               | Clear paperwork, which supports behaviour panels.                                                                                                                                 | ongoing  | JMI            | ACO    |

|                                       |                                                                                                                                     |                                                                                                                                       |              |                 |                          |
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|                                       | Suspension paperwork & reintegration paperwork is uploaded to key year group folders                                                | High quality detailed paperwork which creates a clear narrative of interventions. (paperwork spot-check)                              | September 24 | HoY             | SHD, GHI, ACO            |
|                                       | Suspensions/reintegration meetings reviewed weekly                                                                                  | Reduce further suspensions and ensure appropriate escalation. (behaviour data)                                                        | ongoing      | HoY/SLT link    | ACO + Safeguarding Team  |
|                                       | Once a suspension has been agreed, add to the channel on Teams, and Reset/Suspension Tracker                                        | Clear communication and key stakeholders are aware. (spot checks)                                                                     | ongoing      | All             | HoY + ACO + GHI + SHD    |
|                                       | SENDCo or member of the SEND team present to support reintegration of SEND learners or those with possible SEND needs.              | Ensure that reasonable adjustments are in place and all needs are being met. (reintegration paperwork, parent/carers & student voice) | ongoing      | SENDCo<br>HoY   | BRE + KWA                |
|                                       | Daily suspension meetings and robust suspension packs which include statement collecting through staff training.                    | Clear decision making and use of consistency for better informed decisions. High quality suspension packs.                            | Ongoing      | SHD, GHI<br>ACO | JMJ                      |
|                                       | Behaviour is analysed weekly and appropriate support and interventions put into place. New behaviour trackers implemented and used. | There is a reduction in the escalation of behaviour. (Behaviour Data)                                                                 | ongoing      | Tutors,<br>HoY  | SLT links, ACO, GHI, SHD |
| <b>Data Tracking and Intervention</b> | Regular Home-School meetings arranged for students who hit behaviour thresholds.                                                    | Reduction in the numbers of students who progress to the next threshold. (Behaviour Data)                                             | ongoing      | HoY             | SLT links                |
|                                       | Behaviour stages monitored to prevent students from escalating behaviour.                                                           | Prevention of poor behaviour and reduction in suspension rate for the same student.                                                   | Summer 25    | GHI             | ACO                      |
|                                       | Lesson removal analysis shared with all key stakeholders                                                                            | Reduction in lesson removals to prevent escalation                                                                                    |              |                 |                          |

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|  | Key BASI meetings bi-weekly and interventions, which are RAG checked for quality assurance purposes.                                                                      | Reduction in behaviour points.                                                                                                                                                                       | Summer 25   | Pastoral Teams | CIS + SEND + HOYs |
|  | Creation of a sustainable year group specific Life at Longsands curriculum which supports students on clearly understanding the <i>whys</i> as well as the <i>whats</i> . | Students understand why there are clear behaviour expectations and the positive impact (Student Voice)                                                                                               | Half termly | SHD            | ACO + JMJ         |
|  | Suspensions Over Time Tracker                                                                                                                                             | Monitor, Evaluate and Review case by case suspension to ensure repeated suspensions are reduced and interventions are put in place.<br><br>Tracker: <a href="#">Suspensions over time 24-25.xlsx</a> | Weekly      | ACO            | JMJ               |
|  | External Reset and De-escalation, and off site direction                                                                                                                  | Consistently maintain the use of external reset to ensure suspensions reduce                                                                                                                         | Daily       | ACO            | JMJ               |

## Appendix 5: Attendance Improvement Plan

Autumn Term

| Objective                                                         | Key actions | People resp. | Times cale | RAG 1 | RAG 2 | Evidence of impact                                                                                                                                                    |
|-------------------------------------------------------------------|-------------|--------------|------------|-------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   |             |              |            |       |       | The RAG's and this column will be populated as you go through the year, reviewing your progress and providing evidence of your impact against each of the objectives. |
| 1. Embed a culture of attendance responsibility amongst all staff |             |              |            |       |       |                                                                                                                                                                       |

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|  | Regular whole staff CPD (Continual Professional Development) sessions about attendance to raise the profile. | KBA<br>JTM        | Ongoing   |    |    | CPD planning underway for Aut2.<br><br>CPD conducted for Pastoral team regarding use of Athena in tracking meetings.                                                                                                          |
|  | CPD drop-in session for new starters to support with BromCom                                                 | KBA<br>SHD        | Sept 2024 |    |    | Completed in Aut1 Week1. New starters were able to receive support in navigating BromCom and ensuring accurate register keeping.                                                                                              |
|  | Attendance discussed in SEND student APDR cycles                                                             | ESI<br>BRE<br>JTM | Ongoing   |    |    | SEND attendance continues to be a concern and keyworkers will need to take a supportive and proactive approach when discussing with parents in APDR cycles moving into Aut2.                                                  |
|  | Daily attendance update shared with SLT in 'running the day' meeting                                         | JTM               | Ongoing   |    |    | JMI shares daily attendance figures for 7-11, Year 11 breakdown, 6 <sup>th</sup> Form and 6 <sup>th</sup> Form breakdown. Key actions are discussed and assigned.                                                             |
|  | Weekly attendance update shared with staff in briefing notes                                                 | JTM               | Ongoing   |    |    | JMI shares weekly attendance data by Year Group and sub-group with all staff in the briefing notes. Staff are also encouraged to speak to individual students about their attendance and make contact home where appropriate. |
|  | Governors provided with attendance data termly in Principal's Report                                         | JTM               | Ongoing   |  |  | JMI shares detailed breakdown of attendance to Governors in termly Principal's report. First report completed for 24/25 Aut1. Second report completed for beginning of Aut2.                                                  |

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|                                                                                                                                                            | Communication about 'what good attendance looks like' sent at the start of the year so all parents/carers are aware of individual student attendance target | KBA         | Sept 2024       |    |    | All parents received a letter regarding positive attendance, in addition to reminders about changes to 24/25 academic year. Separate letter sent for Year 7 parents.                  |
|                                                                                                                                                            | Communication sent to parents/carers termly promoting positive attendance                                                                                   | KBA<br>HOYs | Ongoing         |    |    | Key attendance data shared by the attendance team as part of the half-termly Head of Year letter. Parents/Carers are reminded of what excellent attendance looks like.                |
|                                                                                                                                                            | Nudge texts and positive messages to be introduced as micro-reminders of positive attendance                                                                | KBA<br>JTM  | Nov 2024        |    |    | Planning underway for introduction in Aut2.<br><br>Nudge texts introduced during Aut2.                                                                                                |
|                                                                                                                                                            | Zero Heros and 100% attendance to be celebrated regularly as public praise                                                                                  | TSM<br>KBA  | Ongoing         |    |    | These are celebrated in tutor time each week and celebrated in House assemblies at the end of each half-term.                                                                         |
|                                                                                                                                                            | Registers to be completed within the first 5 minutes of the lesson                                                                                          | All staff   | Ongoing - daily |  |  | Staff with persistently poor punctuality with registers are being identified and offered support to ensure that all registers are completed within the first five minutes of lessons. |
| 2. To create a conducive and welcoming learning environment for Pupil Premium students to remove barriers to learning and improve Pupil Premium attendance |                                                                                                                                                             |             |                 |                                                                                       |                                                                                       |                                                                                                                                                                                       |

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|                                                                              | Pupil Premium students to be strategically seated in class to support teacher intervention and checking for understanding                 | All staff                  | Ongoing |    |    | This formed part of the INSET training in September and all teaching staff are expected to strategically seat PP students for easy check in and academic support.                                                           |
|                                                                              | Breakfast Club from 08:00 to welcome students to the Academy and provide a welcoming space for them – board games, space to revise/study. | TSM                        | Ongoing |    |    | This is run daily from 08:00 – 08:30 so that PP students have a positive and welcoming start to the day. Students can play board games and have space to study/revise.                                                      |
|                                                                              | Key students identified and assigned keyworker/mentor to act as trusted adult in school                                                   | HOYS<br>JTM                | Ongoing |    |    | Key priority for Aut2, starting with Year 11 and Year 10 students.<br><br>Progress with this for students on attendance and punctuality support plans.                                                                      |
|                                                                              | Timely 'check in' telephone calls for Pupil Premium students with patterns of absence to promote positive attendance                      | HOYS<br>KBA<br>PSWs<br>JTM | Ongoing |    |    | PP students are prioritised for first day calling as first called students.<br><br>Currently investigating the possibility of PSWs completing calls at the start of each day for absent PP students. ACO looking into this. |
|                                                                              | Termly rewards trips with an attendance criteria to promote positive attendance                                                           | TSM<br>JTM                 | Ongoing |  |  | Planning for first rewards trips of the Year at the end of Aut2 are underway.                                                                                                                                               |
| 3. Ensure that high quality CPD is in place for all staff leading attendance |                                                                                                                                           |                            |         |                                                                                       |                                                                                       |                                                                                                                                                                                                                             |

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|                             | SLT Lead to attend regular Trust network meetings                                                                          | JTM               | Ongoing               |    |    | JMI attends Trust network meetings. First meeting held in Aut1.                                                                                                              |
|                             | Guidance on attendance changes to be shared with relevant staff                                                            | JTM               | Sept 2024             |    |    | Guidance for 24/25 academic year were shared with key staff during September INSET.                                                                                          |
|                             | Guidance on attendance coding to be shared with all staff who have access to amending marks on BromCom                     | JTM               | Sept 2024             |    |    | Shared with staff prior to the start of term.                                                                                                                                |
|                             | 'What to do' for attendance and punctuality support plans to be shared and re-shared with HOYs and SEND team               | JTM               | Ongoing – half-termly |    |    | Shared with HOYs and attendance team at start of Aut1. Will re-share at the start of Aut2.                                                                                   |
|                             | Review the needs of the Pastoral, Attendance and Inclusion teams and plan training as and when required                    | JTM               | Ongoing               |    |    | Additional training on supporting the PTTT process to be completed in Aut2.<br><br>Aut2 session on Athena and Attendance and Punctuality support plans.                      |
| 4. To reduce lesson truancy |                                                                                                                            |                   |                       |                                                                                       |                                                                                       |                                                                                                                                                                              |
|                             | Missing registers to be chased with staff in a timely manner to ensure truant students are identified and resolved swiftly | KBA<br>BWA        | Ongoing               |  |  | Missing registers are chased with staff in a timely manner by the attendance team so that lesson checks for potentially truant students can be completed in a timely manner. |
|                             | Duty staff to begin moving students to lessons five minutes                                                                | Duty staff<br>JTM | Ongoing               |  |  | Students are dismissed from social areas 3 minutes before the bell to ensure swift transition to lessons after social time. Outside,                                         |

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|  | before the end of break/lunch (8 minutes for those on the field)                                                                                                                                                            |                     |                                      |  |  | where students have further to walk, they are dismissed 7 minutes before the bell.                                                                                                                                                                                                                                                                                                                                                |
|  | Rigorous checking of students out of lessons to confirm permission – yellow slips. Where students are identified as truant, they are referred to Triage/Reset classroom as appropriate. CPOMs updated and parents notified. | HOYs<br>PSWs<br>SLT | Ongoing                              |  |  | <p>Out of lesson slips are routinely checked by staff in corridors to identify students out of lesson without permission. This could however be more robust and follow up with persistent truant students needs to be prioritised for Aut2 so as to ‘go upstream’ and reduce truancy.</p> <p>Truancy questionnaire has been created for Aut2. Awaiting approval before WTD and roll-out to key Pastoral and attendance staff.</p> |
|  | Promote a culture of ‘every minute matters’ through messages in assembly, morning welcome and in conversation with students. Positive framing and scripting to be utilised.                                                 | All staff           | Ongoing-half-termly updates to staff |  |  | <p>Attendance a component of weekly Morning Welcome communication and weekly messaging in tutor time.</p> <p>Further positive framing needs to be utilised by staff to ensure that those with 97%+ attendance are receiving the praise they are due and, where students make improvements to their attendance, they are also praised.</p>                                                                                         |
|  | Teachers to send alerts to Pastoral and attendance teams if students do not arrive to lesson within the first 10 minutes.                                                                                                   | All staff           | Ongoing - daily                      |  |  | Completed by the vast majority of staff however, there is room for improvement here. Staff who persistently do not inform the attendance team to be identified and support offered.                                                                                                                                                                                                                                               |

| 5. To improve student punctuality to school    |                                                                                                                                 |                    |                       |                                                                                       |                                                                                       |                                                                                                                                                                                                                                                                                    |
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|                                                | SLT 'Late Gate' procedure to promote punctuality and identify students with persistent poor punctuality                         | SLT                | Ongoing               |    |    | SLT greet students at the school gates each morning and those who arrive late are identified, escorted to the late room and spoken to about their reason for lateness. JMI sends weekly data to HOYs regarding student lateness which is then discussed with students and parents. |
|                                                | Use of lateness to the academy sanction to be issued by attendance team for students arriving after 8:35am                      | KBA<br>BWA         | Ongoing               |    |    | Lateness to the academy sanction has been issued 288 times since the start of the academic year. In the previous academic year, this was issued 499 times within the same period. The academy has issued 211 fewer sanctions for punctuality this academic year.                   |
|                                                | Punctuality letter to be sent to parents/carers where poor punctuality has been identified through attendance tracking meetings | KBA<br>HOYs        | Ongoing – fortnightly |    |    | Communication currently sent home via HOYs – emails and telephone calls. Letters to be sent during Aut2 for persistent trends identified.                                                                                                                                          |
|                                                | Attendance and Punctuality support meetings and plans to be held where persistent poor punctuality has been identified          | KBA<br>HOYs<br>JTM | Ongoing               |  |  | WTD to be re-shared with HOYs and identified students discussed in bi-weekly tracking meetings.                                                                                                                                                                                    |
| 6. To reduce the number of PA and SPA students |                                                                                                                                 |                    |                       |                                                                                       |                                                                                       |                                                                                                                                                                                                                                                                                    |

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|  | BASI meetings to identify and support specific students within each Year Group with raising attendance                              | GRI<br>HOYs              | Ongoing – fortnightly           |    |    | BASI meetings are held fortnightly and led by GHI (Pastoral Intervention Co-Ordinator).                                                                                                                   |
|  | Attendance 1-2-1 intervention and home reporting to be used to re-engage PA and SPA students with learning                          | GRI<br>KBA               | Ongoing                         |    |    | Attendance intervention part of all Behaviour Support Plans.<br>Earlier intervention to be used to 'go upstream' and prevent attendance deteriorating more responsively.                                  |
|  | Stepped attendance process to be followed to provide support to families to re-engage with learning and promote positive attendance | KBA<br>JTM               | Ongoing                         |    |    | Stepped attendance process followed by the attendance team. Students tracked via Athena and discussed weekly in Line Management meeting with Strategic Lead for Attendance.                               |
|  | Appropriate use of Part-Time Timetables to support short term reintegration to the Academy following periods of extended absence    | BRE<br>JTM<br>KBA<br>KSA | Ongoing – to be reviewed weekly |    |    | BRE overseeing PTTTs as part of inclusion. Support received from LYA in Aut1 and tracking systems tightened for Aut2. Further oversight and review required to ensure effectiveness of this intervention. |
|  | Enforcement to be used effectively and liaise with Cambridgeshire LA to ensure effectiveness.                                       | KBA                      | Weekly                          |  |  | KBA liaises with the Cambridgeshire LA about enforcement where required. Term-time holidays have been a focus of Aut1 and communication at the end of Aut2 (HOY Letter)                                   |

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|                                                |                                                                                                                                                                                     |                      |                      |  |  | will have a section on reminders about term-time holiday.                                                                                                                                  |
|                                                | Effective and appropriate Alternative Provision to be used to support students as appropriate                                                                                       | BRE<br>JTM           | Reviewed half-termly |  |  | BRE overseeing Alternative Provision as part of Inclusion. Students are discussed and reviewed weekly by BRE, ACO, CCU, CIS and ESI in 'At risk' meeting.                                  |
| 7. Ensure high levels of attendance in Year 11 |                                                                                                                                                                                     |                      |                      |  |  |                                                                                                                                                                                            |
|                                                | Tutors to complete Routine Attendance Check (RAC) forms to meet with all students in their tutor group throughout the year to check in and identify barriers to attendance.         | Tutors<br>HOY<br>KBA | Ongoing – daily      |  |  | RAC forms are discussed bi-weekly in attendance tracking meetings and agreed with HOYs.<br><br>LYA, CIS and JMI to create form directly on CPOMs to reduce paperwork and workload for KBA. |
|                                                | Tutor team to ensure their tutees are aware of the content they have missed within lessons if absent. Tutors to direct tutees to catch up work and liaise with Heads of Department. | Tutors<br>HOY        | Ongoing – weekly     |  |  | This is more evident in some subjects than others – e.g. those with bookletised curriculum. Further review of this is necessary in Aut2 to minimise impact on outcomes.                    |
|                                                | Heads of Department and teachers to ensure that when students miss lessons they catch up, providing the lesson resources if appropriate and providing opportunities for             | All staff<br>HODs    | Ongoing – weekly     |  |  | As above.                                                                                                                                                                                  |

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|  | students to resit tests/home learning etc if needed.                                                                  |                                       |                                |  |  |                                                                                                                                                                                                                                                                                                                                                                        |
|  | Heads of Department and teachers to liaise with parents/carers where a pattern of absence to lesson emerges.          | All staff<br>HODs                     | Ongoing - weekly               |  |  | HoDs contacting HoYs/attendance team with concerns rather than contacting home directly. This is sometimes useful – e.g. with students who are PA or SPA.<br><br>More work to be done in Aut2 to feed back to HODs when patterns of absence are identified so that they can contact and offer support to students. The truancy questionnaire should support with this. |
|  | Attendance team to create and share individual support plans for Year 11 students with attendance below 88%.          | KBA<br>JTM<br>JLT                     | Ongoing – reviewed half-termly |  |  | More granular and specific support measures are required for this group of students. In Aut2, these students will be reviewed in line management with KBA and JMI to ensure effective support is in place.                                                                                                                                                             |
|  | SEND team to create and share individual support plans for Year 11 SEND students with attendance between 88% and 95%. | ESI<br>SEN<br>D<br>Team<br>JTM<br>KBA | Ongoing – reviewed half-termly |  |  | These form part of APDR cycles however, these need to feed into wider picture of support for Year 11 SEND. ESI to discuss and review with KBA in SEND tracking meeting before review by JMI with KBA in line management.                                                                                                                                               |

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|                                                                                                          |                                                                                                                                                                                                                                                                                                              | JLT                |                                |  |  |                                                                                                                                                                                                                                                           |
|                                                                                                          | SLT Strategic Lead for Pupil Premium to create and share individual support plans for Year 11 Pupil Premium students with attendance between 88% and 95%. Where there is crossover with SEND, the strategic lead will liaise with JTM and the SEND department about where the most appropriate support sits. | TSM<br>ESI<br>JTM  | Ongoing – reviewed half-termly |  |  | To be discussed and reviewed in tracking meeting with strategic lead for PP with KBA. KBA and JMI to discuss and review in line management.                                                                                                               |
|                                                                                                          | 'Passport to Prom' to have an attendance criteria                                                                                                                                                                                                                                                            | JLT                | Oct 2024                       |  |  | Students earn points for Prom this year. With each week of 100% attendance, they receive 1 point.<br><br>Prom points to be used as currency with students as a quick win to improve attendance and provide incentives to attend.                          |
| 8. Ensure high quality, family centred, support is offered to rapidly improve attendance where necessary |                                                                                                                                                                                                                                                                                                              |                    |                                |  |  |                                                                                                                                                                                                                                                           |
|                                                                                                          | Staged attendance approach to be utilised by Pastoral, Inclusion and Attendance teams to ensure early intervention and support is provided where attendance may become a concern                                                                                                                             | HOYS<br>KBA<br>JTM | Sept 2024 – ongoing            |  |  | Families identified and engaged with early to provide support to families. Further work to be done in Aut2 to ensure that this is always timely and recorded so that support can be evidenced should attendance route be followed with Cambridgeshire LA. |

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|  | Attendance and Punctuality Support Plans to be used to record and monitor the effectiveness of attendance support in school. | HOYs<br>KBA        | Ongoing – reviewed fortnightly |    |    | These need to be utilised more widely by Heads of Year to promote positive attendance. Currently utilised well be HOY 7.<br>JMI to re-share WTD with HOYs.<br><br>Years 7, 8 and 9 have utilised these. More work to be done with Years 10 and 11. |
|  | Early Help Assessments to be offered where a student is at risk of becoming PA                                               | HOYs<br>JTM        | Ongoing – reviewed fortnightly |    |    | As above.                                                                                                                                                                                                                                          |
|  | Attendance Contract Meetings proforma to be used to capture barriers to attendance and introduce measures to mitigate        | KBA<br>JTM         | Ongoing                        |    |    | ACMs arranged and chaired by KBA and proforma utilised to capture student and parent/carer voice and record support measures.                                                                                                                      |
|  | Pastoral team to be provided with weekly attendance and punctuality data so that parents/carers can be informed swiftly      | KBA<br>HOYs<br>JTM | Ongoing - weekly               |  |  | Punctuality data provided each Monday by JMI and attendance weekly data provided each Friday. Weekly trends are identified and key actions assigned to HOYs.                                                                                       |

Spring Term

| Objective                                                                                                                                                  | Key actions                                                                                                  | People resp. | Timescale       | RAG 3 | RAG 4 | Evidence of impact<br><br>The RAG's and this column will be populated as you go through the year, reviewing your progress and providing evidence of your impact against each of the objectives. |
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| 1. Embed a culture of attendance responsibility amongst all staff                                                                                          |                                                                                                              |              |                 |       |       |                                                                                                                                                                                                 |
|                                                                                                                                                            | Regular whole staff CPD (Continual Professional Development) sessions about attendance to raise the profile. | KBA<br>JTM   | Ongoing         |       |       | CPD held for all teaching staff on their responsibility with attendance. CPD held for Pastoral team on updated RAC forms and recording internal truancy.                                        |
|                                                                                                                                                            | Attendance discussed in SEND student APDR cycles                                                             | BRE<br>JTM   | Ongoing         |       |       | SEND attendance discussed with scholars as appropriate.                                                                                                                                         |
|                                                                                                                                                            | Registers to be completed within the first 5 minutes of the lesson                                           | All staff    | Ongoing - daily |       |       | Staff have become much stronger at completing these in a timely fashion.                                                                                                                        |
|                                                                                                                                                            | Continuous absence list generated and sent to DSL each day by 10am                                           | KBA          | Ongoing - daily |       |       | Introduction of the Athena 'Last Seen' tracker has improved this process.                                                                                                                       |
|                                                                                                                                                            | KBA to complete daily home visits for eyes on, in conjunction with the continuous absence list               | KBA          | Ongoing - daily |       |       | Shared between the attendance team and completed each day during Period 3.                                                                                                                      |
| 2. To create a conducive and welcoming learning environment for Pupil Premium students to remove barriers to learning and improve Pupil Premium attendance |                                                                                                              |              |                 |       |       |                                                                                                                                                                                                 |

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|                                                                              | Key students identified and assigned keyworker/mentor to act as trusted adult in school                                                                                 | HOYS<br>JTM                | Ongoing |  |  | Key Year 11 scholars identified in Sum 1 ahead of the exam season. Not assigned mentors as such but consistent staff working with each family. Hardest to reach scholars worked with SDA, the school engagement officer. |
|                                                                              | Timely 'check in' telephone calls for Pupil Premium students with patterns of absence to promote positive attendance                                                    | HOYS<br>KBA<br>PSWs<br>JTM | Ongoing |  |  | Completed daily by the attendance team.                                                                                                                                                                                  |
|                                                                              | Termly rewards trips with an attendance criteria to promote positive attendance                                                                                         | TSM<br>JTM                 | Ongoing |  |  | Completed by TSM for Sum2 – Trip planning ongoing.                                                                                                                                                                       |
| 3. Ensure that high quality CPD is in place for all staff leading attendance |                                                                                                                                                                         |                            |         |  |  |                                                                                                                                                                                                                          |
|                                                                              | Review the needs of the Pastoral, Attendance and Inclusion teams and plan training as and when required                                                                 | JTM                        | Ongoing |  |  | Plans for September in production and CPD with attendance manager completed.                                                                                                                                             |
| 4. To reduce lesson truancy                                                  |                                                                                                                                                                         |                            |         |  |  |                                                                                                                                                                                                                          |
|                                                                              | Rigorous checking of students out of lessons to confirm permission – yellow slips. Where students are identified as truant, they are referred to Triage/Reset classroom | HOYS<br>PSWs<br>SLT        | Ongoing |  |  | Recent CPD on this has ensure greater checking of scholars in the corridor. In addition SLT sweep the corridors after each transition.                                                                                   |

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|                                             | as appropriate. CPOMs updated and parents notified.                                                                                                                         |                                         |                                      |  |  |                                                                                                                       |
|                                             | Promote a culture of 'every minute matters' through messages in assembly, morning welcome and in conversation with students. Positive framing and scripting to be utilised. | All staff                               | Ongoing-half-termly updates to staff |  |  | Completed regularly by HoYs and SLT. QA'd by JMI.                                                                     |
|                                             | Teachers to send alerts to Pastoral and attendance teams if students do not arrive to lesson within the first 10 minutes.                                                   | All staff                               | Ongoing - daily                      |  |  | The vast majority of colleagues do this as routine. Where individual issues arise, these are addressed.               |
| 5. To improve student punctuality to school |                                                                                                                                                                             |                                         |                                      |  |  |                                                                                                                       |
|                                             | U code messages to be sent out daily to parents/carers of any student who receives a U code                                                                                 | KBA<br>BWA                              | Ongoing – daily                      |  |  | Actioned by the attendance team each morning.                                                                         |
|                                             | Sixth Form attendance process to be followed to reduce Year 13 U codes                                                                                                      | KBA<br>BWA<br>6 <sup>th</sup> Form team | Ongoing – daily                      |  |  | Actioned by the Sixth Form attendance team and QA'd in regular tracking meetings with the Head of Sixth Form and JMI. |

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|                                                | Lateness to school and U codes to be reviewed in weekly tracking meetings                                                                                                   | KBA<br>HOY           | Ongoing - daily      |  |  | Reviewed as part of BASI.                                                                                                                                                         |
|                                                | Minibus offering to recidivist U code students to support attendance to school                                                                                              | SHD                  | Ongoing - daily      |  |  | Targeted towards Years 10 and 11 during exam season.                                                                                                                              |
| 6. To reduce the number of PA and SPA students |                                                                                                                                                                             |                      |                      |  |  |                                                                                                                                                                                   |
|                                                | Attendance 1-2-1 intervention and home reporting to be used to re-engage PA and SPA students with learning                                                                  | GRI<br>KBA           | Ongoing              |  |  | HoYs have been running PA and SPA projects to support re-engagement with these cohorts.                                                                                           |
|                                                | Effective and appropriate Alternative Provision to be used to support students as appropriate                                                                               | BRE<br>JTM           | Reviewed half-termly |  |  | PTTT and AP have been used to support scholars where appropriate. More work is needed to ensure that PTTTs are utilised at the correct point in a scholars attendance chronology. |
| 7. Ensure high levels of attendance in Year 11 |                                                                                                                                                                             |                      |                      |  |  |                                                                                                                                                                                   |
|                                                | Tutors to complete Routine Attendance Check (RAC) forms to meet with all students in their tutor group throughout the year to check in and identify barriers to attendance. | Tutors<br>HOY<br>KBA | Ongoing – daily      |  |  | Completed now via CPOMs. Some tutors are better at these than others. JMI to provide additional staff CPD on this process.                                                        |

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|  | Tutor team to ensure their tutees are aware of the content they have missed within lessons if absent. Tutors to direct tutees to catch up work and liaise with Heads of Department.                                          | Tutors<br>HOY     | Ongoing – weekly               |  |  | Inconsistent. More work is needed on this and JMI will complete further CPD with staff.                                                                                       |
|  | Heads of Department and teachers to ensure that when students miss lessons they catch up, providing the lesson resources if appropriate and providing opportunities for students to resit tests/home learning etc if needed. | All staff<br>HODs | Ongoing – weekly               |  |  | As above.                                                                                                                                                                     |
|  | Heads of Department and teachers to liaise with parents/carers where a pattern of absence to lesson emerges.                                                                                                                 | All staff<br>HODs | Ongoing – weekly               |  |  | This is still falling to the attendance and pastoral teams. More proactivity from HoDs in specific subjects is welcomed. JMI to provide tracking CPD to HoDs on this process. |
|  | Attendance team to create and share individual support plans for Year 11 students with attendance below 88%.                                                                                                                 | KBA<br>JTM<br>JLT | Ongoing – reviewed half-termly |  |  | Superseded by the work of the school engagement officer, attendance exams plan and other initiatives.                                                                         |

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|  | SEND team to create and share individual support plans for Year 11 SEND students with attendance between 88% and 95%.                                                                                                                                                                                        | ESI<br>SEN<br>D<br>Tea<br>m<br>JTM<br>KBA<br>JLT | Ongoing – reviewed half-termly |  |  | As above.                                                                                                                  |
|  | SLT Strategic Lead for Pupil Premium to create and share individual support plans for Year 11 Pupil Premium students with attendance between 88% and 95%. Where there is crossover with SEND, the strategic lead will liaise with JTM and the SEND department about where the most appropriate support sits. | TSM<br>ESI<br>JTM                                | Ongoing – reviewed half-termly |  |  | As above.                                                                                                                  |
|  | Year 11 'Fun Friday' initiative to promote healthy competition and rewards for positive attendance.                                                                                                                                                                                                          | JMI                                              | Ongoing – weekly               |  |  | Utilised and rewards for good attendance provided – sweets, pizza and free prom tickets.                                   |
|  | Year 11 Easy Flipper attendance meetings – weekly by SLT to promote positive attendance                                                                                                                                                                                                                      | JMI<br>SLT                                       | Ongoing -                      |  |  | Actioned ahead of exams with meetings held by SLT with parents/carers to improve progress in the final stretch before May. |

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|                                                                                                          |                                                                                                                                                                                  |                    | weekl<br>y                     |  |  |                                                                                                                             |
| 8. Ensure high quality, family centred, support is offered to rapidly improve attendance where necessary |                                                                                                                                                                                  |                    |                                |  |  |                                                                                                                             |
|                                                                                                          | Staged attendance approach to be utilised by Pastoral, Inclusion and Attendance teams to ensure early intervention and support is provided where attendance may become a concern | HOYs<br>KBA<br>JTM | Sept 2024 – ongoing            |  |  | Inconsistent between teams and not always followed proactively. Re-design of the stages and CPD to be completed by JMI.     |
|                                                                                                          | Early Help Assessments to be offered where a student is at risk of becoming PA                                                                                                   | HOYs<br>JTM        | Ongoing – reviewed fortnightly |  |  | Utilised by some HoYs but not universally. Clearer guidance through chain of interventions will provide additional clarity. |

Summer Term

| Objective | Key actions | People resp. | Timescale | RAG 5 | RAG 6 | Evidence of impact                                                                                                                                                    |
|-----------|-------------|--------------|-----------|-------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |             |              |           |       |       | The RAG's and this column will be populated as you go through the year, reviewing your progress and providing evidence of your impact against each of the objectives. |

| 1. Embed a culture of attendance responsibility amongst all staff                                                                                          |                                                                                         |                       |         |  |  |                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------|---------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                            | JMI to lead tracking meetings for all Years 7 – 13                                      | JMI                   | Ongoing |  |  | JMI continues to lead tracking meetings for all Year Groups. This has widened the number of scholars discussed at each meeting and narrowed the focus to tracking data. HoYs leave these meetings with clear, achievable action points which they can then disseminate to their tutor teams.                                                 |
|                                                                                                                                                            | HoY PA Project SuT2                                                                     | HoY/<br>JMI<br>QA'ing | SuT2    |  |  | HoYs are working through a retrievable PA project this half-term, to incentivise scholars to raise their attendance above 90%. Years 8 & 7 are completing this as a competition with each other and HoYs are shouting out daily attendance at Morning Welcome. In Year 9, we have seen an improvement of 12/19 scholars currently out of PA. |
|                                                                                                                                                            | Attendance focus in Behaviour Support Plan meetings                                     | HoY                   | Ongoing |  |  |                                                                                                                                                                                                                                                                                                                                              |
| 2. To create a conducive and welcoming learning environment for Pupil Premium students to remove barriers to learning and improve Pupil Premium attendance |                                                                                         |                       |         |  |  |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                            | Key students identified and assigned keyworker/mentor to act as trusted adult in school | HOYS<br>JTM           | Ongoing |  |  | SDA (School Engagement Officer) has been working with key scholars in Years 7, 9, 10 and 11 to improve their attendance. Scholars have actively sought out SDA when in school for praise/encouragement. Through SDA's work, one scholar who was a complete school                                                                            |

|                                                                              |                                                                                                                      |                            |         |  |                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                              |                                                                                                                      |                            |         |  | refuser has now started to re-engage with learning and has attended 3 days in June, having previously not attended since January.                                                                                                                                                                                                                  |
|                                                                              | Timely 'check in' telephone calls for Pupil Premium students with patterns of absence to promote positive attendance | HOYs<br>KBA<br>PSWs<br>JTM | Ongoing |  | Completed as part of Year 10 and 11 exams attendance plan.<br><br>Assigned to HoYs/PSWs/Tutors/Attendance team as appropriate in tracking meetings where patterns of absence emerge.                                                                                                                                                               |
| 3. Ensure that high quality CPD is in place for all staff leading attendance |                                                                                                                      |                            |         |  |                                                                                                                                                                                                                                                                                                                                                    |
|                                                                              | CPD held for Pastoral staff on the use of RAC forms on CPOMs.                                                        | JMI                        | Sum1    |  | JMI completed training on the use of CPOMs for RAC forms. Pastoral staff were shown how to use these to capture scholar voice.                                                                                                                                                                                                                     |
|                                                                              | CPD held for Pastoral staff on the use of CPOMs logging to support attendance chronologies.                          | JMI                        | Sum1    |  | JMI completed training on the use of CPOMs for Truancy forms. Pastoral staff were shown how to use these to capture scholar voice.                                                                                                                                                                                                                 |
|                                                                              | CPD for all staff on the importance of 'warm, welcome and friendly' in supporting attendance.                        | JMI                        | Sum1    |  | Held in Sum1. Scholar voice shared with staff and misconceptions around attendance addressed. Staff reminded of the importance of warm/strict in their approach when supporting scholars with attendance. Staff reminded of the importance of 'noticing' and engaging with scholars on a professional but personal level – e.g., weekend activity. |

|                                             |                                                                                         |         |         |  |  |                                                                                                                                                                                                                                                                                                        |
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|                                             | CPD planned for SEND Department on building attendance conversations into the everyday. | JMI     | Ongoing |  |  | Training planned and awaiting best time to deliver. SEND team to be shown how to support attendance with telephone calls and improving APDR targets related to attendance.                                                                                                                             |
| 4. To reduce lesson truancy                 |                                                                                         |         |         |  |  |                                                                                                                                                                                                                                                                                                        |
|                                             | New truancy strategy written and shared with all staff                                  | JMI     | Sum1    |  |  | Truancy strategy written and shown at SLT. Now much easier to track and sanction truancy. The Pastoral team still have work to do on following up truancy with support but through this, we have seen reductions in truancy for Year 10 from over 40 incidents per week to 21 from Week 33 to Week 34. |
| 5. To improve student punctuality to school |                                                                                         |         |         |  |  |                                                                                                                                                                                                                                                                                                        |
|                                             | Minibus pick ups during exam season for all scholars in Years 10, 11, 12 & 13           | JMI/SDA | Ongoing |  |  | Completed by the Attendance Team and SDA each day. Telephone calls made and doors knocked on. Mixed success but parents/carers very aware of the importance of exams and the care of the school.                                                                                                       |
|                                             | Daily U code messages sent to parents/carers                                            | KBA     | Ongoing |  |  | Sent as part of AM processes. Standard message to confirm U code and encourage positive attendance.                                                                                                                                                                                                    |
|                                             | Punctuality reports being utilised by Pastoral teams                                    | HoY     | Ongoing |  |  | These are being used but inconsistently. Punctuality and attendance targets feature within BSP reports which explains why some                                                                                                                                                                         |

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|                                                |                                                                                                                                                                             |                      |                      |  |  | <p>HoYs do not utilise punctuality reports as often as they should.</p> <p>Further CPD is needed for the Pastoral team to address this. They also require clearer guidance on discerning when a punctuality report is appropriate.</p> |
| 6. To reduce the number of PA and SPA students |                                                                                                                                                                             |                      |                      |  |  |                                                                                                                                                                                                                                        |
|                                                | Attendance 1-2-1 intervention and home reporting to be used to re-engage PA and SPA students with learning                                                                  | GRI<br>KBA           | Ongoing              |  |  | NESSIE have been working with selected scholars to address barriers to education surrounding EBSA. These have been supportive for scholars and one scholar stays in school longer to attend this session.                              |
|                                                | Effective and appropriate Alternative Provision to be used to support students as appropriate                                                                               | BRE<br>JTM           | Reviewed half-termly |  |  | The number of AP scholars in Years 7-10 is 8. Some of these have been long-term users of AP and further work is required to return them fully to the classroom for 2025/2026.                                                          |
| 7. Ensure high levels of attendance in Year 11 |                                                                                                                                                                             |                      |                      |  |  |                                                                                                                                                                                                                                        |
|                                                | Tutors to complete Routine Attendance Check (RAC) forms to meet with all students in their tutor group throughout the year to check in and identify barriers to attendance. | Tutors<br>HOY<br>KBA | Ongoing – daily      |  |  | RAC forms are currently assigned at tracking meetings. JMI's vision is that tutors will take the initiative to complete these without being prompted. Further CPD is necessary to ensure this happens for 2025/2026.                   |

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|                                                                                                          | Tutor team to ensure their tutees are aware of the content they have missed within lessons if absent. Tutors to direct tutees to catch up work and liaise with Heads of Department.                                          | Tutors<br>HOY      | Ongoing – weekly    |  | Some tutors are better at this than others. Again, further CPD and support is required to improve this in 2025/2026. Tutors being cognisant of the impact of lost learning on their tutees and the nervousness this can cause scholars is imperative.                                                           |
|                                                                                                          | Heads of Department and teachers to ensure that when students miss lessons they catch up, providing the lesson resources if appropriate and providing opportunities for students to resit tests/home learning etc if needed. | All staff<br>HODs  | Ongoing – weekly    |  | Inconsistent across departments. Some set the work as homework/via teams and others do not. Moving to a fully bookletised curriculum will support this process in 2025/2026.                                                                                                                                    |
|                                                                                                          | Heads of Department and teachers to liaise with parents/carers where a pattern of absence to lesson emerges.                                                                                                                 | All staff<br>HODs  | Ongoing - weekly    |  | Currently this falls to the Attendance Team and the Pastoral Team. This will require a wider cultural shift for success in 2025/2026.                                                                                                                                                                           |
| 8. Ensure high quality, family centred, support is offered to rapidly improve attendance where necessary |                                                                                                                                                                                                                              |                    |                     |  |                                                                                                                                                                                                                                                                                                                 |
|                                                                                                          | Staged attendance approach to be utilised by Pastoral, Inclusion and Attendance teams to ensure early intervention and support is provided where attendance may become a concern                                             | HOYs<br>KBA<br>JTM | Sept 2024 – ongoing |  | Used but inconsistently. The attendance manager has been reminded of being proactive with the staged absence response and has been told to not wait for tracking meetings before sending out staged letters. JMI is producing clear checklists for 2025/2026 which will codify this practice even more clearly. |

|  |                                                                                |          |                                |  |  |                                                                                                                                                                    |
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|  | Early Help Assessments to be offered where a student is at risk of becoming PA | HOYs JTM | Ongoing – reviewed fortnightly |  |  | Offered but inconsistently. Some HoYs offer these routinely but further clarification and support to HoYs to discern when it is appropriate to offer is important. |
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## Appendix 6: September Inset Days

### Monday 1<sup>st</sup> September 2025 8:30 – 14:00

This is draft at time of this report and will be revised by JMJ and FBR.

| Time        | Session                      | Location     |
|-------------|------------------------------|--------------|
| 8:00-8:30   | Coffee & Pastries (optional) | Staff Room   |
| 8:30 –9:00  | Executive Principals Address | Ritchie Hall |
| 9:00-9:30   | Results Update               | Ritchie Hall |
| 9:30-10:30  | Teaching & Learning Update   | Ritchie Hall |
| 10:30-10:50 | Break                        | Staff Room   |
| 10:50-11:30 | SEND Update                  | Ritchie Hall |
| 11:30-12:45 | Behaviour & Attitudes Update | Ritchie Hall |

|             |                                                             |                        |
|-------------|-------------------------------------------------------------|------------------------|
| 12:45-14:00 | Department Time<br>Personal Development Meeting 13:30-14:00 | Departments<br>Library |
|-------------|-------------------------------------------------------------|------------------------|

**Tuesday 2<sup>nd</sup> September 2025 8:30 – 14:00**

| Time        | Session                              | Location      |
|-------------|--------------------------------------|---------------|
| 8:00-8:30   | Coffee & Pastries (optional)         | Staff Room    |
| 8:30-10:00  | Behaviour & Attitudes Part two       | Ritchie Hall  |
| 10:00-10:40 | Year Team Meetings                   | Various       |
| 10:40-11:00 | Break                                | Staff Room    |
| 11:00-12:30 | Safeguarding Update                  | Ritchie Hall  |
| 12:30-14:00 | Department Time                      | Departments   |
| 13:30-14:00 | Middle Leaders Meeting<br>RE Meeting | Library<br>B5 |