



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Thursday 10 October 2024

To be held from 5.15pm

At Longsands Academy

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

In attendance: Jo Myhill-Johnson; Andrew Corcoran; Cara Isaac (Item1)

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
20.06.24 Item 4	Present the Astrea Longsands Way to the LGC.	SH	
20.06.24 Item 4	Share the culture code and what to do folders	CC via SK	
20.06.24 Item 5	Make a safeguarding-focused visit to address further queries arising from the report.	LL	
20.06.24 Item 5	Confirm potential visit dates with Mr Simonis based on data deadlines.	CC	

Agenda

Item	Timings	Subject	Format
1	20 mins	Contextual safeguarding training	Presentation - DSL - CI
2	2 mins	Introductions and apologies to include Chairs update	Oral item – Chair
3	2 mins	Annual declarations of pecuniary interests and declarations of interest	Oral item – Chair

4	5 mins	Minutes of last meeting and matters arising - Minutes of last meeting on 20 June 2024 - Support for panels – Clerk’s item	Papers attached - (pp3-7) - Chair
5	45 mins	Principal’s report and questions	Papers to follow (pp8-148) Principal
6	5 mins	Risk	Oral item – Principal
7	5 mins	Confirm LGC meeting dates 2024-25 10 October 2024 5 December 2024 6 February 2025 22 May 2025 3 July 2025	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates	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 20 June 2024
At Longsands Academy

MINUTES – PART A

Members Present:	Lee Larcombe (Vice Chair); Catherine Cusick Principal - Longsands Academy; Claire Chilton; Rob Simonis; Richard Slade.		
In Attendance:	Jo Myhill-Johnson; Tomas Thurogood-Hyde (Clerk)		
Minute Reference	Summary of action required	Responsible	Status
20.06.24 Item 4	Present the Astrea Longsands Way to the LGC.	SH	
20.06.24 Item 4	Share the culture code and what to do folders	CC via SK	
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1) Introductions and Apologies

The meeting started at 5.30pm.

Dr Larcombe welcomed attendees to the meeting. Apologies were recorded from Mr Slade and from Mr Young, for whom Dr Larcombe would deputise.

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 were agreed to be a true record. Dr Cusick updated the committee with the appointment of a new Vice Principal who would address teaching standards.

The committee noted that the PAC had met twice since its founding.

Dr Cusick reported that the school was collaborating with other Astrea sixth forms on a post-16 framework, an update on which would follow.

4) Academy Improvement Plan

Dr Cusick and Mrs Myhill-Johnson gave an overview of the development process for the plan. Dr Cusick added that two new Vice Principals would join the school in September and it would be important to involve them in the plan. She went on to explain that some priorities had been adapted and brought forward from the current year.

Asked about the inclusion of success criteria, Dr Cusick responded that these would be reported termly with a RAG-rated evaluation. Asked about the transparency of those evaluations, Dr Cusick replied that she did not expect to share the running evaluations with parents, but that the headlines would be.

Dr Larcombe recalled that the LGC had previously reflected on improvement performance in its annual statement to parents. Dr Cusick suggested that an update on progress on the plan could be shared with the PAC.

Challenged on the accessibility of the language of the plan, Dr Cusick acknowledged that it could be better-presented and move away from the language of the Ofsted framework. She added that a PAC member had offered to work with her on the language.

Dr Larcombe asked that committee members be exposed to some of the induction content in order to understand the school's approach.

Action: Seb Hood to present the Astrea Longsands Way to the LGC.

Action: Catherine Cusick to share the culture code and what to do folders, via Sharon Kontou.

Asked about the inclusion of reference to Astrea in the approaches, Dr Cusick explained that by referring to both the school and the wider trust, she hoped to foster a greater understanding of the school's sense of belonging within the trust. Challenged further about the necessity of inclusion of the Trust reference and the risk that this would reduce the focus on ensuring Longsands' own standing and pride in the community, Dr Cusick emphasised that she would continue to develop pride in and the profile of the school.

Asked about the intended experience for students, Dr Cusick replied that she would expect students to be able to identify elements of lessons but not the terminology of either the Trust or school.

5) Principals Report and questions

Taking the paper as read, the committee raised the following points and questions:

- Asked whether safeguarding incidents or reports were increasing, Ms Chilton reported that recent CPD had improved staff's ability to make reports. Dr Cusick added that the additional reports were substantial, demonstrating the importance of securing this increase.

Action: Dr Larcombe undertook to make a safeguarding-focused visit to address further queries arising from the report.

- Asked for an update to the maximising achievement plan, Dr Cusick explained that she was awaiting further data before updating this. Asked further about reflecting on the performance of the plan, Dr Cusick confirmed that it would take account of the outgoing Yr11's experience as well as the current Yr10's starting point.

Action: Dr Cusick undertook to confirm potential visit dates with Mr Simonis based on data deadlines.

- How will the school reflect on the study leave arrangements from this year, in view of the disruption and misbehaviour in some of the revision sessions? Dr Cusick undertook to look into this as she had not received reports of increased Yr11 lesson removals. The committee counselled that staff feedback be considered in reviewing these arrangements; Dr Cusick agreed. Ms Chilton added that she had found the master class format useful.

Dr Cusick updated the committee on the numbers of staff leaving the school and the impact of this on the teaching and learning profile. Asked about the residual impact of the school's support approaches on those remaining at the school, Dr Cusick reported that instructional coaching would replace light-touch support plans from September 2024. She added that her approach had been agreed in consultation with the unions.

Asked to confirm that the pending arrival of the VP was not holding up the implementation of the instructional coaching approach, Dr Cusick confirmed that the approach was available now.

Asked how timetables would accommodate the additional coaching time, Dr Cusick replied that the details remained to be reviewed but SLT cover, PPA timing and other options would be considered.

How does the school plan to retain seven members of staff ready for promotion? Dr Cusick replied that being an instructional coach was one such opportunity. Asked further whether the staff were explicitly aware they were considered in this light, Dr Cusick replied that this was not explicit but that she would expect a high level of positive feedback would be given to them on an ongoing basis. Dr Cusick welcomed the encouragement to ensure that appraisals were positive experiences for staff.

Asked about the improvement needed in art, Dr Cusick agreed that improvement was required but assured the committee that actions were in hand.

Turning to behaviour and culture, Mr Corcoran provided an update on his work since taking up position and invited the following points and questions:

Noting the addition of the lesson removal data, does this have implications for the arrangements of the school day? Mr Corcoran replied that this was a national picture and it underlined the need for orderly transition arrangements, especially in view of the fact that most lesson removals took place in the first fifteen minutes of the lesson, so it was necessary to ensure students were settled. The committee emphasised the need for follow-up to be reported.

Asked how leaders would ensure that the P4 removals were not a result of less tolerant teachers rather than worse student behaviour. Mr Corcoran suggested that lesson visits might assist with this.

The afternoon tutorial time was identified as a hotspot for behaviours driving lesson removals.

Dr Cusick updated p35 to report that the still lacking 1 English teacher and 0.6 history, but other needs had been addressed.

Asked how many new appointees were trained at Longsands, Dr Cusick replied that three were and that one was a returning member of staff. She added that many candidates had spoken positively about the school, especially in respect of behaviour.

The committee discussed the departures. The committee counselled reflection on any staff who had recently joined the school who were now leaving.

Dr Cusick noted that the changes in staffing also provided opportunities, for example in MFL where Spanish would now be offered.

Noting the reduction in anticipated Yr7 admissions, would the number of classes be reduced? Dr Cusick confirmed that there was less need and that she aimed to rebuild admissions to Yr7. The committee discussed outreach to primary schools.

Ofsted Report

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

Dr Cusick reported that she had received varied feedback, including some critical. She had been sensitive to the need to acknowledge parents' remaining concerns when promoting the Ofsted outcome.

6) Parent/Carer Advisory Council (PAC) constitution

Dr Cusick reported that the behaviour policy had been reviewed and that she had fed back on the recent Ofsted judgement. Mr Simonis confirmed that there was an appropriate level of challenge in the meeting, cautioning against over-emphasis on individual SEND matters.

Dr Cusick stated that she would include a summary of the meeting in a forthcoming newsletter.

7) Sixth Form

Dr Cusick summarised the work on the development of the sixth form framework. Admissions to Yr12 were confirmed at 76; the Head of Sixth Form had undertaken interviews, which confirmed that the reputational impact of recent public criticism deterred potential candidates. Some students had expressed concern about staff departures and lack of cover; there were some misconceptions about core routines remaining in sixth form. Open evenings brought forward.

Asked to what extent options availability had deterred applicants, Dr Cusick replied that this had not featured as a reason.

Dr Cusick emphasised the importance of high standards in the sixth form, noting that attendance had increased by 13pp since the school had increased the requirement to be on site. Dr Cusick added that there was still more work to do in respect of rewards.

8) Proposed LGC meeting dates 2024-25

The proposed dates were noted without objection.

9) Future agenda items and confirmation of forthcoming dates

No additional items were proposed for discussion.

10) Any Other Business

Dr Cusick noted the need for additional staff governor recruitment. The committee further noted that Mr Young would seek additional recruitment.



Principal's Report

Autumn Term One

2024-2025

Longsands Academy

Dr Catherine Cusick

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Safeguarding

Introduction and contextual information about the school:

Longsands Academy is an 11-18 fully inclusive secondary school serving the community of St Neots and the surrounding area. The school is part of Astrea Academy trust, with 1542 students on roll. During this half term a total of 519 concerns were recorded on CPOMS. There are 342 students who are classified as pupil premium, which equates to 22.17% of the school's population. There are 225 students on the SEND register (14.59%) and 33 Educational Health Care Plans (2.14%). We currently have 25 students who are accessing alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, NT&S tutoring, Cambridge Regional College, Olive Academy, and Overloaded. The majority have a hybrid offer which combines external provision and lessons in school.

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	- Staff have completed safeguarding training September 2024. - Training Tracker has been updated to reflect training. - Trust safeguarding QA due in November 2024.	- Regular briefings and relevant training offered to be offered to staff. - DSL to continue QA of CPOM incidents.	
Trends in School	- Online safety concerns, posting inappropriate content. - Increased concerns regarding home life.	- Interventions with students identified including working with safer schools Police officer. - Offering of EHA's by pastoral team. Identifying early intervention to support family needs.	
Update on significant cases (anonymised)	- Ongoing concerns regarding family have resulted in threshold being met for CP - CIN commenced due to parental engagement and attendance concerns.	- DSL to continue working with partner agencies. ICPC review November 24. - DSL to attend CIN meetings. Pastoral support for attendance.	
Summary of referrals made	None since return in September 24.	Identify and complete referrals where needed.	

Ofsted Qualifying Complaints	3 – waiting to meet with LA to discuss		
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Welfare Profile (at the start of academic year 24/25):

Children at risk and children in need:	Current	Previous Report (Summer term 2)	This time last year
Number and % of PP	342 (22.17%)	348 (21.26%)	346 (24.03%)
Number and % of LAC	3 (0.19%)	4	4 (0.3%)
Number and % of young carers	58 (3.76%)	69 (4.21%)	51 (3.2%)
Number and % of scholars privately fostered	0	0	0
Number and % of scholars with CP plan	1	0	1
Number and % of CIN	4 (0.25%)	7	9
Referrals made for early help	0	5	1
Family support assessments conducted	1	5	0
Proportion meeting threshold	0	0	0
CP meetings attended	1	0	0
Number and % of scholars with an EHCP	33 (2.14%)	34 (2.07%)	28
Number and % of scholars with serious medical conditions	3 (0.19%)	2(0.12%)	2 (0.14%)
Number and % of scholars receiving external support: CAMHS	17 (1.10%)	15	22 (1.5%)
Number and % of scholars receiving external support: behaviour support	0	0	0
Number and % of scholars receiving external support: S and L	0	0	3
Referrals to Channel	0	0	0

Statutory Requirements:

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

Bullying (end of year comparisons):

Aspect	2022-23	2023-24
All Bullying Incidents	9	53
Racist Incidents	6	28
Cyber Bullying	0	5
Homophobic Bullying	3	7
Transphobic Bullying	0	0

Analysis and Next Steps

Analysing the data, we can see a significant increase in recorded incidents of bullying. This evidences the positive impact that our It Stops Now campaign had across the last academic year. Students felt empowered to report and challenge this behaviour.

Longsands continue to provide education and reinforce a zero-tolerance approach to behaviour which can be considered as bullying. This is delivered in various ways consisting of workshops, assemblies, posters and support from external agencies. As our assembly curriculum is developed, anti-bullying assemblies will be delivered, reinforcing the zero-tolerance approach we have as school towards bullying.

Analysing the data shows that overall, we have seen an increase in the number of incidents reported. The reports are more specific, and students are feeling more confident in reporting incidents where they feel targeted. The pastoral team continue to provide consistent support across all year groups.

This half term, I will be reviewing the use of bullying logs and if these are still being accessed.

The pastoral team continue to implement risk assessment and conduct regular check-ins, supported by the safeguarding team. Where a perpetrator has been identified as part of the sanction issued, they are required to complete an intervention to educate them in the behaviour displayed. In the school community we continue to see a reduction in friendship issues and an increase in positive peer relationships amongst students. As the year 7's settle into secondary school, we expect to see an increase in reports of friendship issues and bullying. The head of year is working with the year group to ensure they have a clear understanding of bullying and how this can be reported. Education will be provided to students to support resolving friendship issues before they escalate.

Fortnightly safeguarding staff briefings will continue this academic year, which will include bullying and discrimination.

Black student voice will continue, and this will be supported by increasing awareness in the school community about racism and discriminatory behaviour.

The data has shown, that although we have seen an increase in reports of homophobic behaviour, we have no recorded logs of transphobic areas. These are areas that will be explored to identify if incidents are not occurring or whether students feel unable to report.

Sexual Harassment:

Number of Incidents						
	22/23 Term 1	23/24 Term 1	22/23 Term 2	23/24 Term 2	22/23 Term 3	23/24 Term 3
Verbal Sexual Harassment	N/A*	6	N/A*	4	N/A*	0
Physical Sexual Harassment	N/A*	2	N/A*	0	N/A*	1
Sexual Violence	N/A*	0	N/A*	2	N/A*	2
TOTAL		8		6		3

*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 continued to fall throughout the academic year. Whilst we saw an increase of more serious incidents, this was not reflected in other areas. Staff will be reminded to report and challenge any unacceptable behaviour. We continue to ensure the “It Stops Now” message is visible around the school site and is embedded in the student bulletin. Students continue to have access to the safeguarding email address, providing students with an opportunity to report sexual harassment cases if they do not feel comfortable disclosing this face to face. Next steps for this coming half term include reviewing the education and resources students have access to. As a safeguarding team, we will be exploring training opportunities, so we can ensure students are fully supported and are given the time and space to report behaviour of this nature. Dhiverse have relaunched what services they can offer, DSL is in communication with them regarding what potential support they can offer Longsands.

Examination Outcomes 2024: analysis and review

Year 11 outcomes report

Students this year made similar progress to students from last year, we have closed the gap on 2019 P8 as well.

Within this cohort we had 11 students on AP for a significant chunk of their time within KS4, if you remove them from the data the P8 score become 0.21. We also had four students who were school refusers and had attendance rates of 51%, 50%, 34% and 18%. When these students were within school however they were not attending lessons but with Student Support officers or within the Bridge. Removing these students from our data takes the P8 to 0.25. This would put us back in line with 2022 P8 score.

Students average Attainment 8 grade is lower than the last 3 years of results. The grades being attained are on average lower than previous cohorts. It is worthwhile noting that the 2022 cohort had an average prior attainment of 104 and both the 2023/24 cohorts have an average prior attainment of 104.5.

There has been an increase on the number of students achieving 5+ Basics on both 2019 and 2023, however whilst 4+ Basics is marginally better than last year it has dropped when compared to 2019 and 2022.

There has been a decrease in progress made within English and the Open buckets this year. The Open buckets progress has been heavily affected by the English Literature results. When looking at the Open bucket subject headlines (Appendix 1) you can see this. The only other GCSE Open bucket subject that underperformed was Food and Nutrition with a cohort of 31 students.

Both the Cambridge National L1/2 subjects (Child Development and Sport L1/2) as well as the L1/2 WJEC Vocational construction courses underperformed as well.

We have identified a number of key actions to put in place in the 2024-25 academic year to support maximising progress within year 11.

BASICs Actions:

- Students who did not achieve a grade 4/5 in their English/Maths mock exams are being placed into intervention groups for PM registrations with 2 Maths intervention groups and 4 English intervention groups running. All PP students who have not already achieved a grade 4 in English or Maths will be in one of these subjects for their interventions. These sessions start from 9/9.
- ELL will share list of students who have not achieved 4+/5+ Basics with HoDs
- Weekly Basics meetings will be held including JPH, KSM, ELL, KWA and CCU to review students and identify barriers to achieving a grade 4/5 and what actions need to be taken.
- Ensure students are achieving 100% in their Sparx Maths homework and if not, they attend the Maths homework support club. Year 11 tutors will be used to support and remind in tutor time.
- Ensure parents are aware that their child is not on track to achieve 4+/5+ in both English and Maths, details of support/resources students can access be revising at home. Targeted Parent-Academy meetings to take place.
 - PP students - TWS to create a document of PP students who are underperforming with 3 smart targets to address underperformance. HoDs will update and discuss PP students' progress fortnightly in the line management meetings, with the Nov mocks indicating whether targets have been met. At each mock data point we will identify those PP students in need of support

EBacc Actions:

- ELL to identify cohort of students who need to have 4+/5+ in Basics/EBacc
- ELL to create a list of 40 students who need to be targeted to improve their EBacc results and finalise with HoDs at first RAG meeting - to be discussed at HoD meeting on CPD days (see table below)
- Work with HoD within SLT link meetings and exam review meetings to identify which elements of the mock papers causes students to underperform
- Use PM intervention sessions to work with key EBacc students identified for 4+/5+ headlines
- To mitigate the lost learning of students who are missing lessons due to being suspended or referred to reset get CTI and NJO to ensure that high quality work is provided within the reset classroom or set on Teams.
- Within HoD link meetings identify with SLT link which aspects of the mock papers cause underperformance and if required adjust SoL to address these issues.

Open Bucket Actions:

- Additional regular RAM with Gina Sanders focus on Art – fortnightly (ELL/KWA/GSA/CCU)
- Additional regular RAM with Donna Kirk focus on CD, Food & Product Design – fortnightly (ELL/KWA/DVK/CCU)
- Make reasonable adjustments where appropriate to students do not miss any BTech Sport lessons or assessment days
- Ensure SLT makes regular drop ins to lessons to ensure the climate is correct

PP headlines across the year:

	Mock		PR3		Actual		Target	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
A8	3.48	4.79	3.90	5.17	3.67	5.00	5.02	5.43
P8	-1.04	0.04	-0.60	0.43	-0.66	0.32	0.69	0.90
7+ En and Ma	5.2%	12.3%	6.9%	13.2%	1.7%	12%	10.3%	18.1%
5+ En and Ma	34.5%	51.1%	43.1%	56.4%	36.7%	54.2%	55.2%	60.8%
4+ En and Ma	51.7%	77.3%	55.2%	79.3%	56.7%	74.7%	87.9%	91.2%
5+ Ebacc	29.3%	47.6%	37.9%	54.6%	15.0%	29.8%	44.8%	51.5%
4+ Ebacc	48.3%	64.8%	53.4%	77.1%	33.3%	40.9%	56.9%	66.5%
Average A8 English	3.83	5.24	3.97	5.21	3.88	5.04	5.10	5.41
Average A8 Maths	3.52	4.67	4.00	5.07	4.05	5.10	4.97	5.21
Average A8 Ebacc	3.26	4.45	3.74	4.90	3.51	4.76	5.01	5.59
Average A8 Open	3.13	4.56	3.66	5.02	3.21	4.64	5.02	5.43

PP and non-PP students made the same amount of grade uplift on average between the mock exams and the summer exams. However, the gap between PP and non-PP is still vast with non-PP students making on average a grades better progress in each of their subjects.

The number of PP students within the school has increased year on year. Whilst our Basic headlines are the best we have had, students have made less progress compared to 2019 and 2022.

Knowing that the Open bucket has underperformed it is worth noting that attainment in the Open bucket has improved compared to 2023 for our PP students but it is still under 2019 and 2022.

10 PP students were on Alternative Provision by the end of year 11. This works out to be 16.7% of the PP cohort. Moving forwards we need to make sure as few PP students are accessing AP and can be successful within school, so we are not further disadvantaging them.

When looking at the attendance data for PP students, only 16.7% of PP students had an attendance rate of 91% or above. No PP students had an attendance rate above 93.5%. Getting our PP students into school to ensure they are attending lessons must be a priority for next academic year.

There is a need to address and remove some of the barriers to achievement lower in the school such as behaviour and attitudes. The roles of the Pastoral Intervention Coordinator will focus on supporting PP students in having the necessary behaviours to be successful in Y11 and beyond.

Actions moving forward:

- PP action plan for each student of the subjects mentioned above and this will be reviewed by SLT link and revisited after Nov mocks. TWS will create an overview document for the action plans and they will be reviewed with HoDs through SLT line management.
- TWS to set up mentoring scheme targeting underperforming PP boys

SEND headlines across the year:

Below is the data showing the headlines for SEND students (6 E students, 43 K students in cohort).

	Mock		PR3		Actual		Target	
	K	E	K	E	K	E	K	E
A8	3.18	1.94	3.52	2.58	3.34	1.97	4.25	3.55
P8	-0.37	-0.13	-0.03	0.62	-0.12	-0.58	0.80	1.25
7+ En and Ma	2.3%	0	2.3%	0	2.3%	0	2.3%	0%
5+ En and Ma	11.6%	0	16.3%	0	9.3%	0	18.6%	16.7%
4+ En and Ma	32.6%	0	44.2%	33.3%	41.9%	14.3%	81.4%	16.7%
5+ Ebacc	11.6%	0	16.3%	0	4.7%	0	11.6%	16.7%
4+ Ebacc	27.9%	0	41.9%	33.3%	11.6%	0	20.9%	16.7%
Average A8 English	3.53	2.00	3.53	3.17	3.30	2.14	4.35	3.50
Average A8 Maths	3.00	1.50	3.28	2.33	3.47	1.71	4.05	3.50
Average A8 Ebacc	2.77	1.67	3.14	2.36	3.48	2.05	4.29	3.56
Average A8 Open	3.05	2.03	3.46	2.28	3.10	1.90	4.28	3.61

K students average KS2 score – 98.5, E students – 91, None – 106

SEND students significantly underperformed compared to their targets and peers. Moving forwards we need to put actions in place to support SEND students to make progress.

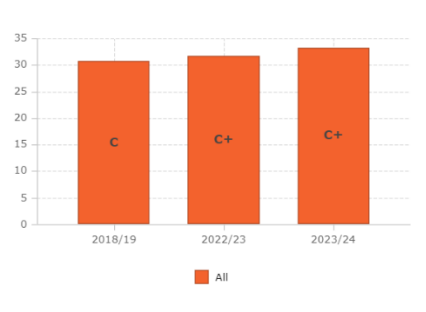
Actions moving forward:

- Need to ensure that the work being completed in reset is high quality – ensure staff are aware that if students are missing key assessments etc to contact Claire Tilley and we will support the assessment. For these students we need to ensure they are accessing lessons when in school as much as possible. Ensuring that when these students are in reset for the day reasonable adjustments are made to ensure that they can complete coursework within the relevant subjects, so they do not fall further behind.
- ELL to share list of underperforming SEND students with ESI (SENCO) to share with the SEND team so keyworkers are aware of where each student is.
- ESI to identify barriers to learning for each student and ensure that all teachers of that student are aware of strategies they should use within lessons to maximise learning
- ESI to perform lesson drop ins to year 11 classes as a priority to check strategies are being used within lessons and feedback to relevant HoD if this is not happening
- ESI to check that student's usual way of working matches their exam access arrangements and feedback to relevant HoD if this is not happening

Year 13 outcomes report

Results have increased compared to the previous two years (2023 and 2019) with students achieving on average 1.6 points more per entry. The average grade has remained a C+ as it was in 2023 (See Figure 1).

Figure 1: Grade comparison for last three examination series



The number of students who have achieved 3A*- B/C/E has also increased compared to the previous two examination series. The increase in A*-C has been the largest improvement with an increase of 13.7% since 2019 (see figure 2 below).

Figure 2: A-level Grade distributions for last three examination series

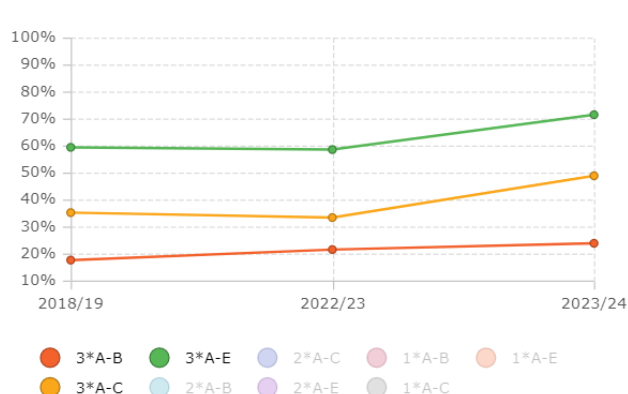


Figure 3: Grade comparison for 2023-24 cohort



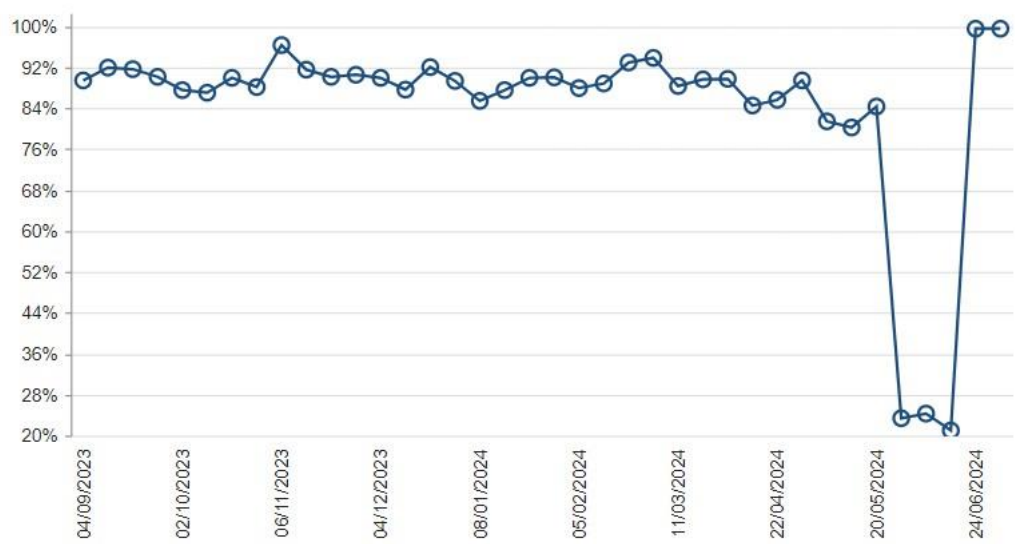
Whilst the cohort has achieved better than previous years the cohort has still underperformed compared to their targets by on average 1 grade per subject (see figure 3 above). The cohort did make progress from their Spring mock examinations, however only by a third of a grade. We would have expected the cohort to have made greater progress between the mocks and live examinations.

When looking at A-level and Applied results the APS for A-level has increased by 1.42, whereas the Applied has increased by 3.92. Students on our Applied courses have performed better than those studying A-levels. This is likely to do with the quantities of NEA work within these courses.

Comparing subject headlines against tracking data students on average achieved a third of a grade lower than predicted across the year (C+ when forecasted to be B-). Students sat a full suite of exam papers in the Spring mock exams. This means that the mock grades were incredibly reliable as to where students were at the time. Staff forecasting two thirds of a grades progress from the mocks to the exams was not unreasonable. We need to dig down further as to why this progress was not made.

One factor that we believe significantly impacted students not making more progress was the year groups attendance to lessons in the run up to the examinations. Study leave for the cohort was not supposed to begin before May half term, however as figure 4 below shows the year groups attendance began to fall below 84% from W/C 6th May. Attendance across the year has been an issue with the cohort with it regularly being below 92%.

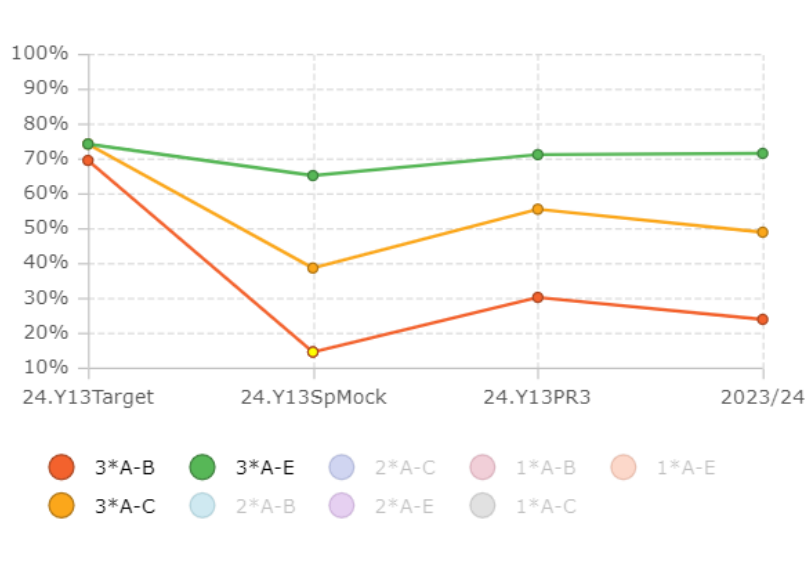
Figure 4: Year 13 attendance week by week



When looking at the attendance data in more detail 19.5% of the year group had an attendance of or over 91%. Only 1 students’ attendance was over 96%. 64 students attained a negative VA score, seven eighths of these students had an attendance lower than 91%. 39 students attained a VA score of –0.5 or below. 37 of these had an attendance of less than 91%. When looking at the absence codes, 10.8% of students had more than 10% of their absences classed as unauthorised. 16 students received late marks for 20% or more of the sessions they attended. 26 students received late marks for 10% or more of the sessions.

Moving forwards we need to put measures in place to ensure that attendance within the sixth form is better. This includes arriving to school and lessons on time. We also need to ensure that students find the lessons/revision/intervention sessions offered within school are beneficial, so they want to attend and receive more teacher input in the run up to their exams.

Figure 5: A-level Grade distributions for 2023-24 cohort



When looking at figure 5 above, we can see that staff were overconfident in their forecasts for the number of students who would achieve 3A*- B and 3A*- C grades. Later within this report we will look at forecasts V actual grades for each subject.

Actions moving forward:

- A forensic analysis of year 12 mock data to identify three groups to target:
 - a. Students who have underperformed significantly in most or all their subjects (19 students)
 - b. Students who are underperformed and are currently slightly below target in most/all subjects (26 students)
 - c. Students who have underperformed in 1 or 2 subject areas (36 students)
- Exam review meetings to review QLA from the exams to identify areas that need to be taught in more detail moving forwards
- Ensure the right teachers are teaching the sixth form groups
- Ensure cover lessons have high quality work set
- Monitor attendance to school/lessons and use attendance contracts if required to maintain high attendance within the sixth form

Year 11 & 13 Maximising Achievement Plans

Please see updated MAP(s) as **Appendix 2**.

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy: 91

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

Next Steps:

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

- CPD schedule produced and shared across whole school for Academic Year 24-25 with focus on teaching and learning using 'Astrea Longsands Way.' This document outlines key behaviour and culture routines alongside key teaching principles and teaching routines heavily influenced by 'Teach Like a Champion'. The professional development will be delivered using a variety of deliberate practice and intellectual preparation within departments. Department leads have agency to use intellectual preparation to identify areas for development in line with their action plan and academy improvement plan. This will be quality assured in fortnightly SLT link agendas to monitor progress.
- Launch 'Astrea Longsands Way' to all staff including support during September professional development. Deliver intent, implementation processes and proposed impact for teaching and learning. The Astrea Longsands Way is now readily available to all staff in a booklet format and is heavily supported by the 'What To Do' booklet

with gives clear instructions and guidance to all staff. We also need to advertise the Astrea Longsands Way and promote via desk versions on all standing desks. A purposeful visual prompt to support staff. Introduce Instructional Coaching and how SLT intend to 'drop-in' to lessons regularly to support staff with implementation of specific CPD focus or teaching principles. There is a clear process to identify influential and knowledgeable instructional coaches from September 2024, who will receive training and guidance to commence drop-ins during two fortnightly opportunities (Autumn 24 and Summer 25). Recruitment for coaches will commence in September using key staff lead practitioners and UPS staff identified in the 23-24 academic year with an area of strength or expertise. Areas of expertise are very much based on the 7 teaching principles outlined in the Astrea Longsands Way.

- Continue to coordinate daily drop ins for SLT in 'run the day'. This will continue to quality assure teaching and learning within the Academy and prioritise staff requiring additional support in the form of 'Light Touch' or leading to informal support plans. A priority will be made in the first fortnight in September 24 to drop-in to new staff to provide feedback. This will also quality assure the 'onboarding' process during the September 24 professional training days and allow SLT to provide regular and/or necessary feedback to staff in a timely fashion.
- Introduce 'desk-layout' to all staff and students during respective onboarding. The Academy has purchased every student a mini-whiteboard, whiteboard pen, whiteboard pen, A4 plastic wallet knowledge organisers to support lessons and home learning. This intent and implementation will be delivered to all staff in September 24, with a clear rationale to support teaching and learning. This will support the implementation of 'Means of Participation' and the increase in ratio within lessons but will also highlight key academically challenging knowledge in a sequenced format to students.
- As part of fortnightly meetings between department leads and SLT links, a focus on quality assurance on the implementation of the Astrea Longsands Way including cleanliness, visualisers, desks in rows along with classrooms with reduced distractions fighting for attention.
- Embed Astrea Reads in September 2024 with a clear priority on intervention using Freshstart. NGRT's to be coordinated in September 24 to identify Year 7-9 reading ages. This data will be used to identify students requiring intervention.
- Collate sequenced knowledge rich information in year group knowledge organisers. This sequenced knowledge will support the model of memory and support home learning and lessons. These knowledge organisers will be distributed to Year 7-11 by the start of September. SLT will also advocate how to use these to parents and how they support learning at the welcome evenings for all year groups from 16th September 2024.
- Autumn term. Work with departmental leads to produce departmental teaching principles to identify how each department applies each. This will create a sense of 'buy-in' and agency for staff to highlight key strengths linked to subject specialisms.
- Quality of Education Vice Principal will communicate with Key Stage 4 and 5 parent/carers to highlight and advertise key revision guides and resources to support students in their GCSE's. Will promote learning and support parents and carers within the community.

Behaviour Data:

Rewards

	All			Non-P P			PP				SEND		
	22/23	23/24	Comparison	22/23	23/24	Comparison	22/23	23/24	Comparison	PP %	22/23	23/24	Comparison
Positive Points	90924	255,287	+164,363	71477	201561	+130,084	19447	53726	+34279	21%	12724	34520	+21,796

- The classroom has become a warmer environment with greater positivity. House points were up by 165,000 compared to the previous year and there was a ratio of 4.2:1 positive points to negative points in 23/24.
- There was a downward trend in points as students progress through the school and this needs to be remedied. The target for 24/25, which has been shared through whole staff CPD, is 5 merits per lesson and a golden ticket per lesson. This is a change in policy to last where golden tickets were only issued by SLT and HoY. The aim to increase consistency through clear expectations and raise the praise even further.
- CPD has been given to staff on the strategy of "precise Praise", where the praise is linked to learning and progress, and where expectations are acknowledged, but not praised so as to remain high.
- Rewards trips returned for the end of year, and students are being given the opportunity to vote on what they would like for their reward trip of 24/25. Year 7 will be have an end of year trip, that will be a 2 day residential in Yorkshire, practising bushcraft and fostering team work.
- Hawking won the house cup, taking the lead in the final week, with only just over 2,000 points between 1st and 5th, it was hotly contested. Hawking will have their name added to the new house champions board put up in the Ritchie Hall.
- Student voice has been listened to regarding rewards for 24/25. All teachers have been asked to issue a golden ticket per lesson, to increase presence of these and tariffs for badges have been raised to increase challenge and to ensure the top achieving feel valued.

Behaviour and Culture

Lesson Removals

Lesson Removals Summer Term 1

	AM	Break	Lunch	P1	P2	P3	P4	P5	PM	Tutor Time	Grand Total
Monday			8	13	14	14	20	14	12	3	98
Tuesday	8	3	9	11	13	24	13	18	2	12	118
Wednesday	7			9	13	13	25	12	3		83
Thursday			2	10	17	8	20	23	5	3	95
Friday	1	4		9	9	10	29	9	8		85

Grand Total	16	7	19	52	66	69	107	76	30	18	479
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Lesson Removals Summer Term 2

Count of Student										
Row Labels	AM	Lunch	P1	P2	P3	P4	P5	PM	Tutor Time	Grand Total
Monday			6	6	17	10	22	3		66
Tuesday	2	2	7	9	10	21	13		7	73
Wednesday		1	2	8	9	17	7	1		46
Thursday			5	1	5	12	3			27
Friday		1	6	9	4	7	6			40
Grand Total	2	4	26	33	45	67	51	4	7	252

From the lesson removal data above, despite year 11 completing their GCSE's and having a reduced attendance in summer term 2, the lesson removals decreased across the Academy by 47%. P3 and P4 are areas of development, which are proving to be a significant difference in terms of high numbers of removals compared to other periods. These periods are lessons, which take place after unstructured social times.

As a result of this, a key area of focus for the Academy are the core routines around entry and exit. This routine has been a key focus for all staff within autumn 1 and was a key part of the onboarding process for staff and students.

From the new academy structure, SLT presence is high due to the 20 minute timeframe available between Lunch 1 and Lunch 2 for the academic year 24/25. From this, SLT presence increases across all Period 4 lessons. A key area of focus will depend on the trends in September 24.

Reset

Number of Resets 23/24	Total	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7	151	11	27	22	21	25	45
8	651	87	157	117	149	58	83
9	741	68	200	180	121	73	99
10	474	57	97	134	79	55	52
11	418	58	132	109	89	30	N/A
12	0						

13	0						
All	2435	281	613	562	459	241	279

From the Reset data, Autumn 2 and Spring 1 are our areas of concern around number of students referred to Reset. A key area and target for the pastoral team will be to be supporting lessons significantly during these crucial half terms. Establishing clear interventions early with our most concerning students will be essential to keep Reset numbers lower than last years.

A highlight since April 2024, is the success rate of students completing reset. Over 97% of students complete reset. This is evident through our analysis tracker, which monitors the work completed within the Reset base. Students on average obtain over 70% on their test results from the work completed in the Reset base.

Year 9 is a key year to monitor going forward for this academic year. This is particular within the subjects they will have an option. As this is the year they will choose their options, the pastoral and academic team will prioritise lesson visits to our most challenging year 9 options classes. This will support with the reduction in lesson removals and overall reduction in the number of students referred to reset.

From the data, Sum 1 and Sum 2 saw a significant reduction in the number of reset referrals. This is due to the introduction of the escalation model which is outlined below:

2 x Truancy - Referral to reset. Previously 1 Truancy would result in Reset.

2 x lesson removals – Referral to reset. Previous 1 lesson removal would result in reset.

3 x lesson removals – Reset base (2-day referral)

The rationale for the behaviour escalation model was to provide clarity and consistency to all staff and students. It also provided an opportunity for students to reflect and correct their behaviour, which a key Ofsted AFI. Students now have a better understanding of why their behaviour impacts their learning. For the academic year 24/25, there is a clear plan in place for HOYs and the senior team to track data and identify key trends on a weekly basis.

The appointment of our new Pastoral and Intervention Coordinator will be working closely with key middle leaders to provide data analysis of lesson removals, which in the long term will prevent and reduce the number of Resets.

Detentions

Number of Detentions 23/24	Total 22/23	Total 23/24	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7	4000	2521	131	392	385	312	554	747
8	4826	5263	452	951	810	854	887	1309
9	4614	6316	691	1225	1017	897	1269	1217
10	4552	4270	449	878	752	611	732	848

11	2313	2407	421	696	441	480	357	12
12	0	0						
13	0	0						
All	20305	20777	2144	4142	3405	3154	3799	4133

Detentions during the last academic years have been close to equal by total. Autumn 2 proves to be the most challenging term with detentions almost doubling compared to autumn 1. Despite 'lateness to lesson' being introduced to generate an automatic detention, the number of detentions did not spike significantly, which overall shows an improvement in behaviour for learning.

A key factor for this academic year will be to ensure there is a clear plan to support staff with behaviour for learning. Examples to support improvement are as follows:

- CPD for all staff during autumn 1 to use least invasive strategies to prevent staff having to use the behaviour policy and sanction with detentions.
- A robust plan on key areas of concern. These include hotspot lessons and students with the highest number of disruptions to learning logs.
- Top 25 students for disruption to learning (5 per year group) to have a 1-1 meeting with the HOY regarding their behaviour points in week 1 autumn 2.
- A clear rota for the Senior and Pastoral team to support with learning walks and climate control.
- Interventions and target setting for key students to reduce the number of detentions across the academic year.
- Behaviour trackers – These have been introduced for HOYs to use weekly. These trackers provide robust data on each student, which provides detail of every behaviour point each week and how the student has received them. The data then tallies a points system to rank students by order of most behaviour points weekly. From this tracker, key students can be identified early as a prevention rather than waiting until the behaviour has escalated.

Suspensions:

Key Data 2023/2024	All Scholars	PP Scholars	SEND Scholars	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	671	310	229	25	111	173	194	167	1	0
% Of Cohort	0.38	0.82	0.94	0.08	0.37	0.57	0.65	0.56	0.007	0
Total Days	1204.5	538.5	416.5	46.5	204	318	344	287	5	0
Suspension Rate %	38.92	82.01	94.24	8.2	37.63	57.1	65.76	56.8	0.74	0
Permanent Exclusions	2	1	1	1	0	0	1	0	0	0

1724				295	303	295	294	135	98
on roll	378	243	305						

Top 3 Reasons

Persistent or General Disruptive Behaviour 76.75%

Physical assault against a pupil 6.71%

Verbal abuse/threatening behaviour against an adult 6.26%

Total Student Key Data 2022/2023	All Scholars	PP Scholars	SEND Scholars	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	457	225	191	50	60	148	137	58	2	2
% Of Cohort	0.26	0.61	0.87	0.17	0.2	0.49	0.46	0.21	0.01	0.01
Total Days	732	337.5	307.5	101.5	81	194	260.5	90.5	2	2.5
Suspension Rate %	26.19	61.98	87.61	17.01	20	49.17	46.28	21.25	1.85	1.16
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

1745				300	301	296	273	108	173
on roll	363	218	294						

Top 3 Reasons

Persistent or General Disruptive Behaviour 60.61%

Verbal abuse / threatening behaviour against an adult 10.50%

Physical assault against a pupil 8.32%

Total Students

Suspension Analysis

Suspensions in the academic year 24/25 increased from 22/23. The significant area of concern was at key stage 4. Year 7 made a significant improvement in the number of suspensions, which is a key target to further improve in the current academic year 24/25. Sixth form particularly made drastic improvements with only 1 student suspended the whole academic year.

The 'respect' value at Longsands is a key value, which is showing improvement across the Academy. This is evident through the reduction in the reasons for suspension during the academic year 23/24 compared to the academic year 22/23. A decrease of 4.33% for physical assault against a pupil and a decrease of 2.06% for verbal abuse/threatening behaviour against an adult have been a real highlight of improvement. This area has been a key focus for the Life at Longsands Curriculum and through our behaviour interventions with the pastoral team. The 'It stops now' campaign has played a significant role with this and assemblies reminding students about our 'respect' value have also contributed to this area of improvement.

A key focus for this academic year is the intervention and support of our key stage 4 students to prevent high numbers of suspension.

A target of reducing suspension by 15% compared to the academic year 23/24 is a KPI for the pastoral team.

The introduction of the behaviour stages provides a robust guide of escalation to support students from reaching thresholds based on their behaviour points. Early interventions take place at key points to support students to improve their behaviour for learning and effectively reduce suspensions further.

Suspension Reduction:

Please see suspension reduction plan for how you are planning to reduce the number of suspensions within your academy for 2024-25 as **Appendix 3**

Behaviour and Culture Analysis Next Steps:

The next steps for behaviour and culture are to implement consistency across the Academy to implement the behaviour policy effectively. Below are some key areas:

- Establishing consistent Core Routines are key to embed a culture of 'silence is golden'. Recruitment in key areas of the pastoral team is a focus in the autumn term, as there is a need to fulfil a key role (Reset Base Manager).
- Upskilling HOYs and managing Student Support Officers is a key area of professional development to enforce a culture of high standards.
- The introduction of Key Performance Indicators for Heads of Year and the Pastoral Team will support and motivate staff to reduce key indicators for future success based on their performance management.
- Sharing of key behaviour data daily and weekly to key stakeholders to prevent and proactively support to reduce poor behaviour across the Academy.
- Quality assuring core routines through consistently lesson visits across all members of the pastoral and senior team.
- Thorough reviews of the behaviour escalation and interventions to prevent students from repeated reset and suspensions.

- Clear consistency of processes and systems to ensure behaviour and culture meets guidelines. This will support with behaviour panels and potential permanent exclusions.
- Tracking of staff performance at tutor time around the quality of provision of the Core routines
- Behaviour data analysis used to make informed decisions to prevent poor behaviour and support through early onset intervention.

Attendance

Please provide below details of your attendance data for the end of the last academic year.

	Key Attendance Target for 2023-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole School %	97%	91.4%	91.1%	89.1%
Individual Scholar %	97%			
Pupil Premium %	90%	86.7%	86.0%	83.8%
SEND %	90%	86.6%	86.0%	82.7%
% of pupils who are PA:	15%	26.7%	25.3%	35.8%
% of PP pupils who are PA:	20%	42.5%	43.4%	53.2%
% of SEND pupils who are PA:	20%	35.7%	34.3%	48.1%

Attendance for Year 11: Class of 2025

	Key Attendance Target for 203-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole School %	97.0%	88.9%	88.7%	88.1%
Individual Scholar %	97.0%			
Pupil Premium %	90.0%	78.4%	77.3%	76.2%
SEND %	90.0%	77.6%	76.5%	75.0%
% of pupils who are PA:	15.0%	35.1%	31.7%	33.0%
% of PP pupils who are	20.0%	58.7%	58.7%	62.5%

PA:				
% of SEND pupils who are PA:	20.0%	57.1%	51.4%	57.9%

- The attendance of the Year 11 class of 2025 was in line with the the class of 2024 in the 23/24 academic year. The class of 2024 had an attendance of 88.7% and the class of 2025 had an attendance of 88.1%.
- Rates of persistent absenteeism are higher in the class of 2025 compared with the class of 2024 by 2.8%. To reduce persistent absenteeism in the 2025 cohort, the attendance team will work in conjunction with the Pastoral and SEND teams to provide bespoke attendance improvement plans for these students. These plans will focus on identifying and removing barriers to attendance, as well as positive praise for excellent attendance. The Passport to Prom initiative will also include an attendance criterion to act as an incentive.
- Attendance of Pupil Premium students is a priority focus for the class of 2025 cohort, as well as the academy as a whole. It forms a key part of the attendance improvement plan attached as appendix 4.

Comparison of scholars who have only ever been at the academy and those who have joined as In Year Admissions

DATA NOT AVAILABLE AT TIME OF MEETING PAPERS PUBLISHED

2023 – 24	Cohort size	Attendance %	100%	97%	90-96%	PA	Severely PA
Student numbers							
Non mobile students							
All students							
Mobile students							
IYA since 23/24							
Percentage of cohort							
Non mobile students							
All students							
Mobile students							
IYA since 23/24							

2022 – 23 TOTAL	Cohort size	Attendance %	100%	97%	90-96%	PA	Severely PA
Student numbers							
Non mobile students							
All students							
Mobile students							

IYA 22/23							
Percentage of cohort							
Non mobile students							
All students							
Mobile students							
IYA 22/23							

Attendance Next Steps:

Please see Attendance Improvement Plan attached as appendix 4.

Academy Improvement Plan for 2024-25

Academy Improvement Plan for 2024-25

Provide attach a copy of your AIP for 2024-25 as **Appendix 5**

SEF for 2024-25

Updated SEF for 2024-25

Provide attach a copy of your updated SEF for 2024-25 as **Appendix 6**

Marketing for 2024-25

Open Events for Year 7 2025

- Open Evening 09.10.24
- Visits to Primary School Parent/Carer Consultations evenings
- School Tours every Friday – open to prospective parent/carers
- Open Week for school tours for prospective parent/carers
- Prospectus on the website
- Publicity on social media ie facebook, X etc.

Open Events for Year 12 2025

- Open Evening took place in July 2024
- Open Evening 26.09.24
- Recruitment fayres at neighbouring schools including Ernulf
- Taster sessions

- Subject specific assemblies at Longsands
- Prospectus to be published in paper
- Alumni posters produced for around the school.

Other Marketing Activities:

- Increased positive presence on social media
- PAC to be invite to morning welcome to report back to parent/carers
- Weekly newsletters which feature new staff
- Friday morning weekly school tours

HR, Operations and Site Update

HR and Staffing Update

	Details
New Appointments for 1 st September 2024 (any updates further to previous report)	Caroline Foster Helen Morley Yousef Majid
New Appointments for HT2/January 2025	None
Leavers for 31 st August 2024 (any updates further to previous report)	None
Leavers for 31 st October/31 st December 2024	1
Current vacancies not filled	None

Site maintenance/improvements and any site works projects

Over the summer the following improvements were made to the site:

- Painting of Ritchie Hall
- Phase 1 Windon replacement
- New set of toilets in F Block
- New staff room

NOR Update for September 2024

Current NOR

PAN:290

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
Start of term- September 2024 (16 th)	260	294	269	272	279	76	120	1570

July 2024 (1 st)	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 th September 2023	300	279	289	282	288	114	98	1650
July 2023 (1 st)	281	293	287	291	106	97	6	1361
January 2023	283	292	287	286	272	102	168	1690
October 22 Census	278	293	288	282	272	106	172	1691
1 st September 22	279	289	285	279	270	88	173	1663
October 21 Census	291	288	282	277	265	186	150	1739

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers 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		5		45
Total number of Leavers 2023-24	11	27	34	19	6	17	2	116
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

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
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Total EHE 2021-22	2	4	2	4	3			15
Total EHE 2022-23	2	1	6	1		2		12
EHE Autumn term 2023	1	1	3	2	2			
EHE Spring term 2024	1	4	4	7	1			
EHE Summer term 2024	2	2	5	1	0			
Total EHE 2023-24	4	7	12	10	3	0	0	36

	2022-23		2023-24	
	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	12	0.71	36	2.17
Of which did not join the academy at the start of Year 7				

Analysis and Commentary:

Include how many have returned to roll.

Any Other Academy Matters

Enrichment Programme and Activities Autumn Term 1 and Student Leadership

Please find below on the next page the enrichment opportunities on offer for the Autumn term and descriptors for clubs below this. Students will be offered the opportunity to share student voice on what they would like to see in Autumn term.

In the week commencing 16th September, the house council application process will be opened through assemblies, with a representative from each form being elected during tutor times, to meet fortnightly and share student voice from their tutor groups. They will also be involved in the running of events in school.

New leadership roles are being launched in the form of prefects (KS4) and a leadership team (KS5). Prefects will be able to assist with duties, lead on year book and prom organisation, and assist the leadership team with the running of initiatives identified by student voice. The leadership team in KS5 will have representatives for diversity, wellbeing, sports, Head students, enrichment and LGBTQ+. Their roles will be to work with SLT and develop these strands, representing the school and building a positive culture, based upon the voice from house council, and with the support of them and prefects.

The purpose of these new leadership roles is to empower our students to continue to develop the positive learning environment they want to see, whilst giving the opportunity to have responsibility which will help with future applications to further education etc. They are another vehicle to strengthen student voice, and make a more collaborative approach at Longsands.

	Before School 8 am to 8:30 am	Lunchtime	After School 3:10 pm – 4 pm / 4:30 pm
MONDAY	Breakfast Club in New Hall	GCSE Music: Composition Clinic (K4 BPP)	Cyber First Girls Competition (start date TBC) Year 8 Y11 L2 Further Maths: invited Y11s. Mondays, 15:15-16:15 in N2.16 with Miss Sharratt <u>NETBALL CLUB (GIRLS AND BOYS) - JFS/VJP/HDA</u> Y7 - SPORTS HALL CHANGING ROOMS Y10/Y11 - PA CHANGING ROOMS <u>RUGBY CLUB - JJB/JSH/REL/LMT</u> Y7/Y8/Y9/Y10 - PAVILION CHANGING ROOMS
TUESDAY	Breakfast Club in New Hall	Karaoke Club: Years 7-9 (K4 BPP) Year 10 Language Leader session LFE + JWH	<u>BADMINTON CLUB (GIRLS AND BOYS) – SIXTH FORM</u> Y10/Y11 - SPORTSHALL CHANGING ROOMS

WEDNESDAY	Breakfast Club in New Hall	Longsands Band: All Years Grade 1+ Instrumentalists K2 BPP KS3 Poetry club year 7-9	Chemistry A-level Clinic Year 12-13 AWS – Amazon App competition (start date TBC) Year 8 Maths Problem-solving Club: invited Y7s. Wednesdays, 15:15-16:15 in N2.15 with Mrs Woodgate Maths Clinic: drop-in support for A level Maths and Further Maths for Y12/Y13. Wednesdays, 15:15-16:30 in F1 with Mrs Philpott <u>BASKETBALL CLUB (GIRLS AND BOYS) – PGCE/SIXTH FORM</u> Y7/Y8/Y9 - SPORTSHALL CHANGING ROOMS <u>GIRLS NETBALL/HOCKEY FIXTURES - KJD/JFS/HDA/VJP</u>
THURSDAY	Breakfast Club in New Hall	Longsands Voices (Vocal Group): Years 7-9 (K4 BPP) Gardening club	STEM Club Science Clinic Year 10-11 Maths Sparx Support Session: Y7-9. Thurs 15:15-16:00 in B10 with maths teachers <u>HOCKEY CLUB (GIRLS AND BOYS) – VJP/HDA</u> Y8/Y9 - PAVILLION CHANGING ROOMS <u>GIRLS FOOTBALL CLUB - KJD</u> Y7 - PAVILION CHANGING ROOMS <u>BOYS RUGBY FIXTURES - JJB/JSH/REL/SSH/LMT</u>

FRIDAY	Breakfast Club in New Hall	Music Technology Club: Years 7-9 (K4 BPP)	Med Soc Year 10-13 <u>FITNESS SUITE CLUB - (GIRLS AND BOYS) FIRST 30 STUDENTS ONLY – JJB/HDA/REL</u> Y7/Y8/Y9/Y10/Y11 - PAVILLION CHANGING ROOMS <u>TRAMPOLINING (GIRLS AND BOYS) - KJD</u> Y10/Y11 - SPORTS HALL CHANGING ROOMS
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Categories

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

GCSE Music Composition Clinic: K4 BPP

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 BPP

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 BPP

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.

If you are an instrumentalist and are currently having lessons on your musical instrument (in or out of school!) we would love to invite you to play in our band. Speak to Mr Parkes for more information if you would like to join! Longsands Band: K2 BPP

Music Technology Club: K4 BPP

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

Longsands Band: K2 BPP

If you are an instrumentalist and are currently having lessons on your musical instrument (in or out of school!) we would love to invite you to play in our band. Speak to Mr Parkes for more information if you would like to join!

Gardening Club:

A friendly place where students can come and learn to plant and grow a variety of different plants as well as tending to the science garden.

Medical Society:

A society for those students considering applying to health related degrees or apprenticeships with a particular focus on medicine, dentistry and veterinary medicine degrees and jobs.

Community Engagement and Events

Monday 16 September 2024 Welcome to Year 7 Welcome Evening with Q&A

Tuesday 17 September 2024 Welcome to Year 11 Welcome Evening with Q&A

Wednesday 18 September 2024 Welcome to Year 10 Welcome Evening with Q&A

Thursday 19 September 2024 Welcome to Year 9 Welcome Evening with Q&A

Monday 23 September 2024 Welcome to Year 8 Welcome Evening with Q&A

Tuesday 24 September 2024 Welcome to Year 12 Welcome Evening with Q&A

Wednesday 25 September 2024 Welcome to Year 13 Welcome Evening with Q&A

Thursday 26th September 2024 Sixth Form Open Evening

Monday 30th September 2024 Y7 Meet the Tutors Parents Evening (Online)

Wednesday 9th October Year 6 Open Evening

Appendix 1a: Year 11 Headlines

	2019 Results	2022 Results	2023 Results	2024 Results
Number of Pupils	285	266	272	285
Attainment 8	48.77	52.13	48.10	47.19
Progress 8	0.14	0.26	0.11	0.12
Progress 8 (English)	0.01	0.08	-0.11	-0.21
Progress 8 (Maths)	0.22	0.39	0.18	0.26
Progress 8 (Ebacc)	0.33	0.62	0.53	0.42
Progress 8 (Open)	-0.05	-0.09	-0.26	-0.40
% English/Maths 5+	47.4	53.0	50.0	50.5
% English/Maths 4+	71.6	78.9	69.5	70.9
% Ebacc 5+	15.8	39.1	31.3	26.3

% Ebacc 4+	22.5	54.1	46.3	38.9
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9-1 GCSE (Att8 Points)

Name	%	- 8 %	- 7 %	- 6 %	- 5 %	- 4 %	- 3 %	- 2 %	- 1 %	- U %	- X %	- Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	5.3	15.8	36.8	57.9	68.4	92.1	100	100	100	100	100	100	100	38	6-	5.76	0.35	0.3
Art (Photography)	0	5.3	15.8	36.8	73.7	84.2	94.7	100	100	100	100	100	100	19	5=	5.11	1.35	0.54
Business Studies	0	2.8	8.3	25	50	69.4	83.3	91.7	94.4	100	100	100	100	36	4+	4.25	-0.04	0.21
Citizenship	0	0	0	0	0	0	0	100	100	100	100	100	100	1	2=	2	-0.36	-1.9
Computer Science	1.8	5.4	21.4	41.1	58.9	69.6	80.4	83.9	94.6	98.2	100	100	100	56	5-	4.57	-0.48	0.24
Drama	11.1	11.1	11.1	22.2	44.4	88.9	88.9	100	100	100	100	100	100	9	5=	4.78	0.2	0.53
English Language	1.4	5.7	15.2	29.8	51.8	71.3	90.4	97.2	98.9	99.3	100	100	100	282	5-	4.62	-0.03	-0.07
English Literature	1.8	5	13.9	28.2	46.8	71.4	83.6	91.1	95.7	98.2	100	100	100	280	4+	4.38	-0.3	-0.29
Food & Nutrition	0	3.2	12.9	19.4	35.5	54.8	71	93.5	100	100	100	100	100	31	4=	3.9	-0.14	-0.4
Geography	1.2	7	17.4	32.6	52.3	69.8	90.7	93	95.3	96.5	100	100	100	86	5-	4.59	0.05	0.35
History	8.1	16.7	24.2	37.1	50.5	64	78	85.5	92.5	94.6	100	100	100	186	5-	4.56	-0.33	0.06
Latin	27.8	61.1	66.7	77.8	88.9	94.4	100	100	100	100	100	100	100	18	7+	7.17	0.29	1.24
Mathematics	2.8	9.2	19.1	35.7	63.3	78.1	89.8	95.8	99.3	100	100	100	100	283	5=	4.93	0.29	0.33
Maths (Further)	5.9	23.5	29.4	47.1	76.5	82.4	82.4	82.4	82.4	100	100	100	100	17	5+	5.12	-1.91	-
Media Studies	0	4.2	16.7	33.3	41.7	62.5	87.5	91.7	100	100	100	100	100	24	4+	4.38	0.49	0.34
MFL French	1.4	7.7	12	18.3	49.3	67.6	91.5	95.1	96.5	97.2	100	100	100	142	4+	4.39	-0.64	-0.15
MFL German	0	0	4.8	19	57.1	90.5	100	100	100	100	100	100	100	21	5-	4.71	-0.82	0.05
MFL Spanish	100	100	100	100	100	100	100	100	100	100	100	100	100	1	9	9	1.2	3.34
Music	6.3	18.8	43.8	68.8	87.5	87.5	93.8	100	100	100	100	100	100	16	6=	6.06	0.49	1.12
PE	0	9.8	29.3	63.4	78	85.4	95.1	100	100	100	100	100	100	41	6-	5.61	0.79	1.25
Polish	100	100	100	100	100	100	100	100	100	100	100	100	100	1	9	9	3.05	1.02
Product Design	0	7.9	18.4	36.8	68.4	78.9	97.4	100	100	100	100	100	100	38	5=	5.08	0.15	0.57
Science Biology	9.3	23.3	41.9	81.4	97.7	100	100	100	100	100	100	100	100	86	7-	6.53	0.27	0.28
Science Chemistry	10.5	24.4	41.9	79.1	97.7	100	100	100	100	100	100	100	100	86	7-	6.53	0.27	0.33
Science Physics	10.5	17.4	45.3	83.7	96.5	100	100	100	100	100	100	100	100	86	7-	6.53	0.27	0.31
Statistics	0	0	0	0	0	0	10.5	26.3	52.6	68.4	100	100	100	19	1=	0.89	-0.61	-2.01

9-1 GCSE Double (Att8 Points)

Name	%	- 8 %	- 7 %	- 6 %	- 5 %	- 4 %	- 3 %	- 2 %	- 1 %	- U %	- X %	- Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Science Combined	0.3	2.1	10.6	20.6	51.3	70.9	87.6	94.1	96.9	99	100	100	100	388	54-	4.34	0.38	0.49

Cambridge National L1/L2 (Att8 Points)

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	SPI
Child Development	4.2	16.7	29.2	66.7	95.8	95.8	100	100	100	100	100	100	24	P2	4.34	0.04	-0.12
Sport L1/2	0	8.3	33.3	50	66.7	91.7	91.7	100	100	100	100	100	12	P2	3.63	0.46	-0.29

L1/2 WJEC Vocational (Att8 Points)																		
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	SPI		
Construction L1/2	0	0	7.1	21.4	35.7	64.3	92.9	100	100	100	100	14	D1	2.46	-0.21	-0.63		

Appendix 1b: Year 13 headlines

	2024 Results	Target
L3 Overall Cohort	92	102
L3 Overall Ave Points Per Entry	33.82	42.71
L3 Overall Ave Grade	C+	B+
L3 Overall VA	-0.41	0.57
A level Cohort	83	94
A Level Ave Points Per Entry	33.27	42.62
A Level Ave Grade	C+	B+
A Level VA	-0.49	0.54
Applied General Cohort	21	22
Applied General Ave Points Per Entry	36.35	43.51
Applied General Ave Grade	D=	D*-
Applied General VA	0.08	0.79

Appendix 1d: Year 13 subject headlines

Name	Total Grades	Average Pts Per Entry	Average Grade	VA	Residual	Avg EAP Diff Whole	Avg EAP Diff Sub	On/Above Track %	Below Track %
Art (Fine)	3	26.67	C-	-1.37	1.11	-1.3	-1.3	0	100
Art (Photography)	1	20	D=	-1.77	3.33	-2	-2	0	100
Business Studies	12	35	B-	-0.39	0.59	-0.8	-0.8	33.3	66.7
Classical Civilisation	9	33.33	C+	-0.44	0.12	-0.8	-0.8	44.4	55.6
Computing Double	5	47	Dist*=	0.74	4.83	-0.2	-0.2	60	40
Economics	4	27.5	C-	-0.41	-1.52	-1	-1	50	50
English Lan/Lit	7	37.14	B-	-0.05	1.47	-0.4	-0.4	57.1	42.9

English Literature	5	38	B-	-0.8	1.64	-1.2	-1.2	20	80
EPQ	15	40.67	B=	-0.55	1.62	-0.1	-0.1	93.3	6.7
Film Studies	11	30.91	C=	-0.72	3.79	-0.7	-0.7	54.5	45.5
Geography	13	31.54	C=	-0.28	0.85	-0.7	-0.7	46.2	53.8
Geology	4	35	B-	-0.25	-0.83	-0.5	-0.5	50	50
H&SC	5	38	Dist+	0.36	12.67	-0.2	-0.2	80	20
History	6	35	B-	-0.31	0.18	-0.8	-0.8	33.3	66.7
Maths	18	39.44	B=	-0.27	-0.46	-1.1	-1.1	33.3	66.7
Maths (Core)	2	30	C=	-0.36	-1.43	-0.5	-0.5	50	50
Maths (Further)	2	60	A*=	0.8	0	0	0	100	0
Media Studies	2	40	B=	0.31	3.33	0	0	100	0
MFL French	3	36.67	B-	-0.58	0.3	-1.3	-1.3	33.3	66.7
Music Technology	4	40	B=	0.27	-0.83	-0.5	-0.5	50	50
PE	12	35	B-	-0.41	1.29	-0.8	-0.8	33.3	66.7
Psychology	31	27.1	C-	-0.73	-2.32	-1.3	-1.3	16.1	83.9
RE	5	24	D+	-1.45	-6.67	-1.6	-1.6	0	100
Science Biology	25	37.6	B-	-0.1	-1.18	-1.2	-1.2	28	72
Science Chemistry	19	35.26	B-	-0.28	-2.02	-1.4	-1.4	26.3	73.7
Science Physics	7	42.86	B+	0.37	-4.61	-0.9	-0.9	42.9	57.1
Sociology	21	23.81	D+	-1.45	-0.81	-1.4	-1.4	23.8	76.2
Sport Single	3	31.67	Dist-	-0.45	5.28	-0.7	-0.7	33.3	66.7
Stageworks Double	5	29	Merit+	-0.19	0	-1.8	-1.8	0	100
Stageworks Triple	3	33.33	Dist-	-0.32	0	-0.7	-0.7	33.3	66.7

Appendix 2a: Year 11 MAP

Year 11 Maximising Achievement Plan (24-25)

Key Performance Targets

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

YEAR 10 forecasting (Summer 2024)

Indicator (Targets)	PR2	Mock	PR3
Total no. of Students in the Cohort	285	279	279
KS2 Prior	104.5	104.5	104.5
Attainment 8 (51.14)	47.66	41.55	48.55
Progress 8 (0.60)	0.26	-0.36	0.33
English Progress (0.37)	-0.03	-0.21	0.24
Maths Progress (0.65)	0.38	-0.41	0.55
EBACC Progress (0.83)	0.64	-0.02	0.59
Open Progress (0.48)	0.00	-0.78	-0.03
Students Achieving 9-5 in English and Maths (60.7%)	54.4%	37.6%	56.3%
Students Achieving 9-5 in English (Best of) (73%)	65.3%	54.1%	66.3%
Students Achieving 9-5 in Maths (62.8%)	58.6%	43.4%	63.1%
Students Achieving 9-4 in English and Maths (84.6%)	75.8%	54.8%	76.7%
Students Achieving 9-4 in English (Best of) (91.6%)	86.3%	68.5%	87.8%

Students Achieving 9-4 in Maths (84.9%)	76.8%	61.3%	77.1%
Students Achieving 9-7 in English and Maths (12.6%)	10.9%	8.6%	16.5%
Students Achieving 9-7 in English (Best of) (14.7%)	13.3%	23.7%	26.9%
Students Achieving 9-7 in Maths (22.1%)	24.2%	13.3%	24.4%
Students entered for the E-BACC (80.4%)	77.2%	201	76.0%
Students Achieving the E-BACC (4+) (66.3%)	54.7%	33.3%	52.3%
Students Achieving the E-BACC (5+) (46.3%)	36.8%	19.4%	36.2%
E-BACC APS (4.93)	4.65	3.92	4.69

Year 10 PR3 data

Name	%	- 8 %	- 7 %	- 6 %	- 5 %	- 4 %	- 3 %	- 2 %	- 1 %	- U %	- X %	- Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	0	0	5	30	65	70	90	90	90	90	90	100	100	20	4+	4.4	-0.33	-0.59
Art (Photography)	0	0	27.8	44.4	88.9	94.4	100	100	100	100	100	100	100	18	6-	5.56	0.83	0.64
Business Studies	1.7	8.5	23.7	37.3	50.8	66.1	78	96.6	98.3	98.3	98.3	100	100	59	5-	4.61	-0.14	0.54
Computer Science	15.4	33.3	48.7	66.7	82.1	89.7	92.3	94.9	94.9	94.9	94.9	100	100	39	6+	6.18	-0.09	2.02
English Language	0.8	12.4	27.1	42.9	67.7	91	97	97.7	97.7	98.9	98.9	100	100	266	5+	5.34	0.31	0.74
English Literature	0.4	3	14.3	32	56.8	87.2	95.1	97	97.4	98.5	98.5	100	100	266	5-	4.83	-0.2	0.2
Food & Nutrition	0	0	13.6	18.2	31.8	54.5	90.9	90.9	95.5	95.5	95.5	100	100	22	4=	3.95	-0.36	-0.39
Geography	0	19.7	36.1	45.1	53.3	74.6	87.7	93.4	94.3	94.3	94.3	100	100	122	5=	5.04	0.3	1
History	2	6.7	22.7	42.7	62	80.7	90.7	96.7	98	98	98	100	100	150	5=	5.02	-0.16	0.66
Latin	20.8	33.3	62.5	91.7	100	100	100	100	100	100	100	100	100	24	7+	7.08	0.23	1.42
Mathematics	6	14.2	25.5	42.3	65.9	80.5	91.4	96.6	97.8	97.8	97.8	100	100	267	5+	5.2	0.18	0.73
Media Studies	0	13	39.1	47.8	60.9	95.7	95.7	95.7	95.7	100	100	100	100	23	5+	5.43	0.45	0.97
MFL French	0.5	2.1	13.3	29.7	56.4	82.1	90.8	95.9	96.9	97.4	97.4	100	100	195	5-	4.68	-0.37	0.73
Music	11.1	11.1	22.2	33.3	66.7	77.8	77.8	88.9	88.9	88.9	88.9	100	100	9	5-	4.78	-0.08	0.54
PE	0	0	18.8	43.8	65.6	90.6	100	100	100	100	100	100	100	32	5+	5.19	-0.38	0.51
Product Design	0	9.1	13.6	27.3	40.9	63.6	68.2	72.7	72.7	100	100	100	100	22	4-	3.68	-0.55	-0.66
RE	0	33.3	55.6	77.8	77.8	88.9	94.4	94.4	94.4	94.4	94.4	100	100	18	6=	6.17	0.57	1.17
Science Biology	12.5	50	89.1	98.4	100	100	100	100	100	100	100	100	100	64	8-	7.5	0.47	1.61
Science Chemistry	18.8	53.1	84.4	98.4	100	100	100	100	100	100	100	100	100	64	8-	7.55	0.52	1.76
Science Physics	9.4	59.4	87.5	96.9	100	100	100	100	100	100	100	100	100	64	8-	7.53	0.5	1.71

Name	%	- 8 %	- 7 %	- 6 %	- 5 %	- 4 %	- 3 %	- 2 %	- 1 %	- U %	- X %	- Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Science Combined	0	0.7	4.7	15.3	36.5	60.6	84.5	95.3	96.1	96.1	96.1	100	100	406	44=	3.94	-0.45	-0.04

Name	D2* %	D2* - D2 %	D2* - M2 %	D2* - P2 %	D2* - D1 %	D2* - M1 %	D2* - P1 %	D2* - U %	D2* - F %	D2* - X %	D2* - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Child Development	0	19.2	30.8	57.7	76.9	80.8	84.6	96.2	96.2	96.2	100	100	26	P2	3.76	-0.09	-0.97
Sport L1/2	0	0	16.7	54.2	62.5	83.3	100	100	100	100	100	100	24	D1	3.29	-0.33	-1.41

Priority Area	Specific Intent and Actions	Update and summary of impact to date
1. Use of mock exam data to target intervention and curriculum improvement	- Use headline results (basics 4/5EM, A8, P8 overall and by bucket) to analyse outcomes of cohorts (PP/SEND) in relation to FFT20 targets. (ELL/SLT) - Scrutinise subject results to examine gaps in curriculum knowledge (QLA) or underachieving students. - Use SPI to estimate subject progress. (SLT/HoD) - Rank order students by estimate of P8 to target support for those with negative estimate score. (HoY11/ELL) - Use mock data to create intervention groups for PM tutor time from September 24 - Actions and next steps captured in line management minutes (SLT Links) - Use mock data to create EBacc 4+/5+ key student lists for Basics and EBacc subjects, put in place relevant strategies/interventions for these students to support them	Sum II:
		Aut I:
		Aut II:
		Spr I:
		Spr II:
		Sum I:
		Sum II:
2. Increase crossover for students achieving 4+ EM and 5+ EM	- Weekly EnMa VENN meeting to analyse line by line interventions for students at 4+ and 5+ (HoD Ma/En, ELL, CCU) - Targeted support for cross-over group inside & outside lessons with barriers to progress being addressed in lessons (Teachers, HoD) - Ensure students are achieving 100% in their Sparx Maths homework and if not, they attend the Maths homework support club. Year 11 tutors will be used to support and remind in tutor time. - Ensure parents are aware that their child is not on track to achieve 4+/5+ in both English and Maths, details of support/resources students can access be revising at home. Targeted ParentAcademy meetings to take place.	Sum II:
		Aut I:
		Aut II:
		Spr I
		Spr II
		Sum I
		Sum II
3. Increase PP and SEND achievement to close the gap	- Ensure all staff fully aware of key groups, esp. PP, SEND and understand the data: SLT data lead, PP/SEND lead work with HoY to plan staff CPD and updates (SENCO, LPH, TWS, ELL) - Ensure all staff use SISRA to look at their classes data and know which students are underperforming and require intervention	Sum II:
		Aut I:

	- The Pastoral Intervention Coordinator will focus on supporting PP students in having the necessary behaviours to be successful in Y11 and beyond - Use Y10 and Y11 mock exam and other assessment data to track PP & SEND progress and identify target group (SENCO, TWS, ELL) - Fortnightly RAG meeting to evaluate progress and identify priority subject areas for intervention. - TWS to set up mentoring scheme targeting underperforming PP boys - PP students - TWS to create a document of PP students who are underperforming with 3 smart targets to address underperformance. HoDs will update and discuss PP students' progress	Aut II
		Spr I
		Spr II
	fortnightly in the line management meetings, with the Nov mocks indicating whether targets have been met. At each mock data point we will identify those PP students in need of support	Sum I
		Sum II
4. Increase teaching time to support target students in closing attainment gaps.	- Subject areas to bid for period 6 'Xtra' sessions in 6 week blocks with clear impact measures (HoD, ELL) - Y11 PM Form time to be retimetabled into intervention groups according to need with a clear focus on EBacc subjects. (almost 2 hours a week) (ELL) - HoD Maths, Science & English timetabled to deliver interventions in these sessions. Y11 tutors are EBacc subject teachers. (ELL) - Create a specialised KS4 tutor team to ensure EBacc teachers are tutors across KS4. - To mitigate the lost learning of students who are missing lessons due to being suspended or referred to reset get CTI and NJO to ensure that high quality work is provided within the reset classroom or set on Teams. - Make reasonable adjustments where appropriate to students do not miss any BTech Sport lessons or assessment days	Sum II:
		Aut I:
		Aut II:
		Spr I:
		Spr II
		Sum I
		Sum II
5. Ensure that Year 11 have the best teachers.	- SLT links to sign off staffing for Year 11 teaching groups after discussing deployment rationale with HoDs (SLT/HoDs/CCU) - Subject specialists/SLT to be deployed to cover Year 11 lessons with any absence. (Cover/SLT)	Sum II
		Aut I:
		Aut II

		Spr I
		Spr II
		Sum I
		Sum II
6. Ensure students are in correct tiers in Science, Maths, MFL to maximise outcomes.	- Use mock exams & regular assessment data to ensure students are entered for the appropriate tiers. (HoD, SLT, ELL) - Review tiers at the end of Year 10 via line management meetings (JRM, HoD, SLT) - Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs (HoD, SLT) - CCU/ELL to sign off tier choices for each subject, including any students moving from triple to combined Science	Sum II
		Aut I
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses.	- Maximise effective use of curriculum time left, ensuring each lesson accounted for and balance of time matches course components as well as sufficient exam preparation & practice in lessons – focus of intellectual preparation sessions (HoD, SLT) - Ensure all content has been taught by February half term to allow significant revision time - Share department-designed revision activities and guides with students to support effective revision strategies & ensure this is checked by departments (Teachers, HoD) - Check departments are using exam papers to maximum effect in internal exam series – HoD to share their rationale for using past papers. (HoD, SLT)	Sum II:
		Aut I:
		Aut II
		Spr I
		Spr II
		Sum I

		Sum II
8. Improve quality of revision resources and homework to ensure students improve recall of core knowledge.	- Monitor quality and frequency of homework based on DfE guidelines that students complete 2-2.5 hrs extra study per day (HoD, SLT) - Regular explicit teaching of effective revision techniques to support students' practice (retrieval, spacing, interleaving, dual coding, elaboration) via tutor time & collapsed session/assembly and share revision guidance to support students and parents (based on cog sci).(HOY11, Tutors) - Implement use of Carousel Learning for retrieval homework and revision within relevant subjects	Sum II
		Aut I
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time.	- Daily attendance check for Y11, making calls before other year groups. Prioritise PA students with calls & visits. (Attendance team, HoY 11) - Daily attendance data Y11 shared at SLT briefing – targeted response to non-attendance. (Attendance, JTM, ELL) - Prioritise returning all AP students and students on part-time timetables to full time lessons, if possible. (....) - Reward and praise high attendance and keep communication in assemblies and tutor time. (HOY11, Attendance)	Sum II:
		Aut I
	- SLT & HoY behaviour walks to visit all Y11 and support disruption-free learning. (SLT, HOY11) - Send SSO to collect specific work for any Y11 student in reset. Reset base teacher to ensure work is completed. (All) - Ensure core routines mean students have correct equipment every day. (Tutors, Hoy11) - Target all students with an attendance figure of 88-92% (40 students) - Tutor team will meet with students within their tutor group and check in with them to identify any problems or barriers that are preventing them from attending school - The tutor team to ensure their tutees are aware of the content they have missed within lessons.	Aut II
		Spr I
		Spr II

	• HoD/teacher 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.	Sum I
	KBA & attendance team to tackle less than 88% with input from JLA (52 students) • Individual plans to be shared with HoY/SLT/tutors and reviewed weekly in terms of uplift. ESI to focus on SEND attendance with attendance team with clear attendance plans and support – this will be reviewed at line management meetings and subsequently with	Sum II
	• •	
10. Support, motivate and incentivise for full participation and engagement	• Use assemblies, tutor times and student bulletin to remain focussed on countdown to key assessment points. (HOY11, Tutors, ELL) • Clear revision programme and schedule throughout Year 11. (HoD, HoY11, ELL) • Look after wellbeing making use of mentors and support. Use sports and activities to help de-stress (after-school Friday) (HoD PE, HoY11) • Use of rewards & treats to motivate students hard work and participation, such as snacks, reward trips, prom points. (Staff, HoY11) • Take all opportunities to praise – privately, in the corridor, in public, via emails and calls home (all) • Use academic mentoring for every student who needs to make significant progress to support attendance at school (Attendance)	Sum II:
		Aut I
		Aut II
		Spr I
		Spr II
		Sum I

		Sum II
11. Gain & maintain the support of parents and carers to help them support students' preparations.	- Regular communication of exam dates, effective revision, key dates for post-16 – information evening, parent consultations (HOY11) - One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support (Tutors, HOY11) - Share important information about revision resources and strategies to make it easy for parents/carers to support at home (HOY11, HoD) - Send praise cards, emails, make calls to recognise efforts of individuals (all) - Communicate results and actions after mocks so parents fully aware of outcomes and what support will come next, as well as expectations for students' actions (HOY11, ELL) - Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (ELL) - Run additional parents' consultations for key students following mock results (SLT)	Sum II:
		Aut I:
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
12. Use November and February Mocks to give real experience of final	- Make use of 'final preparation week' before each mock series to continue teaching exam technique, use assembly to remind and reassure of exam-day routines (HOD, HOY11) - Follow same post-exam analysis steps for all mock exams to ensure accurate picture of current attainment and targeted intervention (basics crossover, P8, open bucket) (ELL)	Sum II:
		Aut I:

exams and provide accurate data.	- Keep to consistent and clear routines that mean the students know exactly what to do in final exams. (All, Exams Officer) - Have an accurate picture of how mock grades have been created, ensuring it is clear which coursework/practical elements have been considered (HoD/SLT)	Aut II
		Spr I
		Spr II
		Sum I
		Sum II
13. Use last days in school for final exam preparation that keeps students focused to the end	- Do not grant study leave; instead, use every lesson to support students' preparations (ELL) - Collapsed lessons in school prior to exams focused on final preparations for specific exam techniques and papers (ELL) - Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study (ELL)	Sum II:
		Aut I:
		Aut II:
		Spr I
		Spr II
		Sum I
		Sum II
14. Ensure all the slots are filled and all students even AP are P8 compliant	- Check curriculum offer for AP students - Check curriculum offer for SEND student - Explore alternative courses for students with U grade forecasts – can they reduce their curriculum?	Sum II:
		Aut I:
		Aut II:
		Spr I
		Spr II
		Sum I
		Sum II

17. Accelerate progress for the HPA.	• • Create a set of masterclasses to support students getting the 7+ grades • Use of sixth form buddies to support with this – also attract students to sixth form Tutor time intervention to push 7+ mastery	Sum II:
		Aut I:
		Aut II :
		Spr I:
		Spr II:
		Sum I:
		Sum II:
15. Need for accurate forecasting	• Discuss forecasting strategies in ERAM (HoDs, ELL, CCU) • HoDs to support less experienced members of staff (HOD) 8. SLT links to support the process with suggestions of new strategies (SLT/ELL)	Sum II:
		Aut I:
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
16. All curriculum areas to share planning to allow for the courses to be finished by Feb half term.	• CCU to share with HoDs on INSET • SLT to discuss strategies to speed up curriculum coverage (Every minute matters) with the HoD 9. Regular checks of progress through student voice/SLT link/work scrutiny	Sum II:
		Aut I:
		Aut II:
		Spr I
		Spr II
		Sum I
		Sum II

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

Appendix 2b: Year 13 MAP

Year 13 Maximising Achievement Plan (24-25)

Context and Intent					
Context of the Year 12 cohort and position of the Academy: 101 Students in the cohort, which has resulted in very small class sizes. As a cohort they are almost 1 grade below their targets. In addition, teachers are predicting that they will be on average a third of a grade below where they need to be. Progress must be accelerated so that outcomes in summer 25 are in line with expected outcomes based on Y11 outcomes. Support must be given to students who need to convert the Ds, Es & Us to grade Cs.					
	Final Exams			Y12 Mocks	PR3
Indicator (Targets)	2018/19	2022/23	2023/24	May 2024	June 2024
L3 Overall Average Points per Entry (43.05)	28.96	32.25	33.82	30.41	35.83
L3 Overall Average Grade (B+)	C=	C+	C+	C=	B-
L3 Overall VA (0.58)	-0.11	-0.51	-0.41	-0.47	0.08
Students Included in AAB (78)	80	87	77	77	77
Students Achieving AAB Including 2 Facilitating (%) (19.5%)	6.3%	18.4%	22.1%	9.1%	22.1%
Students Achieving AAB Including 3 Facilitating (%) (11.7%)	5.0%	9.2%	10.4%	6.5%	10.4%
3 Alevels A*-C (100%)	28.2%	33.33%	48.81%	45.45%	66.67%
3 Alevels A*-E (100%)	60.6%	82.1%	58.52%	75.32%	84.62%
A level Cohort	125	134	83	97	97
A Level Ave Points Per Entry	29.93	31.85	33.27	30.84	36.96
A Level Ave Grade	C=	C+	C+	C=	B-

A Level VA	-0.08	-0.64	-0.49	-0.47	0.15
Applied General Cohort	77	76	21	24	24
Applied General Ave Points Per Entry	26.83	32.43	36.35	27.56	28.21
Applied General Ave Grade	M+	D-	D=	M+	M+
Applied General VA	-0.20	-0.23	0.08	-0.45	-0.39



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Priority Area	Specific Intent and Actions	Update and summary of impact to date
1. Use of Y12 end of year data to identify students who need additional support.	- Ensure students are on the correct courses and are given the support they need to be successful. • U-grade students re-sit papers and this information is shared with parents/carers and students - Follow up parent/carer meeting to discuss options if students are not successful in resits. - Option to improve UCAS grades through sitting additional assessments in September. - All students are ragged and put on a support list - No support needed - Placed on a subject support plan (only underperforming in a particular subject) - Placed on a tutor support plan (underperforming slightly across several subjects) - Placed on a sixth form leadership team support plan (underperforming across the board) - Students will meet regularly with staff to review targets set on support plan. - Exam review meetings to happen with HoD to review year 13 results and identify areas where students underperformed to inform teaching moving forward	Aut 1:
		Aut 2:
		Spring 1:
		Spring 2:
		Summer 1:
		Summer 2:
2. More effective use of study time by students	- Created additional study zones in the Sixth Form Centre - Library to used by students for private study. - Start of year onboarding sessions - Introduction of Carousel Learning to help students review prior learning	Aut 1:
		Aut 2:
		Spring 1:
		Spring 2:
		Summer 1:
		Summer 2:
	Students are not allowed to study at home in study periods.	Aut 1:



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3. Improve attendance and punctuality in Sixth Form so students maximise focused learning time.	• All students must attend AM tutor time. • Supervised study & contact home to take place if students truant.	Aut 2: Spring 1: Spring 2:
4. Timely intervention to avoid students falling behind.	• Every 3 weeks, KS5 teachers must update a central spreadsheet on whether students are on track, add a comment and if not on track suggest next steps. • Above information is used to structure 2-3 weekly academic coaching sessions in pm tutor time with form tutor. • Sixth Form Leadership to QA the coaching conversations.	Summer 1:
		Summer 2:
		Aut 1:
		Aut 2:
		Spring 1:
		Spring 2:
		Summer 1:
5. Reduce the impact of staff absence on sixth form lessons.	• If a teacher is absent all students must report to the library and collect the cover work for completion that lesson. • Opportunity to QA cover work. • Work is no longer set on Teams, to avoid students not turning up to school if staff are absent.	Aut 1:
		Aut 2:



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	All missed lessons, including lessons which do not generate cover are added to the leave of absence form.	Spring 1:
		Spring 2:
		Summer 1:
		Summer 2:
	KS5 data analysis & interventions are added to the termly line management agendas.	Aut 1:
6. Ensure the HoDs are driving interventions and support for underperforming KS5 students.	IP sessions allow for support with KS5 teachers include input from those who have taught this previously.	
		Aut 2:
		Spring 1:
		Spring 2:
		Summer 1:
		Summer 2:
7. Improve quality of revision resources and support to ensure students improve recall of core knowledge.	- Use of Carousel Learning at KS5 to add knowledge retrieval, with a particular focus on the study packs. - Support with revision schedules with clear countdowns to Mocks I and Mocks II.	Aut 1:
		Aut 2:
		Spring 1:
		Spring 2:
		Summer 1:
		Summer 2:



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8. Students can deepen knowledge through independent work,	- Students provided with guidance about independent work (HoDs) - Resources are available online and in the library (HoD, Resources) • Introduction of Carousel Learning	
10. Gain & maintain the support of parents and carers in order to help them support students' preparations.	- Welcome evenings at the start of the year to meet with parents - Regular communication of exam dates, effective revision, key dates, information evenings, parent consultations (Head of Sixth Form) - One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support (Tutor & Sixth Form leadership team. - Share important information about revision resources and strategies to make it easy for parents/carers to support at home (Sixth Form Leadership Team, HoD) - Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (Sixth Form Leadership Team)	Aut 1:
		Aut 2:
		Spring 1:
		Spring 2:
		Summer 1:
		Summer 2:
12. Use November and February Mocks to give real experience of final exams and provide accurate data.	- Make use of revision periods before each mock series and continue teaching exam techniques to ensure that students are fully prepared. (HoDs) - Follow same post-exam analysis steps as for Y10 exam above to ensure accurate picture of current attainment and targeted intervention (HoDs, ELL)	Aut 1:
		• Aut 2:
		• Spring 1:
		• Spring 2:
		• Summer 1:
		• Summer 2:
	Discuss forecasting strategies in ERAM (HoDs, ELL, CCU)	Aut 1:



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15. Need for accurate forecasting	• HoDs to support less experienced members of staff (HOD) • SLT links to support the process with suggestions of new strategies (SLT/ELL) • Opportunities for subject community work with St Ivo.	•
		• Aut 2:
		• Spring 1:
		• Spring 2:
		• Summer 1:
		• Summer 2:

Appendix 3 – Suspension Reduction Plan 2024/2025

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
Reset Base & Triage run smoothly and work as a deterrent.	CPD on the running of Reset to support success for students.	Staff are confident & reset runs smoothly (Staff Voice, SLT voice)	October 2024	ACO	CCU
	Ascertain barriers to students refusing Reset	Student Voice	October 2024	ACO	LPH
	Bi-weekly BASI meetings, which are reviewed and robustly managed.	Reductions in reset base sanctions due to support provided	Ongoing	GRI	ACO
	Quality assures reset base process & quality of work completed.	Reset process works effectively, calm space. Triage is calm and purposeful too. High quality work completed. (Work scrutiny, reset base paperwork)	Ongoing	SLT	CCU
	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.	Begin Sept 24	ACO	CCU



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	Create resources for intervention work through ITSTOPSNOW campaign	Students have a greater understanding of the impact of their actions	October	BRE	ACO
	Triage & reset base What to dos are written and shared with staff. These should be continuously monitored and evaluated depending on needs.	Staff are confident & reset runs smoothly (Staff Voice, SLT voice)	Ongoing	ACO	CCU
Suspensions and Reintegration to the Academy	Train HoY on reintegration meeting process & escalation, quality assured by SLT link	Reintegration meeting is consistent & quality assured by SLT (student voice, paperwork spotcheck)	Ongoing	SLT Link	ACO
	Robust meetings to ensure clarity and consistency across all year groups.	Clear paperwork, which supports behaviour panels.	October 24	JMI	ACO
	Suspension paperwork & reintegration paperwork is uploaded to key year group folders	High quality detailed paperwork which creates a clear narrative of interventions. (paperwork spotcheck)	September 24	HoY	JTI, GRI, ACO
	Suspensions/reintegration meetings reviewed daily	Reduce further suspensions and ensure appropriate escalation. (behaviour data)	ongoing	HoY/SLT link	ACO
	Once a suspension has been agreed, add to the channel on Teams, and Reset/Suspension Tracker	Clear communication and key stakeholders are aware. (spot checks)	ongoing	All	HoY
	Quality assure the reintegration paperwork	Ensure consistent & high-quality paperwork (Line Management Notes)	ongoing	SLT links	ACO
	SENDCo or member of the SEND team present to support reintegration of SEND learners or those with possible SEND needs.	Ensure that reasonable adjustments are in place and all needs are being met. (reintegration paperwork, parent/carers & student voice)	ongoing	SENDCo HoY	BRE
	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	JMI, GRI	ACO, CCU



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Data Tracking and Intervention	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, HoY	SLT links
	Regular Home-School meetings arranged for students who hit behaviour thresholds.	Reduction in the numbers of students who progress to the next threshold. (Behaviour Data)	ongoing	HoY	SLT links
	Behaviour stages monitored to prevent students from escalating behaviour.	Prevention of poor behaviour and reduction in suspension rate for the same student.	January 25	ACO	CCU
	Key BASI meetings bi-weekly and interventions, which are RAG checked for quality assurance purposes.	Reduction in behaviour points.	January 25	GRI	ACO
	HOY reports each term to be delivered to senior team	HOYs to develop and obtain CPD on plan of action to better support outcomes for their year groups. Suspension and Reset reduction.	Each Term	ACO	CCU
Life at Longsands Curriculum	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	ACO	CCU
	Life at longsands curriculum is informed by key trends identified in the behaviour data.	There is a drop in targeted unacceptable behaviour after being focussed on within the curriculum. (Behaviour Data)	ongoing	ACO	CCU
	Assembly focus and morning welcome themes to align with the academy's key values.	Provide a clearer and more consistent message to students through overcommunication. (Student Voice)	ONGOING	HOYs, JMI	ACO
	Utilise the 'It Stops Now' campaign to support personal development and challenge antisocial behaviour / derogatory language	Reduction in behaviour data for antisocial behaviour	Ongoing	BRE	ACO



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	Use deliberate practice sessions to develop behaviour management strategies such as warmstrict and least-invasive intervention	Students respond to behaviour management strategies/reminders rather than require sanctions. (Lesson Drop Ins, CPD)	Ongoing	SSH	CCU, ACO
Continued Development of a Positive Learning Culture	Core routines are embedded across the academy, notably the entry and exit routines and silence is golden (focus 3, 2, 1)	Quick start to lessons and calm transitions between lessons. Climate for learning, students silent during independent practise.	Oct 24. Reviewed	All	HoD, KWA, SRO
	Students are meeting expectations for disruptionfree lessons	Gradual reduction in disruption to learning logs and number of detentions.	ongoing	JMI, GRI, HOYs	ACO
	Push on raising the praise with increased merits and golden tickets for students who are getting it right.	Students understand and benefit from embracing the positive learning culture. (Student voice/behaviour data)	ongoing	All	TWS
	Continue to develop support for Quality First Teaching - using TLAC techniques for positive behaviour management, de-escalation – planning for and responding to behaviour. To be delivered through CPD sessions and INSET days	Students understand and benefit from embracing the positive learning culture. (Student voice/behaviour data)	ongoing	All	SSH, SRO, KWA, ACO
Increased Visibility of Leaders	Increased learning walks, which are MER weekly by the teaching and learning team (shared at SLT to identify trends).	Increased leader's presence supports a well-run process and adds increased focus on climate for learning in lessons. Also allows for consistency. (Drop ins, student & staff voice)	ongoing	SLT	KWA
	SLT presence in second reintegration meetings and onwards as well as BSP meetings.	Ensures consistency of approach and adds a level of escalation.	ongoing	SLT	ACO
	SLT to lead detentions after school.	Staff feel supported and there is increased capacity to manage students who do not meet behaviour expectations. (staff voice, drop ins)	Oct 25	SLT	ACO
	Lesson Re moval data analysed to identify key hotspot lessons.	Staff focus on key areas to prevent lesson removals through an increased presence of middle/senior leaders in our most challenging lessons.	Oct 25	SLT	ACO



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SEND/PP	1. Strategy/Approach Appointment of VP to strategically lead inclusion and work closely with behaviour to reduce suspensions via intervention and support. SENDCo working closely with the pastoral team (HoYs) to provide support, advice and guidance (Attending BASI meetings). 2. SEND students have a key worker to support and improve behaviour, strategic placement of pastoral key workers to support students management behaviour effectively 3. Ensure the core routines are full embedded to provide a calm and purposeful learning environment to support the most vulnerable students. 4. Review SEND profiles (PUPIL PASSPORTS) and implementation of additional support plans for identified at risk students. Ensure all profiles reflect EHCP and needs, working closely with parents to ensure collective support.	Enhance strategic leadership and understanding of SEND in relation to behaviour and suspensions SEND support and intervention identified, effective and having impact on reducing suspensions / reduce rate of recidivism Staff use least invasive intervention techniques effectively to pre-empt and deescalate behaviour Improve induction experience, and quicker acclimatisation to secondary school life for SEND students High-quality support and advice provided to pastoral staff to effectively support SEND Teaching practice reflects excellent SEND approaches further supporting access to the curriculum and reducing behaviour events Reasonable adjustments in place and effectively supporting promoting positive behaviour	Ongoing	SENDCO	BRE
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	5. SEN team to work with identified pupils to offer sustainable strategies to reengage. Earlier intervention for students at early risk of repeated suspension. Earlier deployment of the waves of intervention for SEND students. 6. Restorative consistencies and least invasive intervention in place to ensure a consistent approach to enabling a student to make the right choice 7. SENDCo to attend readmission meetings where required to aid SEND advocate, advice and intervention 8. Introduction of provision map and staff training to use system to support with academic progress/outcomes and behaviour for learning. Communication and sharing of information: 9. Daily pastoral briefing with subgroup focus 10. Weekly BASI meetings conducted with the SENDCO in attendance to ensure SEND representation and advice 12. SEND profiles to include and highlight behaviour reasonable adjustments strategies for SEND				
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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-



	students to support effective teaching practice Intervention: 13. Reasonable adjustments for key SEND students in place, including lunch time detentions or alternative sanctions to support self-regulation and improve behaviour e.g. Bridge 14. 14. Increase capacity and range of interventions designed to support emotion regulation and deescalation. This includes increasing emotional literacy provision and increasing the proportion of time that Pastoral support spend mentoring students. 17. Reading intervention via fresh start to support SEND students with low reading ages / behaviour to access the curriculum / lessons. 18. Improve behaviour 'transition' support (for prospective Year 6 students) generally (and in targeted ways for students in challenging circumstances) so that students are better prepared for the change (and agreed 'reasonable adjustments' are more impactful, earlier).				
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19. Removal of exit cards for students who do not need them to maximise learning.

Training and Development:

19. Further strengthen universal practice through Quality First Teaching and ensure all staff know how best to support SEND students effectively in lessons using individual plans and by making reasonable adjustments. All staff can access 1 Page Profiles.

20. Staff training to support SEND in the classroom. Undertake review of collective good practice and share this with staff through CPD opportunities. 'Behaviour in SEND' session to be led by SENDO, scenario based situations linked to ADHD, reasonable adjustments and best practice TWS to include PP behaviour analysis into tracker to support HOYS in identifying support.

21. TA training to enhance intervention program further– Lego therapeutic training – to develop cooperative social skills 22. Provision Map.



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Appendix 4 – Attendance Improvement

Plan 2024/2025

	2023-24 Year to Date	2024 – 2025 Target		Whole Cohort 202324	SEND Cohort 202324	PP Cohort 2023-24
Whole Academy Attendance	89.1%	97%	Year 7	93.6%	90.6%	91.6%
PP Attendance	83.8%	90%	Year 8	91.0%	84.5%	86.9%
SEND Attendance	82.7%	90%	Year 9	88.9%	80.1%	83.5%
% of scholars meeting their individual target	30.3%	50%	Year 10	88.1%	75.0%	76.2%
% of SEND Scholars who are persistently absent	48.5%	20%	Year 11	82.9%	79.9%	76.1%
% of Pupil Premium Scholars who are persistently absent	53.2%	20%	Year 12	87.3%	94.0%	N/A
% and number of Scholars who are severely absent	4.5% (66)	2%	Year 13	81.9%	87.4%	N/A

	2023-24 Year to Date	2023-24 Academy Year to date	% Difference
National Average	91.0%	89.10%	-1.90%
Local Average	91.30%	89.10%	-2.20%



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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-



Objective	Key actions	People responsible	Time scale	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						
	Regular whole staff CPD (Continual Professional Development) sessions about attendance to raise the profile.	KBA JTM	Ongoing			
	CPD drop-in session for new starters to support with BromCom	KBA SHD	Sept 2024			
	Attendance discussed in SEND student APDR cycles	ESI BRE JTM	Ongoing			
	Daily attendance update shared with SLT in 'running the day' meeting	JTM	Ongoing			



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	Weekly attendance update shared with staff in briefing notes	JTM	Ongoing			
	Governors provided with attendance data termly in Principal's Report	JTM	Ongoing			
	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			
	Communication sent to parents/carers termly promoting positive attendance	KBA HOY s	Ongoing			
	Nudge texts and positive messages to be introduced as micro-reminders of positive attendance	KBA JTM	Nov 2024			



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	Zero Heros and 100% attendance to be celebrated regularly as public praise	TS M KBA	Ong oing			
	Registers to be completed within the first 5 minutes of the lesson	All staf f	Ong oing - daily			

2. To create a conducive and welcoming learning environment for Pupil Premium students to remove barriers to learning and improve Pupil Premium attendance

	Pupil Premium students to be strategically seated in class to support teacher intervention and checking for understanding	All staf f	Ong oing			
	Breakfast Club from 08:00 to welcome students to the Academy and provide a welcoming space for them – board games, space to revise/study.	TS M	Ong oing			



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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-



	Key students identified and assigned keyworker/mentor to act as trusted adult in school	HOY S JTM	Ong oing			
	Timely 'check in' telephone calls for Pupil Premium students with patterns of absence to promote positive attendance	HOY s KBA PS Ws JTM	Ong oing			
	Termly rewards trips with an attendance criteria to promote positive attendance	TS M JTM	Ong oing			

3. Ensure that high quality CPD is in place for all staff leading attendance						
	SLT Lead to attend regular Trust network meetings	JTM	Ong oing			
	Guidance on attendance changes to be shared with relevant staff	JTM	Sept 2024			
	Guidance on attendance coding to be shared with all staff who have access to amending marks on BromCom	JTM	Sept 2024			



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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-



	'What to do' for attendance and punctuality support plans to be shared and re-shared with HOYs and SEND team	JTM	Ong oing – half- term ly			
	Review the needs of the Pastoral, Attendance and Inclusion teams and plan training as and when required	JTM	Ong oing			
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 BW A	Ong oing			



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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-



	Duty staff to begin moving students to lessons five minutes before the end of break/lunch (8 minutes for those on the field)	Duty staff JTM	Ongoing			
	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.	HOY s PS Ws SLT	Ongoing			
	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			



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	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			
5. To improve student punctuality to school						
	SLT 'Late Gate' procedure to promote punctuality and identify students with persistent poor punctuality	SLT	Ongoing			
	Use of lateness to the academy sanction to be issued by attendance team for students arriving after 8:35am	KBA BW A	Ongoing			
	Punctuality letter to be sent to parents/carers where poor punctuality has been identified through attendance tracking meetings	KBA HOY s	Ongoing – fortnightly			



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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-



	Attendance and Punctuality support meetings and plans to be held where persistent poor punctuality has been identified	KBA HOY s JTM	Ong oing			
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6. To reduce the number of PA and SPA students

	BASI meetings to identify and support specific students within each Year Group with raising attendance	GRI HOY s	Ong oing – fortn ightl y			
	Attendance 1-2-1 intervention and home reporting to be used to re-engage PA and SPA students with learning	GRI KBA	Ong oing			
	Stepped attendance process to be followed to provide support to families to re-engage with learning and promote positive attendance	KBA JTM	Ong oing			



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	Appropriate use of Part-Time Timetables to support short term reintegration to the Academy following periods of extended absence	BRE JTM KBA KSA	Ong oing – to be revie wed wee kly			
	Enforcement to be used effectively and liaise with	KBA	Wee kly			
	Cambridgeshire LA to ensure effectiveness.					
	Effective and appropriate Alternative Provision to be used to support students as appropriate	BRE JTM	Revi ewe d half- term ly			
7. Ensure high levels of attendance in Year 11						



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	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 HOY KBA	Ongoing – daily			
	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 HOY	Ongoing – weekly			
	Heads of Department and teachers to ensure that when students miss lessons they catch up, providing the lesson	All staff	Ongoing –			
	resources if appropriate and providing opportunities for students to resit tests/home learning etc if needed.	HO Ds	weekly			



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	Heads of Department and teachers to liaise with parents/carers where a pattern of absence to lesson emerges.	All staff HOs	Ongoing - weekly			
	Attendance team to create and share individual support plans for Year 11 students with attendance below 88%.	KBA JTM JLT	Ongoing – reviewed weekly			
	SEND team to create and share individual support plans for Year 11 SEND students with attendance between 88% and 95%.	ESI SEN D Team JTM KBA JLT	Ongoing – reviewed weekly			



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	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.	TS M ESI JTM	Ong oing – revie wed wee kly			
	'Passport to Prom' to have an attendance criteria	JLT	Oct 2024			
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	HOY s KBA JTM	Sept 2024 – ongo ing			



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	Attendance and Punctuality Support Plans to be used to record and monitor the effectiveness of attendance support in school.	HOY s KBA	Ong oing – revie wed			
			fortn ightl y			
	Early Help Assessments to be offered where a student is at risk of becoming PA	HOY s JTM	Ong oing – revie wed fortn ightl y			
	Attendance Contract Meetings proforma to be used to capture barriers to attendance and introduce measures to mitigate	KBA JTM	Ong oing			



2025

LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-



	Pastoral team to be provided with weekly attendance and punctuality data so that parents/carers can be informed swiftly	KBA HOY s JTM	Ong oing - wee kly			
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Appendix 5: AIP for 24-25

QUALITY OF EDUCATION

QE1 Ensure high levels of attainment and progress for ALL students; identify underachievement and address needs promptly. (BRE) *[Raising standards for Y11, Scholarship & Culture]*

QE2 Ensure that the Astrea-Longsands Way informs the effective delivery of a knowledge-rich curriculum for all. (SSH) *[Teaching & Learning, Every Minute Matters, Means of Participation, Secondary Booklets Framework]*. QE3

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

(ELL)
[Secondary Fluency]

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

[Astrea Reads]

Review

environment in which to study effectively and are resilient to diversity is embraced by staff and setbacks and take pride in their students alike. (BRE)

	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	
	BA1 Further embed a culture of high expectations through the consistent implementation of core routines and behaviour systems so that behaviour and attitudes are exceptional. (ACO) <i>Expectation [Behaviour & Culture] Variance, Uniform & Appearance]</i>	PD1 Embed student voice processes and student leadership opportunities to create a strong sense of belonging to the academy. (TWS) <i>[Behaviour & Culture,</i>	
	BA2 Ensure that all students get the support they need to modify their behaviour through an effective and visits so all students have access to a wide, rich set of experiences and make tangible contributions to the life of the academy.(TWS) BA3 Students' attitudes to their	PD2 Extend the enrichment offer with a varied programme of trips and make tangible contributions to the life of the academy.(TWS) PD3 Further	
	develop <i>It Stops Now</i> to education are positive. They are positive, respectful and committed to their learning, know how inclusive	promote a	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



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ship & Culture]

BA4 Maintain high expectations around PD4 Design a mental health strategy attendance and punctuality (JTM) which promotes students' [Every Minute Matters] confidence, resilience and independence. (JTM)

LM3 Secure an ambitious, financially viable sixth form curriculum model, which serves the local community. (KWA) [Scholarship & Culture]

LEADERSHIP AND MANAGEMENT

LM1 Developing strategic leadership at all levels which ensures commitment from staff to implement excellent quality of education. (KWA) [Behaviour & Culture, Expectation Variance] LM2 Ensure that all stakeholders receive clear and effective communication, so they are well informed about the rationale for all decisions and actions. (CCU)

LM4 Enhance the professional development of staff through instructional coaching. (SRO)

(RD & Principal)

AUTUMN HT1

AUTUMN HT2

SPRING HT1

SPRING HT2

SUMMER HT1

SUMMER HT2

SUMMARY - KEY AREAS OF IMPROVEMENT

QUALITY OF EDUCATION					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
QE1 Ensure high levels of attainment and progress for ALL students; identify underachievement and address needs promptly.	1.1 Ensure that Year 11 & Year 13 have the best teachers, staffing signed off by SLT links (Y11 Raising Achievement Framework)	P8 = 0.61 (FFT 20 target)			
	1.2 Ensure students are in correct tiers in Science, Maths, MFL at GCSE to maximise outcomes. (CCU to sign off)	Achieve Basics 5+ goal of 61.2% (170 students), Basics 4+ of 84.5% (235 students) (FFT 20 target)			
	1.3 Use of mock/end of year exam data to target intervention and curriculum improvement.	Yr13 students achieve in line with targets resulting in positive value added scores.			
	1.4 Share the journey to GCSE success with parents/carers at Y11 Welcome Evening.				



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	1.5 Use additional parents evenings after mock exam data analysis for students who are significantly under performing.	Year 13 results improve on 2024 outcomes at both subject and school level.			
	1.6 Use reading tutorial time within KS3 to provide support for targeted students in closing attainment gaps in line with Astrea Reads Framework	Performance of students, including key groups monitored (Disadvantaged, SEND) are in line with all students, narrowing the gaps between them.			
	1.7 Share strategies to support, motivate and incentivise for full participation and engagement - implement means of participation framework	Students use effective revision strategies so that they know and remember more.			
	1.8 Launch period 6 sessions				
	1.9 Improve quality of revision resources, self-quizzing for homework to ensure students improve recall of core knowledge in Year 11 and increase fluency (see fluency framework)	Departments and teachers promote consistent messages around effective revision strategies.			
	1.10 Increase crossover for students achieving 4+ EM and 5+ EM at GCSE through raising achievement meetings	Parents/carers understand how best to support their child/ren with revision.			
	1.11 Increase PPG and SEND achievement to close the gap in all subject areas				
	1.12 Support good attendance, punctuality and positive behaviour so students maximise focused learning time and make every minute matter	Programme of impact-driven interventions are implemented which raise attainment and achievement.			
	1.13 Use November and February/March Mocks to give real experience of final exams and provide accurate data.				
	1.14 Ensure there is an alternative curriculum to support exam preparation once the exam season starts (see Every Minute Matters framework)				

Success Criteria QE1	Impact evidenced	RAG
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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



P8 = 0.61 (FFT 20 target) Achieve Basics 5+ goal of 61.2% (170 students), Basics 4+ of 84.5% (235 students) (FFT 20 target) Yr13 students achieve in line with targets resulting in positive value -added scores. Year 13 results improve on 2024 outcomes at both subject and school level. Performance of students, including key groups monitored (Disadvantaged, SEND) are in line with all students, narrowing the gaps between them. Students use effective revision strategies so that they know and remember more. Departments and teachers promote consistent messages around effective revision strategies. Parents/carers understand how best to support their child/ren with revision. Programme of impact-driven interventions are implemented which raise attainment and achievement. Parents/carers understand how best to support their child/ren with revision. Programme of impact-driven interventions are implemented which raise attainment and achievement.	Autumn I	
	Autumn II	
	Spring I	
	Spring II	
	Summer I	
	Summer II	

QUALITY OF EDUCATION					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
QE2 Ensure that the	2.1 Construct and advertise for a teaching and learning working party 24-25 at Longsands Academy to support the successful implementation of the Astrea Longsands Way.	See consistent use of 7 Principles of a Longsands lesson (department review documents			



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Astrea-Longsands Way informs the effective delivery of a knowledge-rich curriculum for all. (SSH) <i>[Teaching & Learning, Every Minute Matters, Means of Participation, Secondary Booklets Framework]</i>.	2.2 Purchase additional visualisers for every classroom, ensure that they are being used effectively to model and scaffold learning see.	and QA via SLT links/lesson drop ins)			
	2.3 Ensure that all classroom environments are optimised for effective learning, through reducing cognitive load. All classrooms have the 'desk version' of the Astrea Longsands Way advertised on staff standing desks.	See consistent use of teaching routines including TLAC (department review documents and QA)			
	2.4 Deliver the rationale to all stakeholders for the Astrea Longsands Way at September Inset. Ensure staff have clarity on link between Astrea Longsands Way and has this will base professional development at Longsands.	100% of classrooms will have a suitable classroom environment and layout.			
	2.5 Launch and implement a more coordinated approach to quality assurance within the academy (including daily low stakes drop-ins, 30-minute weekly SLT work sampling and frequent student panels to check fluency and recall).	100% students achieve results that enable to continue their chosen next step destination. (outcome data)			
	2.6 Quality assure the curriculum knowledge of all curriculum leaders and their team, with clear understanding of intent, sequencing and assessment.	Students are clear on the curriculum journey and are connecting new learning to existing schema and making excellent progress (work scrutiny, student voice)			
	2.7 Coordinate the production of 24-25 knowledge organisers for students to support students learning. Liaise with ACO on 'desk ready' implementation with MWB and KO's.	Lesson delivery is adapted to meet the needs of all learners, so they have access to the same curriculum (lesson drop ins, outcome data, work scrutiny, student voice)			
	2.8 Complete an audit for MWB use and re-order where necessary to support Means of Participation.				
	2.9 Deliver powerful professional development to support staff understanding of Cognitive Science and how students learn to support the implementation of key teaching principles within the Astrea Longsands Way.				



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025

	2.10 Further develop the implementation of the Astrea Longsands Way with departmental versions to support QA and promote agency. Refine the subject specific approach to Principles of Teaching and developing great teaching to ensure highly effective intent, implementation and delivery within each subject.	Curriculum leaders and class teachers can articulate confidently how the curriculum intent is implemented in the classroom. (staff voice, Trust reviews)			
	2.11 Develop staff knowledge on the key teaching principles to ensure highly effective intent, implementation and impact is in each subject discipline. This includes consistent implementation of classroom layout and structure.	Teachers have an extensive toolkit to identify, challenge and address misconceptions (lesson drop ins).			
	2.12 Further develop adaptive teaching strategies for all learners, including the most able, to support high levels of academic success and ensure readiness for higher education (SEND).	Alternative provision is used in a highly effective inclusive way to improve students' life chances (outcome data, student voice)			
	2.13 Implement instructional coaching support initially for colleagues whose teaching may be falling below standards to avoid expectation variance.	Opportunities to improve reading, writing and oracy are embedded throughout the curriculum and are a clear focus in lessons in all subjects.			
	2.14 Quality assure staff and departments daily using SLT and behaviour walks to monitor implementation of Astrea Longsands Way.	(curriculum reviews, lesson drop ins, staff voice)			
	2.15 Ensure high quality feedback is delivered within subject disciplines. Implement live marking and whole class feedback WCF consistently across the curriculum.	Staff are confident and able to use explicit strategies to develop students' literacy skills and build students use of disciplinary literacy (tier 2 and tier 3 vocabulary) (Lesson drop ins, staff voice)			
	2.16 Coordinate professional development for the academic year 24-25 to promote key foci of the Astrea Longsands Way each half term and regular communicate to staff via all channels of communication e.g. briefing notes / SLT link agenda.				



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	2.17 Prioritise disciplinary literacy for reading and writing across the curriculum by developing bespoke professional development for subjects to develop tier 2 and 3 vocabularies as outlined in the Teaching & Learning Framework.	Staff are consistently applying the academy feedback policy, with a focus on spelling and literacy (work scrutinies, intellectual preparation sessions)			
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Success Criteria QE2	Impact evidenced	RAG
See consistent use of 7 Principles of a Longsands lesson (department review documents and QA via SLT links/lesson drop ins)	Autumn I	
See consistent use of teaching routines including TLAC (department review documents and QA)		
100% of classrooms will have a suitable classroom environment and layout.	Autumn II	
100% students achieve results that enable to continue their chosen next step destination. (outcome data)		
Students are clear on the curriculum journey and are connecting new learning to existing schema and making excellent progress (work scrutiny, student voice)	Spring I	
Lesson delivery is adapted to meet the needs of all learners, so they have access to the same curriculum (lesson drop ins, outcome data, work scrutiny, student voice)	Spring II	



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Curriculum leaders and class teachers can articulate confidently how the curriculum intent is implemented in the classroom. (staff voice, Trust reviews) Teachers have an extensive toolkit to identify, challenge and address misconceptions (lesson drop ins). Alternative provision is used in a highly effective inclusive way to improve students' life chances (outcome data, student voice)	Summer I	
	Summer II	

QUALITY OF EDUCATION					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
QE3 Further embed retrieval practices to secure students' fluency through consistent and systematic review of knowledge.	3.1 Ensure all students have access to Teams to be able to access homework and resources shared with them by staff	Students are clear on the curriculum journey and are connecting new learning to existing schema and making excellent progress (work scrutiny, student voice)			
	3.2 Ensure knowledge organisers are up to date and handed out at the start of the year.				
	3.3 Knowledge organiser questions are uploaded onto Carousel Learning to be utilised by staff and students when appropriate.	Students have developed fluency and confidence in their learning through engaging in regular, repeated practice. Students know more and remember more. (KIP tests)			
	3.4 Develop centralised question banks on Carousel Learning to support staff using it to create Do Now tasks, KIP quizzes as well as setting it for home learning and revision.				
	3.5 Half term 1 IP session about how to use retrieval information to adapt curriculum delivery.				



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	3.6 Ensure that home learning is effective and reduces staff workload through using self-quizzing or self-assessment tools. Embed use of Carousel Learning to build students fluency of knowledge at KS3, KS4 and KS5.	Learners are confident in how to study and revise.(Student Voice)			
	3.7 Reboot Carousel Learning with staff within a CPD session.	Parents/carers are confident in how they can support their children with studying and revising at home. (Parent/Carer Voice)			
	3.8 Continue to develop centralised areas within departments using Teams to share Do Nows and KIP quizzes to support staff embed these into their lessons.	Students can articulate the value of studying and want to improve. (Student voice)			
	3.9 Continue to monitor quality assurance for teaching and learning to ensure Do Now tasks and KIP tasks are used within lessons.	Lesson delivery is adapted to meet the needs of all learners following feedback gained from Do Nows, KIP and home learning (lesson drop ins, outcome data, work scrutiny, student voice)			
	3.10 Quality assure SoLs for how KIP tasks are being embedded within the curriculum and being completed fortnightly with scores recorded on bromcom.				
	3.11 Centrally upload all of the knowledge organiser information onto Carouseul Learning so it is available for departments to use for Do Now, KIP tests.				
	3.12 Ensure that all students are trained in using study packs and they are promoted at key points during the calendar year.				
	3.13 Develop ways to share/teach revision strategies to parents/carers and students.				
	3.14 Develop study skill sessions to be delivered within tutor times and assemblies.	lessons (Line management, curriculum review)			
	3.15 Explore using the Masters of recall (100Q) tests to launch in in place of midyear assessments. Results to be recorded on bromcom and fed back to parents.	Knowledge organisers are utilised effectively and feed into the creation of Do Nows, KIP and home learning. (Lesson Drop Ins, student voice)			

Success Criteria QE3	Impact evidenced	RAG
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Students are clear on the curriculum journey and are connecting new learning to existing schema and making excellent progress (work scrutiny, student voice)	Autumn I	
Students have developed fluency and confidence in their learning through engaging in regular, repeated practice. Students know more and remember more. (KIP tests)	Autumn II	
Learners are confident in how to study and revise.(Student Voice)		
Parents/carers are confident in how they can support their children with studying and revising at home. (Parent/Carer Voice)	Spring I	
Students can articulate the value of studying and want to improve. (Student voice)		
Lesson delivery is adapted to meet the needs of all learners following feedback gained from Do Nows, KIP and home learning (lesson drop ins, outcome data, work scrutiny, student voice)	Spring II	
Do Now tasks and KIP quizzes are embedded within SoLs and implemented effectively within lessons (Line management, curriculum review)	Summer I	
Knowledge organisers are utilised effectively and feed into the creation of Do Nows, KIP and home learning. (Lesson Drop Ins, student voice)	Summer II	

QUALITY OF EDUCATION



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OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
QE4 Further embed Astrea Reads to ensure all students can read fluently, with confidence, and enjoyment. (SRO) [Astrea Reads]	4.1 Baseline assessment of reading ages of Year 7 students.	Increased numbers of students are reading at age related levels. (NGRT)	6.9.24	SRO	KWA
	4.2 Analysis of Y7 NGRTs to identify students for Fresh Start programme.	High levels of student satisfaction with Astrea Reads. (student voice)	11.9.24	Exams officer?	SRO
	4.3 Staff CPD regarding how to deliver Astrea Reads sessions.	High levels of staff satisfaction/confidence with Astrea Reads. (staff voice)	21.1.25	SRO	KWA
	4.4 Student onboarding for Astrea Reads.	High levels of Parent/Carer support for Astrea Reads. (parent/carers voice)	6.9.24	SRO	KWA
	4.5 Identification of books and schedule for 2024-25.		15.7.24	SSH & SRO	KWA
	4.6 Assembly of book boxes for collection by tutors.		3.9.24	GME/JMA	SRO
	4.7 Mid-Year NGRTs.		28.2.25	MC	SRO
	4.8 Student voice regarding Astrea Reads.		28.2.25		SRO
	4.9 Staff voice regarding Astrea Reads.		28.2.25		SRO
	4.10 Parent voice regarding Astrea Reads.		28.2.25		SRO
	4.11 End of Year NGRTs		27.6.25	MC	SRO

Success Criteria QE4	Impact evidenced	RAG
Increased numbers of students are reading at age related levels. (NGRT)	Autumn I	
High levels of student satisfaction with Astrea Reads. (student voice)	Autumn II	
High levels of staff satisfaction/confidence with Astrea Reads. (staff voice)	Spring I	
	Spring II	



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High levels of Parent/Carer support for Astrea Reads. (parent/carers voice)	Summer I	
	Summer II	

BEHAVIOUR & ATTITUDES					
OBJECTIVE	ACTIONS (informed by Behaviour & Culture Framework and Suspension Reduction Framework)	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
BA1 Further embed a culture of high expectations through the consistent implementation of core routines and behaviour systems so that behaviour and attitudes are exceptional. (ACO) [<i>Behaviour & Culture, Expectation Variance, Uniform & Appearance</i>]	1.1 Introduce new tariff for badges, that are aspirational – via posters and behaviour curriculum	Core routines are consistently implemented in lessons (lesson drop ins)	Onboarding in September	TWS	ACO
	1.2 CPD for new staff and existing staff, which explicitly provides clarity (key changes, key policies, key processes and key systems)	All staff have high expectations of student behaviour (lesson drop ins, student voice)	Onboarding in September/Inset	ACO	CCU
	1.3 Monitor, Evaluate and Review Core Routines across the Academy	Improved consistency in the implementation of the behaviour routines (lesson drop ins, student voice, parent/carers voice).	Each Half Term	ACO	CCU
	1.4 Improve the quality and consistency of morning welcome across all cohorts	All students are clear on the behaviour policy (student voice)	Onboarding in September	HoY	ACO
	1.5 Train form tutors to deliver impactful induction and form sessions which prepare students to meet our expectations	All parents are clear on the behaviour policy (parent/carers voice)	Autumn 1	HOYs	ACO/SLT
	1.6 Train & support teachers to use signature strategies, sanctions & rewards consistently	All students are wearing appropriate uniform correctly & any uniform infringement is dealt with consistently. (SLT observation, lesson drop ins)	Autumn 1 & 2	Pastoral, ACO, SLT	ACO/CCU



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	1.7 Implement our recording and tracking systems for behaviour so that the escalation policy is applied consistently	Behaviour spikes are dealt with swiftly and effectively (behaviour data)	September	ACO	CCU
	1.8 Introduce key review points involving more stakeholders in decisions around serious behaviour instances	Pastoral staff can successfully use data to plan and implement strategies for prevention of repeat poor behaviours.	Half Termly	Pastoral/ACO	CCU
	1.9 Provide analytical data for middle leaders to be able to support long term improvement in behaviour for learning	Reduction in suspension rates.	Weekly/Termly	GRI	ACO
	1.10 Plan and deliver year group and key stage improvement plans to key stakeholders		Termly	HOYs, JTM	ACO

Success Criteria: BA1	Impact evidenced	RAG
Core routines are consistently implemented in lessons (lesson drop ins)	Autumn I	
All staff have high expectations of student behaviour (lesson drop ins, student voice)		
Improved consistency in the implementation of the behaviour routines (lesson drop ins, student voice, parent/carers voice).	Autumn II	
All students are clear on the behaviour policy (student voice)	Spring I	
All parents are clear on the behaviour policy (parent/carers voice)	Spring II	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



All students are wearing appropriate uniform correctly & any uniform infringement is dealt with consistently. (SLT observation, lesson drop ins)

Behaviour spikes are dealt with swiftly and effectively (behaviour data)

Pastoral staff can successfully use data to plan and implement strategies for prevention of repeat poor behaviours.

Reduction in suspension rates.

Summer I

Summer II

BEHAVIOUR & ATTITUDES					
OBJECTIVE	ACTIONS (informed by Behaviour & Culture Framework and Suspension Reduction Framework)	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
BA2 Ensure that all students get the support they need to modify their behaviour through an effective interventions programme. (ACO) [Behaviour & Culture,]	Develop the Pastoral & Interventions Coordinator to successfully implement effective interventions	Clear and effective intervention programme is consistently implemented (student voice, behaviour data)	Autumn 1	ACO	CCU
	Use data to inform curriculum and intervention programmes for individuals and cohorts	Reduction in escalation of behaviour system (behaviour data, student voice)	Every Half Term	GRI	ACO
	Select and embed a programme of effective interventions that meet the needs of students and lead to meaningful change	Reduction in numbers of suspensions. (behaviour data)	September	ACO	CCU
	Implement a robust approach to monitoring the impact of individual interventions and the wider intervention programme	Pastoral staff are able to confidently implement a menu of strategies and interventions to support students in modifying their behaviour. (Staff voice)	Every Half Term	GRI	ACO
	Implement effective interventions to tackle key behaviour concerns (truancy, persistent disruption etc.)	Core routines are consistently implemented in lessons (lesson drop ins)	September	GRI	ACO
		All staff have high expectations of student behaviour (lesson drop ins, student voice)			



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	Effective implementation of BASI meetings to support all year groups including Alternative Provision.	Improved consistency in the implementation of the behaviour routines (lesson drop ins, student voice, parent/carer voice). All students are wearing appropriate uniform correctly & any uniform infringement is dealt with consistently. (SLT observation, lesson drop ins) Behaviour spikes are dealt with swiftly and effectively (behaviour data)	September, Fortnightly	GRI	ACO
	Monitor, Evaluate and Review Alternative Provision to support long term success for students.		Fortnightly, Every Half Term	ACO	CCU
	Plan and deliver key intervention improvement plan to key stakeholders		Termly	GRI	ACO, CCU
		Pastoral & Interventions Coordinator clear on their role within the pastoral team to support and develop students, HOYs and HODs. (Appraisal process)			

Success Criteria: BA2	Impact evidenced	RAG
Clear and effective intervention programme is consistently implemented (student voice, behaviour data) Reduction in escalation of behaviour system (behaviour data, student voice) Reduction in numbers of suspensions. (behaviour data) Pastoral staff are able to confidently implement a menu of strategies and interventions to support students in modifying their behaviour. (Staff voice)	Autumn I	
	Autumn II	
	Spring I	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	Spring II	
	Summer I	
	Summer II	

BEHAVIOUR & ATTITUDES					
OBJECTIVE	ACTIONS (informed by Behaviour & Culture Framework and Suspension Reduction Framework)	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
BA3 Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements. (SSH)	3.1 Supply all students in the academy with essential equipment for their learning in September 24 including knowledge organiser.	No gap between PPI/Non PPI for completion of home learning on Sparx Science, English and Maths (Sparx Data)			
	3.2 Deliver assemblies to all students to support their understanding of Cognitive Science and how they learn.	100% of students have 'desk ready' equipment requirements for learning in all subjects (drop ins via HOY)			
	3.3 Deliver powerful professional development to support staff understanding of Cognitive Science and how students learn to support the implementation of key teaching principles within the Longsands Astrea Way.	Students are clear on the curriculum journey and connecting new learning to existing scheme and making excellent progress (work scrutiny, student voice). Lesson delivery is adapted to meet the needs of all learners so they have access to the same curriculum (lesson drop ins, outcome data, work scrutiny, student voice).			



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



[Scholarship & Culture]	3.4 Embed fortnightly learning walks within SLT link agendas to quality assure implementation of 7 principles and teaching routines including TLAC.	Students are clear on how to learn and retrieve information effectively (fluency) (student voice and outcome data). 100% students access home learning via self-assessment tools including Carousel and Sparx (outcomes) Student work is consistently presented in booklets and exercise books (book looks and work scrutiny) Staff are consistently applying the academy feedback policy, with a focus on spelling and literacy (work scrutinies, intellectual preparation sessions) Students are becoming confident learners and are developing a love of learning (student voice, Sparx data, parent/carer voice).			
	3.5 Deliver assembly to student voice on 'how students learn' and what to expect in lessons. Quality assure the implementation of the Longsands Astrea Way using student voice halftermly.				
	3.6 Ensure that home learning is effective and reduces staff workload through using selfquizzing or self-assessment tools (Carousel or Sparx).				
	3.7 Quality assure the setting of home learning to support student's learning via SLT links and HODs.				
	3.8 Half termly book looks with SLT across all departments to monitor presentation, feedback and fluency (Do Now/KIP)				
	3.9 Ensure all HODs have fortnightly learning walks to monitor classroom environment and implementation of Longsands Astrea Way.				
	3.10 Produce resources to support student independent revision/practice during key examinations.				
	3.11 Deliver key assemblies during examination periods to provide strategies to support students in their learning.				
	3.12 Support the introduction of Proud Thursday.				
	3.13 Close the gap in appearance/presentation of work between PPI/SEND and Non-PPI – SEND.				



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	3.14 Promote student work half-termly via school newsletter to celebrate scholarship.			

Success Criteria: BA3	Impact evidenced	RAG
No gap between PPI/Non PPI for completion of home learning on Sparx Science, English and Maths (Sparx Data) 100% of students have 'desk ready' equipment requirements for learning in all subjects (drop ins via HOY) Students are clear on the curriculum journey and connecting new learning to existing scheme and making excellent progress (work scrutiny, student voice). Lesson delivery is adapted to meet the needs of all learners so they have access to the same curriculum (lesson drop ins, outcome data, work scrutiny, student voice). Students are clear on how to learn and retrieve information effectively (fluency) (student voice and outcome data).	Autumn I	
	Autumn II	
	Spring I	
	Spring II	
	Summer I	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



100% students access home learning via self-assessment tools including Carousel and Sparx (outcomes) Student work is consistently presented in booklets and exercise books (book looks and work scrutiny) Staff are consistently applying the academy feedback policy, with a focus on spelling and literacy (work scrutinies, intellectual preparation sessions) Students are becoming confident learners and are developing a love of learning (student voice, Sparx data, parent/carers voice).	Summer II	
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BEHAVIOUR & ATTITUDES					
OBJECTIVE	ACTIONS (informed by Behaviour & Culture Framework and Suspension Reduction Framework)	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
BA4 Maintain high expectations around attendance and punctuality (JTM) [Every Minute Matters]	4.1 Deliver attendance CPD to all staff	Whole Academy attendance is at 96%. (BromCom)	September 2024	KBA	JTM
	4.2 Attendance initiatives to target PP students	Attendance levels of vulnerable students (PP/SEND) are in line with the rest of the cohort. (BromCom)	Ongoing	KBA/TWS	JTM
	4.3 Attendance initiatives to target SEND students	SMART support plans are in place for students with persistent lateness and/or persistent absenteeism.	Ongoing	KBA/ESS	JTM
	4.4 Share attendance register process with all staff to maintain high levels of accuracy	Reduction in lateness and increase in attendance for these students. (APSPs)	September 2024	JTM	ACO/CCU
	4.5 Utilise Attendance and Punctuality Support Plans to target repeated lateness and school refusal	Students & Parents/Carers understand the importance of high levels of attendance and work collaboratively with the Academy to maintain this.	Ongoing	KBA/HoYs	JTM
	4.6 Promote attendance incentives to improve Year 11 attendance e.g. prom	(Student and parent voice)	Ongoing	KBA/JTL	JTM



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



		Staff utilise a range of approaches to support students with poor punctuality/attendance and are			
	4.7 Ensure attendance figures are shared with all staff and included in weekly staff bulletin		Ongoing	KBA	JTM
	4.8 Introduce nudge texts to support positive parental engagement	aware of how to flag attendance/punctuality concerns to the Pastoral team.	October 2024	KBA	JTM
	4.9 Early intervention with Year 7 cohort PA group	Parents receive regular communication through text to update them on their child's attendance. (BromCom)	October 2024	JFS/KBA	JTM
	4.10 Attendance initiatives to target Year 11 female students	Attendance for Year 11 girls is significantly improved compared to 23/24 (Year 10). (BromCom)	Ongoing	KBA	JTM

Success Criteria: BA2	Impact evidenced	RAG
Whole Academy attendance is at 96%. (BromCom) Attendance levels of vulnerable students (PP/SEND) are in line with the rest of the cohort. (BromCom) SMART support plans are in place for students with persistent lateness and/or persistent absenteeism. Reduction in lateness and increase in attendance for these students. (APSPs) Students & Parents/Carers understand the importance of high levels of attendance and work collaboratively with the Academy to maintain this. (Student and parent voice) Staff utilise a range of approaches to support students with poor	Autumn I	
	Autumn II	
	Spring I	
	Spring II	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



punctuality/attendance and are aware of how to flag attendance/punctuality concerns to the Pastoral team.

Parents receive regular communication through text to update them on their child's attendance. (BromCom)

Attendance for Year 11 girls is significantly improved compared to 23/24 (Year 10). (BromCom)

Summer I

Summer II

PERSONAL DEVELOPMENT					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
PD1 Embed student voice processes and student leadership opportunities to create a strong sense of belonging to the academy. (TWS)	Carry out prefect application process launched in assemblies and promoted through tutor time	Year 10 and 11 prefects participate in whole school and community events.			
	Shortlist and interview for the roles of lead prefect and deputy lead prefect.	Students express through student voice that they are heard and contribute to the school ethos. (student survey)			
	Assign prefect duty spots to support staff around the school at social times.	Students of all groups are listened to routinely and barriers are identified, and solutions identified. (student survey)			
	The house council provides student voice fortnightly – resulting in you said/we did slides in student bulletin	Students are able to vocalise how they contribute to the academy at a whole school level. (student survey)			
	Student voice sessions to take place in tutor time fortnightly to inform house council meetings.				
	Conduct whole school half termly student voice surveys on MS forms in response to what is observed/heard around the academy.				



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	Put prefect biographies up on the school website, to raise the profile of student voice			
	Prefects to take a role in house assemblies/assemblies to promote awareness of key events			
	Produce a student voice board, which displays house council reps, prefects, and discussion points/actions.			
	Celebrate the contribution of the prefects through a separate reward event			

Success Criteria: PD1	Impact evidenced	RAG
Year 10 and 11 prefects participate in whole school and community events. Students express through student voice that they are heard and contribute to the school ethos. Students of all groups are listened to routinely and barriers are identified, and solutions identified. Students are able to vocalise how they contribute to the academy at a whole school level.	Autumn I	
	Autumn II	
	Spring I	
	Spring II	
	Summer I	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



Summer II

PERSONAL DEVELOPMENT					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
PD2 Extend the enrichment offer with a varied programme of trips and visits so all	Establish a set club rota and brochure	There will now no gap in enrichment involvement between PP, SEND and Non-PP students.	Second weeks of September	TWS	BRE
	Publish rota online to parents and to students, detailing what the clubs involve		Second weeks of September	TWS	
students have access to a wide, rich set of experiences and make tangible contributions to the life of the academy.(TWS)	Inform staff via briefing club opportunities and targets for participation.	90% of year 7 students to attend a club beyond the curriculum.	Second week of September		
	Run a club's fair/ tutor activity for year 7 students to sign up for these activities	Year 11 will have had enrichment opportunities within the first term, leading up to post 16 applications.	Third week of September		
	Provide termly MS form and letter to parents detailing clubs and gaining parental permission	English and Science will have run a trip linked to their curriculum within the academic year.	Second weeks of September		
	Register taken for each club with present mark being a 1, absent a 0 to allow for attendance monitoring	KS3 classes will have been on a core trip – accommodating all who want to participate.	Every week		
	Analyse attendance of enrichment on a half termly basis		Half termly	TWS	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	Organise with JDP an event for year 11 to support with applications to post 16 for year 11	November	JDP	TWS/BRE
	Provide a spread of trips for each year group, that represent all subjects. Share lists with parents at start of the year to allow budgeting.	Third week of September		
	Collect student voice on what students would like to see enrichment wise termly	Termly student voice		

Success Criteria: PD2	Impact evidenced	RAG
There will now no gap in enrichment involvement between PP, SEND and Non-PP students. 90% of year 7 students to attend a club beyond the curriculum. Year 11 will have had enrichment opportunities within the first term, leading up to post 16 applications.	Autumn I	
	Autumn II	
	Spring I	
	Spring II	
English and Science will have run a trip linked to their curriculum within the academic year. KS3 classes will have been on a core trip – accommodating all who want to participate.	Summer I	
	Summer II	

PERSONAL DEVELOPMENT



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
PD3 Further develop <i>It Stops Now</i> to promote a positive, respectful and inclusive environment in which diversity is embraced by staff and students alike. (BRE)	Implementation of an anti-racist strategy	Black Student voice is captured in a constructive and meaningful way. (student voice)			
	Review the curriculum to improve racial diversity	Reduction in racist incidents. (safeguarding data, student voice)			
		Increased understanding of the challenges faced by students of colour at Longsands Academy (staff voice, student voice)			
		<i>It Stops Now</i> considered to be a successful campaign to promote respect and inclusivity. (student voice, staff voice, parent/carers voice)			
		Improved perception of how bullying is dealt with			

Success Criteria: PD3	Impact evidenced	RAG
	Autumn I	
	Autumn II	
	Spring I	
	Spring II	
	Summer I	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



Summer II

PERSONAL DEVELOPMENT					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
PD4 Design a mental health strategy which promotes students' confidence, resilience and independence. (JTM)	4.1 Identify support available to students regarding mental health in the student weekly bulletin	Students can articulate where they can access Mental Health and wellbeing support in school. (Student voice)	Ongoing	JTM	ACO/CCU
	4.2 Identify students with low confidence and resilience and offer targeted support	Students can recognise when they need support and feel confident to ask adults for it. (Student voice)	Ongoing	HoYs	JTM
	4.3 Promote independence within the Academy through increasing use of common language around core value of responsibility	Mental health and wellbeing forms part of the PD curriculum. (Curriculum plans)	September 2024	JTM	ACO/CCU
	4.4 Ensure Mental Health awareness week & day are marked through events	Staff are confident in identifying, supporting and communicating concerns around mental health. (Staff voice)	May 2025	JTM	ACO/CCU
	4.5 Deliver parent evenings on Mental Health, resilience and independence		December 2024	JTM	ACO/CCU
	4.6 Promote independence in Key Stage 4 through explicit teaching of revision and revision strategies	Parents are confident in how they can support their children with their mental health and wellbeing. (Parent voice)	December 2024	HoYs	JTM
	4.7 Create a sub-committee of the House Council to promote student wellbeing	Students and parents in Key Stage 4 are confident in how to prepare for and mitigate	October 2024	TWS/JTM	ACO/CCU



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	4.8 Teach students about the impact of social media and screen time on their mental health and wellbeing	exam stress through effective revision. (Student and parent voice)	December 2024	JTM	ACO/CCU
	4.9 Introduce a 'digital detox' programme where students can voluntarily surrender their phones for a specified period of time.	Regular student voice is collected on the impact of wellbeing and Mental Health awareness strategies. (House council meetings) Students can articulate the dangers and impact of social media on their mental health and wellbeing. (student voice) Students feel confident in engaging with a digital detox and actively seek to take time away from their digital devices. (student voice)	October 2024	JTM	ACO/CCU

Success Criteria: PD4	Impact evidenced	RAG
Students can articulate where they can access Mental Health and wellbeing support in school. (Student voice)	Autumn I	
Students can recognise when they need support and feel confident to ask adults for it. (Student voice)	Autumn II	
Mental health and wellbeing forms part of the PD curriculum. (Curriculum plans)		
Staff are confident in identifying, supporting and communicating concerns around mental health. (Staff voice)	Spring I	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



Parents are confident in how they can support their children with their mental health and wellbeing. (Parent voice) Students and parents in Key Stage 4 are confident in how to prepare for and mitigate exam stress through effective revision. (Student and parent voice) Regular student voice is collected on the impact of wellbeing and Mental Health awareness strategies. (House council meetings) Students can articulate the dangers and impact of social media on their mental health and wellbeing. (student voice) Students feel confident in engaging with a digital detox and actively seek to take time away from their digital devices. (student voice)	Spring II	
	Summer I	
	Summer II	

LEADERSHIP AND MANAGEMENT					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



LM1 Developing strategic leadership at all levels which ensures commitment from staff to implement excellent quality of education. (KWA) [Behaviour & Culture, Expectation Variance]	1.1 Ensure that standardised line management agendas are completed a term in advance and shared with middle leaders	The academy’s ambitious vision and ethos is evident in all policies and protocols being implemented effectively. Stakeholder feedback evidences that strategic leadership has improved. (staff voice) SLT can evidence the impact they have made in their areas of responsibility and can identify where further improvement is needed New members of SLT feel supported (staff voice) Middle leaders are being held to account effectively (Line Management minutes)	Ongoing	KWA	CCU	
	1.2 Undertake and analyse termly staff voice			Ongoing	KWA	CCU
	1.3 Ensure SLT hold others to account through			Ongoing	KWA	CCU



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	effective and robust planning, monitoring and evaluation systems, linked to appraisal objectives				
	1.4 Implement a comprehensive and personalised induction programme for new SLT members		Ongoing	KWA	CCU
	1.5 All QA activities are captured centrally and acted upon in the timely fashion to create an instant feedback loop to promote rapid improvement where needed.		Ongoing	KWA	CCU
Success Criteria: LM1		Impact evidenced			RAG
The academy's ambitious vision and ethos is evident in all policies and protocols being implemented effectively. Stakeholder feedback evidence that strategic leadership has improved. (staff voice) SLT can evidence the impact they have made in their areas of responsibility and can identify where further improvement is needed New members of SLT feel supported (staff voice) Middle leaders are being held to account effectively (Line Management minutes)		Autumn I			
		Autumn II			
		Spring I			
		Spring II			
		Summer I			
		Summer II			



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



LEADERSHIP AND MANAGEMENT					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
LM2 Ensure that all stakeholders receive clear and effective communication, so they are well informed about the rationale for all decisions and actions. (CCU)	Annual plan for PAC minutes with clear consultation & feedback mechanisms	High levels of attendance and satisfaction at the PAC	July 24	CCU	JMJ
	Half-termly curriculum overview shared in weekly newsletter	Improved perception of communication in Parent-Carer Summary			
	Review progress reporting systems	Increased percentage of parent/carers would recommend the academy			
	Use <i>Teacher Tapp</i> for parent-carer survey				
	Welcome evenings in September focus specifically on curriculum content, home learning & assessment/progress for each year group	Improved parent/carers understanding of the curriculum and progress			
	Create a comms implementation strategy/plan	Improved Year 7 & Year 12 admissions			
	Train SLT/Middle Leaders on communication strategy/plan	Decline in number of parent/carers complaints			
	Share a parent/carers-friendly version of AIP				
	Share culture code (shorter version) with parent/carers				

Success Criteria: LM2	Impact evidenced	RAG
High levels of attendance and satisfaction at the PAC	Autumn I	
Improved perception of communication in Parent-Carer Summary	Autumn II	
Increased percentage of parent/carers would recommend the academy	Spring I	
	Spring II	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



Improved parent/carers understanding of the curriculum and progress	Summer I
Improved Year 7 & Year 12 admissions	Summer II
Decline in number of parent/carers complaints	

LEADERSHIP AND MANAGEMENT					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



LM3 Secure an ambitious, financially viable sixth form curriculum model, which serves the local community. (KWA) [Scholarship & Culture]	4.1 Evaluate 2023-2024 recruitment and retention	Increase recruitment and retention rates by 25% Increase the percentage of students staying on to the sixth form to Increase the number of visitors to the sixth form open evening All KS5 classes to have on average 15 students per class from Sept 25 Recruit sufficient students to make the T-Levels viable. Student voice shows that students feel well supported and prepared for the future	Oct 24	CRO, KWA	CCU
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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025

		Average attendance for sixth form increases to						
		Sixth from curriculum meets the needs of the local community and school						
		Each student has a guidance appointment and target students who have not applied to sixth form having a further meeting with SLT.						
	4.2 Develop a programme of 6 th form taster sessions for year 11 students to take place before application deadline.				Feb 25	CRO, KWA	CCU	
	4.3 Deliver a sixth form open evening with extensive marketing in the wider community				Oct 24	CRO, KWA	CCU	
4.4 Conduct talks in all the local schools for year 11s					Nov 24	CRO, KWA	CCU	
4.5 Conduct talks in all the local schools for year 10s					Sep 25	CRO, KWA	CCU	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	4.5 Provide an extensive and attractive enrichment of fer		Sep 25	CRO, KWA	CCU
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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



INSPIRING BEYOND MEASURE

	4.6 Undertake and analyse termly student voice		Ongoing	CRO, KWA	CCU	
	4.7 Improve attendance in the sixth form		Sep 25	CRO, KWA	CCU	
	4.8 Review the sixth form curriculum offer in line with the needs of the local community and school		Sep 25	CRO, KWA	CCU	
	4.9 Undertake a programme of guidance meetings to support post 16 choices		Apr 25	CRO, KWA	CCU	
Success Criteria: LM3		Impact evidenced				RAG
Increase recruitment and retention rates by 25%		Autumn I				
		Autumn II				
		Increase the percentage of students staying on to the sixth form to				
		Spring I				
		Increase the number of visitors to the sixth form open evening				
		Spring II				
All KS5 classes to have on average 15 students per class from Sept 25		Summer I				
		Recruit sufficient students to make the T-Levels viable.				



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



Student voice shows that students feel well supported and prepared for the future Average attendance for sixth form increases to Sixth form curriculum meets the needs of the local community and school	Summer II
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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



Each student has a guidance appointment and target students who have not applied to sixth form having a further meeting with SLT.

LEADERSHIP AND MANAGEMENT					
OBJECTIVE	ACTIONS	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MON BY
LM4 Enhance the professional development of staff through instructional coaching. (SRO)	4.1 Identification and initial training of coaching team.	All staff undertake 2 rounds of Instructional coaching (Colleagues feel that the IC rounds have been effective (staff voice, lesson drop ins) 90% staff are considered effective	13.9.24	SRO	KWA
	4.2 Peer coaching between coaches to trial the process.		27.9.24	SRO	KWA
	4.3 All teachers to identify focus area for IC in appraisal target setting.		27.9.24	Line Managers	SRO
	4.4 Scheduling of 3-week windows matching coaches and coaches.		4.10.24	SRO	KWA
	4.5 Completion of round 1 coaching.		28.2.25	Coaches	SRO
	4.6 Review of round 1 coaching. Changes made to programme based on staff feedback.		28.2.25	SRO	KWA
	4.7 Completion of round 2 coaching.		27.6.25	Coaches	SRO
	4.8 Evaluation of IC Programme, including changes made for 25-26 academic year.		11.7.25	SRO	KWA
	4.1 Identification and initial training of coaching team.		13.9.24	SRO	KWA
Success Criteria: LM4		Impact evidenced			RAG
		Autumn I			



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



	Autumn II	
	Spring I	
	Spring II	
	Summer I	
	Summer II	



LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025

% GIRLS
% FSM6
% CLA
% EAL
% SEND Support
% SEND EHC plan
% Stability
% Pupils from ethnic groups (5% or more)

49.31
50.69
22.22
0.19
8.91
12.35
2.1
94
7% White – Any Other White Background
5 most deprived ---- 1 least deprived

Deprivation indicator (quintile):

Appendix 5: SEF 24-25

School:	Longsands Academy
School type:	Secondary
Age range:	11-18 years old
Date open/converted:	1960 (converted to an Academy on 01/08/2011)
Total NOR:	1570 (Y7-13)
P16 Total NOR:	196
Y12:	76
Y13:	120
Local Authority:	Cambridgeshire
Principal:	Catherine Cusick
Regional Director:	Jo Myhill-Johnson
Governance type:	LGC
Chair of Governors:	Mark Young

SCHOOL INFORMATION

% BOYS

CURRENT SCHOOL EVALUATION (judgements are based on the EIF criteria)

OVERALL EFFECTIVENESS	GOOD		
QUALITY OF EDUCATION BEHAVIOUR AND ATTITUDES PERSONAL DEVELOPMENT LEADERSHIP AND MANAGEMENT SIXTH FORM	GOOD		
	REQUIRES IMPROVEMENT		
	GOOD		
	GOOD		
	GOOD		
Date SEF was last reviewed:			

AUTUMN

SPRING

SUMMER



CONTEXT

As an Astrea Academy, we subscribe fully to the trust’s values. Astrea’s future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we as Astrea hold dear:

Scholarship: We are committed to promoting a culture of academic excellence through a dedication to scholarship and a knowledge-rich curriculum, we empower our students and colleagues to pursue knowledge, and the rigorous exploration of subjects as disciplines.

Curiosity: We embrace curiosity as a driving force for exploration, innovation, and discovery. It involves an openness to learning from different perspectives, a willingness to challenge assumptions, and an eagerness to discover the unknown.

Tenacity: We value perseverance, resilience, and determination in the face of challenges. With tenacity, we encourage our students and colleagues to overcome obstacles, stay committed to their goals, and strive for excellence.

Responsibility: We uphold principles of accountability, integrity, and ethical conduct in all aspects of our work. It involves fulfilling obligations, honouring commitments, and considering the impact of one's choices on oneself and others. Through a sense of responsibility, we foster trust, reliability, and ethical leadership among our students and colleagues.

Respect: We promote a culture of respect, empathy, and inclusivity in our school community. By valuing diversity, dignity, and mutual understanding, we create a welcoming and supportive environment where everyone feels valued and respected.

Longsands formally joined Astrea Academy Trust in September 2018. A new Principal was appointed in April 2023, the previous principal left in July 2022 and an interim principal led the school. The last year has seen a higher than usual staff turnover but through careful and rigorous recruitment there are no positions currently unfilled.

The school site is large both time consuming and expensive to maintain. There has been significant investment from the trust over the last 18 months, such as a window replacement scheme and two sets of new toilets which are improving the appearance and functionality of the site considerably. Through careful curriculum-led financial planning, the school is in a much better financial position, with a significant reduction in historic overstaffing and a more lean and effective support staff structure.

The academy’s most recent inspection was in February 2024. It was a S5 inspection (delete) and the overall judgement was that the school is good. Below is the full grade profile from the inspection and the areas for improvement identified by the inspection team:

Overall effectiveness	Good
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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025

Quality of Education	Good
Behaviour and Attitudes	Requires Improvement
Personal Development	Good

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Leadership and Management	Good
Sixth Form provision	Good

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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025



PROGRESS SINCE PREVIOUS INSPECTION

Area For Improvement	Actions taken and impact
<i>AF1</i> - Changes that have been made have not been supported by some parents, pupils and staff. This leads to feelings of frustration towards the school. The school needs to continue to ensure that all stakeholders receive clear and effective communication, so that they are well informed about the reasons why decisions are made and actions are taken.	A Parent Advisory Council (PAC) was established in April 2024 with members representing all year groups. The PAC, which has clear terms of reference and is chaired by an elected parent, meets halftermly to discuss new initiatives and raise any questions about academy policies and procedures. Attendance and engagement have been very positive and topics that have been discussed include Academy improvement priorities, changes to the school day, staffing, Sixth form recruitment. Although the PAC does not have any decision-making authority, the outcomes of the discussion are fed back to SLT and also the LGC. Parent-Carer Survey (July 24) saw an improvement (although sometimes very slight) in all areas except for support for SEND students. Although this was identified an improving area, there is still a strong feeling that communication from the academy needs to get better. There was a significant number of parent/carers who felt unclear about what is being taught and what progress is being made. Some parents felt there is a lack of clarity over expectations about home learning, marking and assessment and how they can support their children in making progress. This will be a key feature in the Y7-13 welcome evenings in September 2024. curriculum overviews will be included in the newsletter at the start of each half term, in addition to their availability on the website where they are always uploaded at the start of the academic year. Progress reports and Parent/Carer Consultations have been added to the PAC agenda items for the Autumn Term and we will be collecting wider parent/carers views to inform any changes in this area.



AF2 - The school has not ensured that some pupils understand the impact of their behaviour. These pupils do not respond positively to the school's behaviour management processes to improve their behaviour. Some	A new VP (Behaviour & Attitudes) started in February 2024 and after training pastoral staff, an intervention programme was implemented. This resulted in a decline in some recidivists post intervention, there have remained a hard core of students who are receiving additional support to help them improve their behaviour.
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LONGSANDS ACADEMY SELF-EVALUATION FORM 2024-2025

teachers do not apply the school's behaviour policy consistently. As a result, some pupils do not behave well enough. The school should continue its work to ensure that pupils get the support they need to modify their behaviour and ensure that all teachers apply the behaviour policy consistently, so that pupils behave well.	A restructure of the reset classroom with more robust processes have resulted in higher expectations has significantly reduced the number of failed resets and supported students to return successful to lessons. There remains a small number of students who refuse to attend reset resulting in suspension. Further work is being undertaken to engage students, parents and carer at the return to school meeting post-suspension. Significant onboarding of new colleagues as well as reboarding at the September INSETs as seen improvement in consistency of application of core routines and the behaviour policy. Entry and exit routines are much tighter and there is increased staff presence on the threshold which is improving transition. SLT are identifying colleagues who need support through lesson drop in s and providing coaching, where needed. Half-termly DP sessions on behaviour and attitudes and core routines are scheduled.
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AF3 - Some teachers do not consistently implement the curriculum as the school intends. As a result, in these subjects, pupils do not secure important knowledge as well as they do in most other subjects. The school should ensure that the curriculum is taught consistently well in all subjects.	After an extended period of consultation with academy colleagues last year, the Astrea-Longsand Way was launched in September 2024. This document clearly codifies expectations about lessons. Extensive onboarding of new staff has taken place, supported by the WTD/Microscripts and Culture Code as well as rearticulation of expectations for existing staff. HoDs have structured their IP sessions around curriculum implementation, responding to the observed needs within their curriculum area. SLT Lesson drop ins are being fed back to subject leads at the weekly line management and these are shaping the short-term improvement priorities.
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**QUALITY OF EDUCATION – Good****INTENT**

Over the last four years, we have worked to develop a rigorous, knowledge-rich ambitious curriculum which is at the heart of our purpose as an academy: to nurture the abilities of every child with a curriculum which promotes academic excellence and opens doors to students' futures for all, particularly disadvantaged students and SEND learners.

We believe that students are entitled to be immersed in 'the best that has been thought and said' to induct them into the 'conversations of mankind'. The subject curriculum is designed to help students understand and make meaning of the world around them, and to take them beyond their everyday knowledge and experiences. Intellectual curiosity and resilience are developed through a curriculum taught by subject-specialists who impart the powerful knowledge and cultural capital that places students in a strong position to question and debate the world around them. In October 2019, Ofsted noted that "Curriculum leaders and teachers are clear on what knowledge should be taught and the best order in which to teach it."

In Years 7, 8 and 9, students study a traditional academic curriculum including English, maths, science, art, geography, history, computer science, MFL (French/Spanish), music, PE, RE and technology. In recent years, we have adapted our Year 9 GCSE Transition process to encourage a greater number of students to follow a rigorous curriculum in line with the requirements of the EBacc. We believe that this strong academic foundation provides a well-rounded education for our students. As a result, increasing numbers of students are entered for the EBacc. 2023 EBacc entry was significantly above national. (IDSR Nov 23)

Cohort	EBacc entry
2019	28.3%
2020	16.2%
2021	58.7%
2022	68.5%
2023	67.3%
2024	65.3%
2025	78.9%

Changes to the GCSE transition in 2022-2023 will see at least 75% of students entered for the EBacc for 2025.

We have been able to deliver this ambitious curriculum whilst ensuring excellent outcomes (2023):

- P8: 60th percentile (i.e. top 40%)
- English P8: 41st percentile (i.e. top 59%)
- Maths P8: 67th percentile (i.e. top 33%)
- EBacc P8: 83rd percentile (sig+) (i.e. top 17%)
- Science VA: 88th percentile (sig+) (i.e. top 12%)
- MFL VA: 63rd percentile (sig+) (i.e. top 37%)
- Hums VA: 80th percentile (sig+) (i.e. top 20%)
- Open P8: 33rd percentile (sig-) (i.e. top 67%)



We have worked to embed knowledge-rich content in lessons through high quality resources and knowledge organisers. We have invested significantly in increasing high quality reading resources and textbooks for departments. By increasing the use of high-quality textbooks and extended reading in lesson, students gain both a deeper understanding of the subject content and be exposed to Tier 2 and Tier 3 vocabulary in a disciplinary context. As some departments have more established pedagogy around the use of reading materials to teach the curriculum (especially in History, French, Maths and RE), it is important that we disseminate best practice around how to incorporate extended reading meaningfully into a lesson and support all students to access the texts.

From September 2021, we implemented knowledge organisers for years 7-11 and these resources form the basis of our home learning strategy of self-quizzing and retrieval to improve student's fluency. After successfully trialling Carousel learning in 2023-24, it is being implemented as a key tool for home learning and Knowledge is Power (KIP) tests. Sparx Maths and Sparx Reader are embedded and have been adopted by all students and Sparx Science is being piloted with KS3 from September 2024.

A daily reading tutorial, where students have a suitable modern classic novel read to them at pace by their tutor was introduced in September 2023 for Years 7-10. This continues from September 2024 but Year 10 students will be having subject specific intervention sessions in place of reading as there is less need with this year group for a reading intervention.

We appointed a primary teacher and phonics specialist in the new Teacher of Reading role in 2021 and she successfully delivered targeted reading interventions to Years 7-9 students who did not have a secure grasp of phonics (identified by a low reading age and additional phonics screening), ensuring that reading gaps were addressed and students were supported in accessing the full secondary curriculum. From September 2023, she will focus almost exclusively on delivering Fresh Start Phonics interventions, which we have found to be very effective. In addition, we also run Catch Up Literacy interventions for certain students.

Many of our departments benefit from external expertise through links with their subject communities, such as Historical Association Quality Mark Award, Ogden Trust, Erasmus+ project, Secondary Geography Quality Mark from the Geographical Association and the International Schools Award reaccreditation that we received in the summer of 2022.

IMPLEMENTATION

In June 2024, Ofsted noted *"The trust has worked hard with school leaders to ensure that pupils learn well across an effective and broad curriculum, including in the sixth form. In many subjects, teachers are knowledgeable about their subjects, provide clear explanations and regularly check what pupils know. As a result, pupils achieve well in examinations and are well prepared for successful future study and/or employment"*

A key focus for development in 2022-23 was the principle of **excellent behaviour** by improving consistency and reducing cognitive overload through 'core routines' and consistent *habits of attention*. The focus for 2023-24 was to build on previous work around the principle of **excellent behaviour** by improving consistency and reducing cognitive overload through 'core routines' and a common language around 'habits of attention'. In 2024-25, through an ongoing programme of regular CPD opportunities, the focus is on developing further classroom practice through '**means of participation**' to build ratio, to support students in feeling connected and to help teachers check and assess student understanding.

Low-stakes quizzing is evident throughout the curriculum in different formats to suit the subject disciplines, both as a means of 'checking for understanding' and promoting 'retrieval practice'; consequently, students remember content better in the long term. In 2023-24 we introduced regular Knowledge is Power (KIP) tests as an extended *Do Now* task to check students' progress at both KS3 and KS4. Home learning is rooted in self-quizzing and retrieval practice from Years



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7-11, providing students with an opportunity to improve fluency so central to the enactment of a knowledge-rich curriculum. The focus in 2024-25 is on using Carousel learning to improve rigour and encourage precise identification of misunderstandings.

The launch of the Astrea-Longsands Way, which builds on the *7 principles*, codifies expectations around curriculum implementation and a key focus for the coming year is modelling, scaffolding and active marking and feedback.

Teaching at Longsands is good. We promote a culture of sharing good practice and invest in regular CPD, much of which is delivered through deliberate practice. In our analysis of the quality of teaching across the Academy in July 2023, the majority of teachers meet the Astrea Standard for effective teaching. Over a third of our teachers are 'highly effective' in the classroom and provide support for others, for example through mentoring of ECTs, mentoring of trainees from a range of different providers, and leading CPD on a department and whole school basis. **IMPACT**

Outcomes are very good at GCSE: Attainment 8 and Progress 8 figures have shown consistent, year-on-year improvement. The continuing strength in curriculum intent and implementation is reflected in the increase in Attainment 8 APS and positive Progress 8 across English, maths and EBacc subjects. In the Open bucket, improvement is less consistent with further work still to be done to increase attainment and progress in specific subjects. 2024 results show continued improvement from 2019 onwards. P8 figures in EBacc being significantly above national (83rd percentile) and Science, Languages and Humanities VA are also significantly above national (88th, 63rd, & 80th percentile respectively) (IDSR 2023).

	A8	P8	P8 Eng	P8 Maths	P8 EBacc	P8 Open
2024	47.36	0.15	-0.14	0.34	0.50	-0.20
2023	48	0.1	-0.1	0.2	0.5	-0.3
2019	48.77	0.14	0.01	0.22	0.33	-0.05
2018	45.68	0.00	-0.08	0.19	0.13	-0.27

Attainment in core subjects demonstrates a slight improvement in 4+ and 5+ outcomes in En/Maths & Basics as well as Science.

	Eng	Ma	Basics	Eng	Ma	Basics	Science	
	4+ %			5+ %			4+ %	5+ %
2024	77.5	78.2	71.6	58.2	62.8	50.9	82.5	70.1
2023	75.7	76.5	69.5	62.5	60.7	50	80	66.5
2019	79.3	80.3	71.6	62.8	55.8	47.4	73	50.4
2018	76	73.7	66.2	59.9	47.7	41.5		

Attainment in the EBacc has improved; a greater proportion of students were encouraged to study the full suite of EBacc subjects from (examination year) 2021 onwards and this has resulted in significantly higher proportions in students achieving the Ebacc at both 4+ and 5+.

EBacc	5+ %	4+ %
2024	27	39.3



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2023	46.3	31.3
2019	15.8	22.5
2018	16	22.6

Overall GCSE performance across subjects, demonstrates a similar pattern of improvement in attainment.

	2024 %	2023 %	2019 %	2018 %
5 GCSEs at grade 4+	66.7	68.4	66.0	61.3
5 GCSEs at grade 5+	47	48.2	45.6	39.7
Grade 9-7, all subjects*	22.3	23.6	24.1	20.9
Grade 9-5 all subjects*	60.5	63.4	60.2	55.5
Grade 9-4 all subjects*	76.1	77.9	76.6	73.4**

- * Excludes Combined Science, due to SISRA methodology
- ** excludes subjects using legacy A*-E grading system.

A significant proportion of subjects performed strongly, based on a 'Subject Progress Index' (SPI) above 0.4. These subjects are: Computer Science, Drama, Geography, History, Mathematics, Media Studies, Music, PE, RE, Biology, Chemistry, Physics and Combined Science. A minority of subjects have been targeted for further improvement because they achieved a negative SPI in 2022. These are: Art, Art Photography, Business Studies, English Literature, Food & Nutrition, MFL German, forecasts suggest improvements are expected in these areas.

The attainment of students with SEND has improved slightly over the last three years of full exams at Longsands, although they do not make the same rate of progress as non-SEND peers and provisional P8 (based on SISRA SPI) suggests they do make expected progress. Year 11 examination results for 2019-2022 showed a small increase in A8 from 30.42 in 2019 to 33.22 in 2022, the proportion who achieved 5+ English and maths increased and the number entering and achieving EBacc at 4+ and 5+ has shown encouraging signs of improvement suggesting we are being ambitious with our curriculum for all. There were significant individual success stories for EHCP and SEND K students who were able to meet and exceed their target grades. However, there is a persistent gap in attainment and progress between SEND and non-SEND students and the percentage of students achieving 4+ in English and maths needs to improve.

Table comparing Average Points Scores (Target vs Result) for students with SEND

	2023		2024	
	EHCP (8 students)	SEND Support (32 students)	EHCP (7 students)	SEND Support (43 students)



APS	Target	Result	Target	Result	Target	Result	Target	Result
Eng Lang	4.14	2.29	4.64	2.91	3.86	2.5	4.26	3.22
Maths	3.57	2.29	4.71	3.33	3.86	2	4.19	3.63
Sci Comb	3.36	2.5	4.16	3.27	3.67	3	4.16	3.72
Sci Sep			6.22	5.94			6.41	6.41
All	3.76	2.69	4.64	4.15	3.76	2.8	4.33	3.65

BEHAVIOUR AND ATTITUDES – Requires Improvement BEHAVIOUR

The Academy has high expectations for students' behaviour and conduct. Ofsted noted that 'The school's focus on improving behaviour has resulted in improvements for many pupils' and 'many pupils recognise improvements in behaviour that have occurred due to the school's actions. They feel safer and happier as a result.'. However, they also highlighted that, 'some pupils still need further support to improve their behaviour to meet the school's expectations. Some pupils have concerns about the boisterous and disrespectful behaviour of some older pupils'.

The school's focus on improving behaviour has resulted in improvements for many pupils. However, a core of pupils do not behave well enough. Some older pupils can be disrespectful or boisterous, which worries others. Previous systems focused on consequences, without the appropriate balance of reward and support to improve behaviour. The school has recognised this. Leaders are working hard to ensure that revised behaviour systems now have better balance. Some teachers do not implement the behaviour policy consistently. Pupils do not always show the same positive attitudes to learning, for example when agency staff teach lessons. When this occurs, pupils' learning is disrupted by the behaviour of others. Leaders recognise there is still more work to do to support some pupils to improve their behaviour. The school's actions are bearing fruit.

The school leadership has taken measures to improve the behaviour of the Academy. A clear consistent positive behaviour and relationships policy underpins a school-wide behaviour system with centralised same day detentions which supports disruption-free learning. Core routines and the behaviour curriculum are taught to students in tutor time and assemblies, with specific reboot sessions at the start of each half term. Classrooms at Longsands have a purposeful learning atmosphere where disruption-free learning is the norm, whereas this was not always the case prior to the introduction of the new behaviour system. Visitors to Longsands comment on the safe, calm, orderly and positive environment in the Academy. The formulation of the behaviour procedures document which includes a behaviour tariff for both in and out of lessons, along with associated regular CPD on positive behaviour management, routines and expectations, has helped to tighten consistency and expectations. Behaviour data is analysed on a weekly basis by both pastoral and curriculum to ensure intervention is put in place to reduce recidivism. Leaders further support colleagues with positive behaviour management through the behaviour walks which take place every lesson. The 2024 Ofsted report noted that, "Previous systems focused on consequences, without the appropriate balance of reward and support to improve behaviour. The school has recognised this. Leaders are working hard to ensure that revised behaviour systems now have better balance."

From September 2024 we have *raised the praise* further through increasing the tariff for badges and also asking staff to award a minimum of 5 merits and a golden ticket per lesson. 6000 positive achievement points have been awarded in the first two weeks in September 2024.



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We are further refining our work to ensure a continued positive environment in which students feel safe and in which bullying and discrimination are not accepted and are dealt with thoroughly. The 'It Stops Now' campaign launched in 2023/24 with the new email itstopsnow@astrea-longsands.org resulted in an increase in reports of bullying and unkind behaviour. Our Personal Development curriculum includes units aimed at recognising bullying and peer pressure with suggestions on strategies to use to respond to such pressure. The anti-bullying message is further promoted as part of our assembly programme given to Years 7-13.

The Academy has a personal development calendar and promotes LGBTQ+ history month, Black History month, gender equality, the holocaust and many other topics that can help to break down prejudices and build a more accepting school community.

Students are proud of their achievements, take pride in their work, Academy, and appearance. Their attitudes to learning are celebrated at every assessment point via letters home and celebration assemblies. The commitment of our Year 11 students to their Period 6 lessons demonstrates their commitment to achieving their best and their desire to engage with the additional learning opportunities available at the Academy. Our students' desire to represent the Academy in extracurricular and student leadership opportunities shows their commitment to all aspects of life at Longsands.

The academy moved from SIMS to Bromcom in 2022 and as sanctions are recorded slightly differently we are unable to complete the table fully below.

BEHAVIOUR	2019	2020	2021	2022	2023	2024
Suspensions (no.)	107	226	200	240	463	670
Suspensions (pupils)	82	102	94	150	139	179
Suspensions (days)	282	556.5	411	484	733	1204.5
PEX	0	0	0	0	0	0
BULLYING			7	16	12	53
SANCTIONS		4283	5900	7364	40806	
REWARDS			51121	62547	85119	255 287
PP						
Suspensions (no.)	54	106	110	131	226	243



Suspensions (pupils)	36	47	38	66	54	64
Suspensions (days)	122	282.5	201.5	201.5	338	538.5
PEX	0	0	0	0	0	
SEND						
Suspensions (no.)	29	67	75	110	187	228
Suspensions (pupils)	19	32	25	58	43	65
Suspensions (days)	61	146	156	212.5	266.5	416.5
PEX	0	0	0	0	0	0

There has been a significant increase in suspensions for all students as well as students with PP and SEND many of whom are doubly disadvantaged (PP/SEND) and also a significant proportion are recidivists (59% PP, 55% SEND). Despite increased interventions and extensive work by the pastoral team in this area, there is a small minority of students who struggle to meet our increased expectations.

ATTENDANCE

Overall, attendance at the Academy continues to be strong for most students, despite the continued considerable impact of the pandemic. We continue to work hard to raise awareness of the importance of good attendance by putting regular updates in the Principal's Bulletin, Student Weekly Bulletin, regular communication with parents/carers about topics such as punctuality, authorised/non-authorised absence and the impact that poor attendance can have on attainment.

We are acutely aware of the continued impact of Covid-19 on whole school attendance. We ended the academic year 2023/24 (88.9%) broadly in line with national (89.5%) & below regional figures (90.8%). The latest YTD figure is 93.5%.

Attendance initiatives, rewards, and competitions such as the RAC, the AA and the 'perfect week' have boosted attendance figures. Heads of Year in their fortnightly meeting with the Attendance Manager are focused on the attendance of vulnerable students and work to reduce PA figures. Sixth form students from Sept 2023 are expected to stay on school all day with improved study facilities. Sixth Form attendance is now in line with whole school attendance which represents a 5% uplift from when students were expected to attend all day.

Staff CPD with termly updates has also been key in ensuring that attendance is a priority across the school. Attendance figures are included in the weekly all staff briefing figures. A recent student voice exercise highlighted the benefits of class teachers' support for those students who have been absent, particularly for an extended period



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ATTENDANCE	2021 AUTUMN	2022 SPRING	2022 SUMMER	2022 AUTUMN	2023 SPRING	2023 SUMMER	2023 AUTUMN	2024 SPRING	2024 SUMMER
ALL									
% OVERALL	90.8%	87.5%	84.8%	91.5%	91.7%	92%	91.4%	90.6%	84.9%
% ABSENCE	9.2%	12.5%	15.2%	8.4%	8.3%	8%	8.6%	9.3%	15.1%
% PA	32.7%	23%	47.6%	24.7%	23.2%	22.2%	26.7%	26.3%	45.1%
% LATES	2.4%	3.7%	2.8%	2.5%	2.7%	2.3%	2.2%	3%	1.7%
PP									
% OVERALL	85.6%	86.3%	79.2%	86.7%	86.6%	87.3%	86.7%	85%	79.3%
% ABSENCE	14.3%	13.7%	20.8%	13.3%	13.3%	12.7%	13.3%	15%	20.8%
% PA	46.9%	37.2%	56.6%	32.6%	38.7%	41.1%	42.5%	41.2%	61.1%
SEND									
% OVERALL	86.6%	87.5%	82.1%	88.1%	88.3%	88.4%	85.8%	84.6%	76.9%
% ABSENCE	13.4%	12.5%	17.9%	11.9%	11.7%	11.6%	14.2%	15.4%	23.1%
% PA	40.3%	30.7%	51.0%	27.9%	32.4%	35.1%	38.1%	36.3%	59.8%

AREAS FOR FURTHER IMPROVEMENT – Behaviour & Attitudes

- There is still a small minority of students who struggle to meet our expectations consistently despite significant input from the pastoral team. We are confident that with continued input and support, Until these students display the positive attitudes and commitment of their contemporaries, Longsands cannot be considered outstanding for Behaviour and Attitudes.
- There are still some issues at unstructured times and the same high expectations of behaviour must be evident at break and lunch.
- Although we have worked to have attendance figures which are well above national, there is small number of students, particularly PP and SEND, whose attendance is not outstanding. This is a key improvement focus for the academy.



PERSONAL DEVELOPMENT– Good

The strategic personal development work of the Academy is led by VP (Inclusion) from September 2024 with the support of the subject lead for PD. The strength of our offer is supported with the various external accreditations we have received: excellence in *Pupil Development Award and Wellbeing Award in School* and *The Rainbow Flag Award*. To support our CEIAG provision, we have the *Quality in Careers Standard* and the *International School Award* to reflect aspects of our wider PD remit.

From September 2023, Personal Development became a timetabled lesson in Years 7-11 whilst continuing to be delivered in tutor time at KS5. The curriculum extends beyond the academic, vocational or technical and provides for students' broader development. It has been co-created with the Trust's national lead of Personal Development and is booklet-led, ensuring consistency of approach and supporting non-specialists who deliver it. Teachers of PD meet and undertake intellectual preparation sessions at key points in the year as guided by the curriculum lead to support them with the knowledge needed to enable them to deliver sometimes sensitive issues with conviction and confidence. Our maintaining age-appropriate healthy relationships education has been largely steered by the Relationships, Sex and Health Education (RSHE) requirements and the Sexual Abuse and Harassment report. We regularly review the PD relationships strand in light of Safeguarding Audits or local emerging concerns to ensure that the curriculum is responsive and dynamic.. Our PD Curriculum is further strengthened by the collaboration with the RSHE Senior Lead Advisor for Cambridgeshire.

Our commitment to develop our students' spiritual, moral, social and cultural awareness is evident through the Personal Development Audit, which is conducted on an annual basis, which maps its coverage across all subject areas. This is then supported by activities during Tutor Time which are linked to the Personal Development curriculum strands, all of which allows students to explore topics such as resilience, empathy, mental and physical well-being, fundamental British values and their responsibilities as a citizen in multicultural Britain.

At Longsands we understand that mental health and well-being is crucial for nurturing happy, thriving, and successful students and staff. To support student mental wellbeing, we have access to counsellors and mental health first aiders. High quality pastoral support is given to students via our Heads of Year and Student Support Officers, all of whom are trauma informed and have had mental health training. Well-being across the Academy is supported through a variety of avenues including in-house resources and external agencies, all of which are summarised and displayed in classrooms for students to access as well as being published on our website and regularly featured in the Student Weekly Bulletin.

Our House system, launched in September 2020, allows us to promote community participation and engagement. Through the House System, we have many different activities and events that students can be involved in. Our reward system is built around the House System and celebrates student accumulation of House Points awarded around the Trust and Academy value and for participating in activities and events. The House Council promotes student leadership and student voice across the Academy which is led by the House Captains in Year 12. The House Council meets twice a half term and discusses areas around Academy improvement as well as initiatives and events that the Council decide should be priorities for the year.

Longsands provides an Enrichment Programme to students to support their broader development. Students can attend activities before, during and after the Academy Day. Enrichment student feedback surveys are regularly carried out to



Bromcom.

identify how we can further engage students in the Enrichment opportunities available to them and identify other activities they would like to see on offer. We also track Enrichment and trip attendance through

Careers education at Longsands remains strong and students are ready for the next stage of education, employment or training. The careers programme has been developed using the Gatsby Benchmark Toolkit, the CDI's Framework for careers, employability and enterprise education and the DfE's Statutory Guidance. Our CEIAG programme has been validated and received the Quality in Careers Standard to demonstrate that the programme is sustainable, structured and well-resourced and there is ongoing work to reduce the number of NEET students. As we seek to further strengthen our careers provision, Gatsby Benchmark 4 is a focus with the work that we are conducting across all curriculum areas to develop and highlight career promotion and opportunity in subject areas. Year 10 and 12 students have a week's work experience in the summer term. The Academy's destination data is strong. We monitor and track students in Year 11 and provide individual support for targeted students, most notably through our partnership with Form the Future and the Senior Transition Advisor from the Local Authority.

AREAS FOR FURTHER IMPROVEMENT – Personal Development

- Despite a broad range of enrichment activities with adjustments made to encourage the uptake of disadvantaged students, their levels of participation are not yet strong enough.
- The new PD bookletised curriculum is knowledge-rich, well-sequenced and progressive with opportunities for retrieval to support students on building upon prior learning, however this is not yet embedded to provide an outstanding taught curriculum.
- Our character education is an area of growing strength, with our values being at the heart of what we do, but it is not yet exemplary.

LEADERSHIP AND MANAGEMENT – Good

In January 2020, a Local Consultative Committee (renamed Local Governance Committee in September 2021) was established. The role of the committee within Astrea Academy Trust is to provide support, challenge, and guidance to the Academy at a local level, with a focus on driving improvement in educational outcomes. The 2024 Ofsted report notes that, "governors and trustees are challenging, empowering and supporting leaders effectively. This has resulted in improvements to the quality of education and pupils' personal development."

Longsands has a clear and ambitious vision for providing high-quality education to all students. Our rigorous quality assurance schedule and line management processes are thorough and standardised across the Academy. Systems to track students' progress ensure that interventions etc. are put in place quickly and effectively where necessary. These contribute to the continuous improvements being made to raise standards whilst ensuring that staff workload is balanced. The increased focus on behaviour, respect and responsibility for learning has involved the use of rewards, centralised detentions, and SLT lesson drop ins.

The Senior Leadership team is structured to make sure there is sufficient capacity in both academic and pastoral aspects of the school with clear lines of responsibility and accountability. The Senior Leadership Team work with, learn from, and contribute to the wider work of the Trust to aid school improvement.



The Academy has made sustained progress in addressing the issues of strengthening engagement with parents/ carers and the local community. Parental engagement with the Academy is an improving picture. The Principal has established a weekly Bulletin to communicate and engage with parents/carers regularly. Parent information evenings on academic and wellbeing themes take place and are well attended. Attendance at parents' consultations now averages over 90%.

Our CPD programme continues to focus on enhancing the teaching of a knowledge-rich curriculum and is supported by the latest evidence-informed research. The Senior Leadership Team have benefitted from curriculum leadership professional development with external experts, including Christine Counsell. Middle leadership is an improving and supported through national programmes (NPQSL, NPQML, specialist NPQs, SLE, Ambition Institute Expert Middle Leaders programme) as part of our CPD offer. Previously, our support for middle leadership development included shared reading of Middle Leadership Mastery by Adam Robins, and a bespoke programme led for colleagues who are new to leadership.

All staff have access to the Employee Assistance Programme which provides free access to a wealth of support on a wide variety of areas. Steps have been taken to reduce staff workload through refining data collection points, centralising detentions, implementing email guidance and ensuring greater collaboration in departments over curriculum design. In a recent EdSRS survey (Easter 2022), 93% of staff recommend this school to other teachers as a good place to work, against an EdSRS average of 81%. The support staff survey showed that 91% of support staff would recommend the school to other people as a good place to work, against an EdSRS average of 80%.

Early Career Teachers are well supported by our Early Career Coordinator, Induction Tutors and subject mentors. Alongside the Early Career Programme from Ambition Institute, there is an in-house programme of professional development opportunities for ECTs. We support a range of routes into teaching and value our strong partnerships with Teach First, University of Cambridge and University of Bedfordshire.

There is a strong safeguarding culture in the Academy. Regular audits indicate that safeguarding processes are robust. All staff take responsibility for safeguarding which is evidenced by the wide range of staff who record disclosures and other information on CPOMS. There is an effective safeguarding team which meets weekly to review all safeguarding matters and ensures that they are followed up and resolved effectively.

Our safeguarding practice continues to evolve. Within the team, individual members have accessed training on child exploitation, neglect, preventing bullying, looked after children, cyber-security, the introduction of a new local authority referral form and a Cambridgeshire safeguarding/social care/police training session around peer-on-peer abuse and local support available for victims. All DSLs have also taken part in a Trauma Informed training session which is a Trust focus going forward. Last academic year, the safeguarding team undertook some new work relating to on-line safety by using the 360 Safe audit tool and created an action plan. During the 2023-24 academic year there has been a significant increase in the reporting of safeguarding concerns, the areas which have contributed to this rise are emotionally related / mental health concerns. We are currently reviewing our PD curriculum to ensure we are responding appropriately to these concerns.

AREAS FOR FURTHER IMPROVEMENT – Leadership & Management

- The 2024 Ofsted report noted that, “a significant proportion of parents do not support the school’s actions. The school and trust are working hard to rebuild positive relationships with parents. However, this remains a significant challenge.” There is a focus on overcommunicating the ‘why’ and sharing the culture code at every opportunity.



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□ Communication is an area that parents and carers are unhappy with and this needs to be improved. We will be consulting parents and carers on this.

- We must further develop, support, and challenge all staff to take responsibility for improving outcomes for all students so we achieve our highly ambitious vision.

SIXTH FORM – Good

The Longsands Sixth Form curriculum consists of a range of academic A Level courses, alongside a small number of vocational qualifications, including a Digital T-Level from Sept. 2023 which provides all Sixth Form students with ambitious pathways where they learn the knowledge and skills they need to prepare them for future study and employment. Our knowledge-rich curriculum approach extends into the Sixth Form, with coherent, well-sequenced courses, where knowledge is specified in detail and taught to be remembered long-term. The 2024 Ofsted report noted that, “in the sixth form, behaviour and attitudes are consistently positive. Almost all students are more mature and take responsibility for



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their actions.” In Year 12, an increasing number of students develop their independent study and research skills by working towards the Extended Project Qualification and securing excellent outcomes:

Grade %	2024 %	2023 %
A*	5.8	4.5
A	11.6	18.3
B	28.6	20.5
C	28.6	26.3
Total	74.6	69.6

The curriculum provision is supported by high-quality resourcing across all subjects, including textbooks and booklets. Knowledge organisers are used in the sixth form to ensure that the ‘finger-tip’ knowledge that students need is specified in precise detail, whilst also providing additional resources to support their studies.

Beyond sport, sixth-form students value organisations such as the medical society, and support available for university applications. This prepares them well for their next steps. OFSTED 2024

Sixth Form courses are taught by subject experts with excellent disciplinary knowledge who provide strong support for students’ learning. As in Years 7 to 11, teaching and learning in the sixth form is underpinned by the Astrea-Longsands Way. The most recent Ofsted report (2024) noted, “the trust has worked hard with school leaders to ensure that pupils learn well across an effective and broad curriculum, including in the sixth form” and “pupils and sixth-form students usually complete their chosen programmes of study successfully.”

“Sixth form students access a range of super-curricular opportunities, including MedSoc, Science Journal Club, the History Society, and Future Mathematicians, which extend their learning beyond the taught curriculum. *Students in the sixth form value their teachers’ hard work and expertise. Students explained that their teachers give up ‘all the extra hours that are needed’ to help them with their work.*”(OFSTED 2024)

Results in the Sixth Form continue to show an upward trend, both in academic and applied measures. Outcomes for students are broadly in line with the national average but several departments are consistently adding significant value to student progress.

	2024	2023	2022	2021	2020	2019
Cohort	92	161	138	184	188	175
L3 Overall Average Points per Entry	33.85	32.24	35.12	38.75	36.6	28.96
L3 Overall Average Grade	C+	C+	B-	B=	B-	C=
L3 Overall VA	-0.41	-0.51	-0.05	0.46	0.34	-0.11
Students included in A Level Cohort	83	134	113	136	146	125
A Level Average Points per Entry	33.32	31.89	34.73	40.09	38.72	29.93



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A Level Average Grade	C+	C+	C+	B=	B=	C=
A Level VA	-0.48	-0.64	-0.19	0.44	0.37	-0.08
Students included in Applied General Cohort	21	76	75	83	82	77
Applied General Average Points per Entry	36.35	32.43	34.2	35.74	31.83	26.83
Applied General Average Grade	Dist=	Dist-	Dist=	Dist=	Dist-	Merit+
Applied General VA	0.08	-0.23	0.22	0.6	0.29	-0.2
Students included in Tech Level Cohort	n/a	n/a	9	14	14	3
Tech Level Average Points per Entry			45.28	45	34.81	21.67
Tech Level Average Grade			Dist*-	Dist*-	Dist=	Merit-

Personal Development

Students in Years 12 and 13 are taught personal development in their tutor time as described above. CEIAG provision has been strengthened in the Sixth Form with the addition of the Morrisby platform to aid students in locating and preparing for their post-18 destinations. Student engagement with the platform is high. The personal development curriculum in Years 12 and 13 reflects the preparation students need for future success in education, employment or training as well as independent living and managing finances. Year 12 students have a week's work experience in the summer term. Links with the local businesses and industry experts, such as the support given to our prospective Medics maintains a healthy exposure to the world of work and ensures all students can make informed choices. A strong link between our Computer Science department and software and cyber security company MASS gives students the opportunity to work with local industry specialists; this has led to employed summer work experience for several students, a significant number of whom have secured degree apprenticeships sponsored by MASS.

As part of our drive to strengthen the enrichment opportunities afforded to our Sixth Form students, Year 12 and 13 students now participate in a chosen Enrichment activity every Wednesday period 5. These sessions are offered to further enhance student life of Longsands Sixth Form students and add a community dimension to their experience. This is in addition to the other clubs, activities and societies that students can participate in that are offered within the wider Enrichment Programme.

The Academy's destination data is strong. Students in Year 13 are provided with individual support, most notably through our partnership with *Form the Future* and the *Senior Transition Advisor* from the Local Authority. Recent Sixth

Form destination data shows that students feel well prepared to make Higher Education applications with a growing number being supported to take up high quality apprenticeships. The proportion of students selecting Russell



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Group/Higher Tariff University courses has also show an increase, which is a legacy of the higher levels of attainment within the Sixth Form.

We provide strong support for students who apply to university, with dedicated support for the most able in the cohort, for example through our ongoing partnerships with Wadham College, Oxford, Jesus College, Cambridge, and Fitzwilliam College, Cambridge. Wadham College has generously funded personal statement mentoring, for students, including all those applying for medicine or the Universities of Oxford and Cambridge. Jesus College, Cambridge has provided free webinars on Oxbridge life, interviews, finances and personal statements for our Oxbridge applicants. In April 2023, the most able students in Year 12 visited Fitzwilliam College, Cambridge, to learn about life at university and how best to prepare to apply to top-tier universities including Oxbridge.

Year 13 Destinations

	2024	2023	2022*	2021	2020	2019
Placed at University	59.8%	58.1%	57.1%	60.1%	65.2%	52.3%
Russell Group as % of those	43.6%	32.5%	29.2%	37.8%	30.4%	21.2%
Taking up apprenticeships	15.5%	16%	20.6%	11.4%	12.2%	14.1%
Taking up employment	14.7%	16.4%	14.3%	13.3%	11.6%	18.6%
Gap Year	9%	9.5%	7.1%	15.2%	9.1%	11.6%
Combi into Year 14	1%	0%	1.6%	0%	1.8%	3.4%
Total education & employment	100%	100%	100%	100%	100%	100%

AREAS FOR FURTHER IMPROVEMENT – Sixth Form

- Recruitment to Sixth Form is a key priority. We must increase numbers.
- Quality of Education to increase outcomes at KS5 so they are consistently in the top 25% of schools in the country.
- Standards at Sixth Form need to be improved to being them in line with expectations lower school.