



## Longsands Academy Local Governance Committee

Thursday 9 October 2025

To be held from 5.30pm

At Longsands Academy

**Membership:** Mark Young (Chair), Francis Bray (Executive Principal), Rob Offord, Hazel Bell, Richard Slade.

**Invited:** Melanie Basson (Clerk), Andrew Corcoran (Vice Principal), Rebecca Ramsden.

**Apologies:** Rob Simonis

### Agenda

ACTION SUMMARY				
Minute Reference	Summary		Responsible	Deadline
Item	Timings	Subject	Format	
		2025-26 Annual safeguarding training for Governors	DSL	
10.07.25. Item 4		Circulate Year 13 attendance figures	AC	
10.07.25. Item 5		Visit reports to be shared with the Clerk for circulation	RO/HB	
1	10 mins	Introduction and apologies: RSi	Oral item - Chair	
		Declarations of interests	Oral item - Chair	
		Minutes, action tracker and matters arising	Papers attached (pp2-6)	
		Minutes of last meeting on 10 July 2025	- Chair	
2	30 mins	Principal's Report to include: <ul style="list-style-type: none"> <li>• Examination results</li> <li>• Raising achievement</li> <li>• LSA Similar Schools Comparison report</li> <li>• Start of Year targets 2025-26</li> </ul>	Papers attached (pp7-20) and separately – Principal	
3	5 mins	Link Lead school visits <ul style="list-style-type: none"> <li>• Behaviour Link Lead visit 1 April 2025 - RO</li> </ul>	Papers attached (pp21-22)	
4	5 mins	Chairs update including risk and matters and questions to the Trust Board	Oral item - Chair	
5	5 mins	PAC update	Oral item – Principal	
6	2 mins	Future agenda items and confirmation of forthcoming dates: <ul style="list-style-type: none"> <li>• Date of next meeting 27 November 2025</li> </ul>	Oral item - Chair	

7	2 mins	Any Other Business	Oral item - Chair

Please read all papers in advance and prepare questions

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 10 July 2025

At Longsands Academy

#### MINUTES – PART A

Members Present:	Lee Larcombe (Vice Chair); Jo Myhill-Johnson (Interim Principal); Hazel Bell; Rob Offord.
In Attendance:	Melanie Basson (Clerk); Kate Ward (Vice Principal); Andrew Corcoran (Vice Principal); Francis Bray (Executive Principal Longsands and Ernulf).
Apologies:	Mark Young; Rob Simonis, Richard Slade

Minute Reference	Summary of action required	Responsible	Deadline
10.07.25 Item 4	Circulate Year 13 attendance figures	AC	10 September 2025
10.07.25 Item 5	Visit reports to be shared with the Clerk for circulation	RO, HB	10 September 2025

#### Future agenda items

Summary	Responsible	Meeting

#### 1) Introductions and Apologies

The meeting started at 5.30pm.

Apologies for absence were received from Mark Young, Rob Simonis and Richard Slade and these were accepted by the committee.

In the absence of the Chair, Mr Young, it was arranged for Dr Larcombe - Vice Chair to take the meeting.

#### 2) Declarations of interest

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

### **3) Minutes, Action tracker and Matters Arising**

The minutes of the previous meeting held on 27 March 2025 were agreed to be a true record.

There were no outstanding actions.

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

Introductions were given around the room to welcome Mr Bray, newly appointed Executive Principal.

When asked about the role of Executive Principal, Mr Bray explained he will be based at Longsands, with Principal oversight of Longsands and has line management responsibility for the Principal at Ernulf.

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

#### **Behaviour**

Mr Corcoran reported regarding page 5 of the Principal's report, where the proportion of racist bullying incidents has decreased, and generally bullying incidents have decreased.

When asked whether this was attributed to work around Black Student Voice.

Mr Corcoran reported the success of the 'ItStopsNow!' campaign which is delivered in Personal Development lessons and assemblies. Mr Corcoran explained the academy has worked with students to help them understand what bullying is and to report incidents perceived as bullying. Staff have received training to identify and track trends to categorise bullying events more robustly.

From September 2025, the number of categories is to be limited to enable staff to log initially, then incidents logs are triaged into the most appropriate category i.e., unkind behaviour, bullying. This will allow future reporting to be more concise.

Recognising reports are low for sexual harassment and sexual violence, as reported on page 6 of the Principals report, when asked whether the academy has considered whether these incidents could be under reported.

Ms Myhill-Johnson informed the committee Mr Reece is writing a strategy to re-launch the 'ItStopsNow!' campaign in conjunction with the National Lead for Personal Development. This aims to identify next steps in working with students to understand this topic and encourage them to report it.

When asked whether the figures reflect an accurate picture of the occurrence of sexual harassment and violence, Mr Corcoran reassured the committee the academy address this through assemblies around consent, upskirting, verbal sexual harassment. The academy explain to students what sexual harassment topics are and to report it to staff. The academy is focussing on greater awareness of students around verbal or serious sexual assault/violence.

#### **Teaching and Learning**

When asked about expected levels of teaching, Ms Ward explained the academy continue to support teachers with the skills and training required to meet or exceed expected levels of teaching.

When asked about the timeframe the academy expect to see improvement in the number of staff at or above the expected level of teaching, Ms Ward explained the academy aim to maintain a high standard of

quality of teaching, in applying suitable timeframes to allow success. Plans are reviewed regularly, and improvements are ongoing. Next steps were noted by the committee.

When asked about staff progression opportunities at Longsands, Ms Ward explained all staff have the opportunity in support of development and promotion. Currently there are 11 staff identified for promotion.

#### **Reset room**

When asked about the impact relocating the Reset provision has had, Mr Corcoran was pleased to report it was a positive move. There has been a big impact where Reset can accommodate more students in an area separate from Student Services.

Where students are removed from lessons, they are allowed time to reflect on their behaviour in triage and avoid time in Reset.

Reset offers consistency, supports emotional wellbeing, provides an opportunity to alter their behaviour and focus whilst accessing the curriculum in a calm setting.

The move has created capacity for students to access Student Services for reasons other than behaviour.

Mr Corcoran explained next steps are to support the most vulnerable/SEND students, support students to regulate and reflect on their behaviour to avoid Triage/Reset/suspension. And to continue to target how to reduce lesson removals consistently.

Regarding Longsands sending students to attend the Reset provision at Ernulf, when asked whether this is interpreted as a sanction by students, Ms Myhill-Johnson confirmed the trust has an agreement between its Cambridgeshire academies where students can be directed off-site to attend Reset as an alternative to suspension. Off-site direction can be used for a longer term as an alternative to a managed move.

Mr Corcoran explained off-site direction is effective in keeping students in school, where they can access and complete schoolwork, they otherwise may not complete whilst at home on suspension. In addition, the academy has seen significant improvements in friendship groups where a particular student in the group has been directed off-site.

When asked how students travel to other schools when directed off-site, Mr Corcoran explained external Reset always starts the following day after behaviour incident. Due to the close proximity of Ernulf to Longsands, the parent/carer takes their child to the other academy, or they make their own way as they would do at Longsands. The school minibus is used in some cases.

#### **Suspensions**

When asked about the proportion of PP and SEN suspension rates, Mr Corcoran explained the challenges of not having a substantive SENCO, has had an impact on capacity to provide the best support for SEN. From September 2025, a new SENCO has been recruited and will focus on a plan to improve behaviour and reduce suspensions for the SEN cohort.

The committee noted the Suspension Reduction Plan aims to focus on offering further support to SEN students in the classroom.

When asked whether the current Year 7 SEN is related to SEMH needs, Mr Corcoran explained the current Year 7 presents more of a challenge than last year 7 cohort in related to SEN. In addition, behaviour standards have been increased. The academy continues to assess how the quality of provision can be improved for this cohort.

When asked whether information about the new Year 7 cohort is shared with the academy prior to transition from primary schools, Mr Corcoran explained Mr Smy collates safeguarding and behaviour data for the new Year 7s from primary schools. This information is used by the transition team to predict plans to support students with early interventions.

## **Attendance**

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

- Whole school – 89.8% compared to last year of 90.9%.
- Year 11 – 84.6% compared to last year of 89.2%.
- All SEN – 79.9% compared to last year of 85.5%.
- Alternate provision

When asked about attendance, Ms Myhill-Johnson confirmed Mr Milne has a focus on attendance with robust processes and procedures in place and is supported by an attendance team. The Family Engagement Officer works with the most vulnerable families to improve attendance.

The academy expects to see attendance improve now the current Year 11 have left, as there were a high number of students on Alternative Provision.

The committee acknowledged the level of resource it takes to deal with managing attendance and recognised the Attendance team are being supported by the trust central team.

When asked whether the academy has learnt lessons in addressing Year 11 attendance going forward, Ms Ward reported the academy faced challenges where some parents felt their child can revise better at home. The academy offers Masterclasses and the opportunity for students to be taught by subject specialists. The academy upholds the viewpoint that students learn more in front of a teacher whilst in school.

When asked about Year 13 attendance, Action: Mr Corcoran agreed to report attendance figures for Year 13.

Mr Bray stated the Sixth Form culture should offer good quality teaching and communicate expectations where students benefit in maintaining a good study routine in school and at home.

When asked when the work on the Sixth Form will start, Ms Myhill-Johnson stated the plans are out to tender and it is hoped work will take place during the next academic year, with the aspiration of the new Sixth Form being ready for Sept 2026.

When asked whether the timing of the new lunch break, of 35 minutes, is enough time to queue for lunch, eat lunch, queue and use the toilets.

Ms Myhill-Johnson said there is sufficient time, and students can use the toilets during lessons.

The committee acknowledged Longsands Sixth Form is predicted to reach the target of 50 Year 12 admissions in September 2025.

Ms Myhill-Johnson was thanked for her report.

## **5) Link Lead visits**

Mr Offord and Ms Bell reported they have conducted link lead school visits and agreed to share with the Clerk for circulation.

## **6) PAC**

Ms Myhill-Johnson reported Longsands PAC met on 9 July and discussed the following matters:

- Planned presentations have been delivered to the PAC in recent meetings.
- PAC members planned how the PAC could demonstrate what impact of the PAC next academic year.
- Focus on feedback from teachers to students.
- Positive changes to communications – reported students feel the school has a warmer atmosphere.
- Behaviour expectations and standards remain high.
- Expectations of Homework being set at the same time as revision.
- Attendance coding.
- PAC members have been offered a project to revamp the Year 7 courtyard.
- Chair stepped down, but one member has offered to be a single point of contact for PAC matters.

Ms Myhill-Johnson was thanked for her report.

## **7) Designated Teacher for LAC and PLAC Annual Governors Report 2024/25**

The Designated Teacher for LAC and PLAC Annual Governors Report 2024/25 was circulated in advance of the meeting and questions were invited.

No questions were raised.

## **8) Proposed Longsands LGC meeting dates 2025-26:**

Dates to be confirmed in the autumn term.

## **9) Future agenda items and confirmation of forthcoming dates**

No additional items were proposed for discussion.

The date of the next meeting is scheduled for **9 October 2025**.

## **10) Any other business**

Dr Larcombe informed the committee he would be resigning from the LGC at the end of this academic year.

Dr Larcombe was thanked for his valued contribution to Longsands and wished well.

The LGC agreed the above to be a true and accurate record of the meeting on: 19 September 2025

Meeting concluded at 18.58 pm.

## Longsands Academy LGC: Principal's Report

<b>Date</b>	9 <sup>th</sup> October 2025	
<b>Purpose of the report</b>  Please tick and describe the requirement in the opposite column	<b>Decision/Approval</b>	
	<b>Assurance/Information</b>	Y
	<b>Feedback from trustees/exec</b>	
	<b>Advice to trustees/exec</b>	
	<b>Legal or policy requirement</b>	
<b>The committee is asked to</b>	<ul style="list-style-type: none"> <li>Consider the updates from the Principal and senior leadership team</li> </ul>	
<b>Key messages</b>	<ul style="list-style-type: none"> <li>GCSE outcomes improved &amp; Post-16 Value Added (VA) improved</li> <li>Disadvantaged gap widened, with PP scholars averaging two grades lower than peers</li> <li>Attendance has risen significantly this academic year in comparison to last year</li> <li>Suspensions are reducing as behaviour improves</li> <li>Enrichment and leadership opportunities have expanded</li> </ul>	
<b>Communications opportunities</b>	<ul style="list-style-type: none"> <li>Enrichment and leadership opportunities have expanded</li> </ul>	
<b>Key risks and mitigations</b>	Key measures for SEND and PP scholars such as achievement, attendance and suspensions	
Corporate Confidentiality	No	
Student/Parent Confidentiality	No	
Staff Confidentiality	No	
Other Exceptional Circumstances	No	

## 1. Principal's Summary

The main points I feel governors should note from this report are:

- **GCSE outcomes improved** across all headline measures, with EBacc strong pass rates the highest in the trust, supporting the academy's academic improvement strategy.
- **Post-16 Value Added (VA)** was the strongest since 2019 (excluding TAGs/CAGs), with 64% of subjects achieving positive VA—demonstrating impact of targeted interventions and curriculum planning.
- **Attendance has risen significantly**, especially in Year 11 (+4.7%) and Year 13 (+3.6%), reinforcing the link between attendance and attainment and aligning with in-year attendance targets.
- **Disadvantaged gap widened**, with PP scholars averaging two grades lower than peers—highlighting a key strategic priority for targeted intervention and support.
- **Behavioural improvements evident**, with reduced suspensions and increased positive points (+165%), reflecting the impact of pastoral systems and behaviour policy.
- **Enrichment and leadership opportunities expanded**, including student councils, Brilliant Club, and inclusive initiatives like "It Stops Now," supporting the academy's commitment to broad opportunities and thriving communities.

## 2. Academic Performance and Curriculum Updates

### Year 11

	Headlines	Gender		PP		SEND	
		M	F	PP	Non-PP	SEND	Non-SEND
<b>Average A8 Grade</b>	4.84	4.85	4.82	3.25	5.25	2.31	5.24
<b>9-7 Basics (%)</b>	14.5	13.7	15.4	1.8	17.9	0	16.9
<b>9-5 Basics (%)</b>	54.9	51.8	58.1	26.3	62.4	21.1	60.3
<b>9-4 Basics (%)</b>	72.0	72.1	71.9	49.1	78.0	31.6	78.5
<b>EBacc Strong pass (%)</b>	46.2	41.7	50.7	22.8	52.3	13.2	51.5
<b>EBacc Standard pass (%)</b>	33.1	31.7	34.6	15.8	37.6	5.3	37.6

We were pleased to see an improvement in our GCSE results compared with previous years. Following a 29% success rate in reviews of marking, all headline measures were higher than we have previously achieved. Our standard pass and strong pass rates in EBacc were the highest across the trust. Our Average attainment 8 grade was -0.26 away from our target of 5.10.

However, our disadvantaged gap has widened, with disadvantaged scholars achieving, on average, two grades lower than their non-disadvantaged peers. This was significantly affected by the 19 scholars who were either in alternative provision (AP) or who refused to attend school, 12 of whom were disadvantaged.

This year, boys narrowly outperformed girls in overall attainment, with an average Attainment 8 score of 4.85 compared with 4.82 for girls. However, boys did not outperform girls in any of the basic or EBacc measures.

There was a clear correlation between performance and attendance. Scholars with attendance above 95% achieved significantly higher grades on average than those with lower attendance. Only 23.6% of scholars with attendance below 85% managed to achieve a grade 4 or higher in both English and Maths.

Attendance banding	Average attainment 8 grade
Above 95%	5.92
90-95%	4.77
85-90%	4.76
Below 85%	2.06

Subjects that performed particularly well this year included Further Maths, Music, RE, Triple Science, PE, and Computer Science. Music excelled, with scholars achieving on average a full grade higher than their targets (6+ versus 5+). This outstanding performance was largely due to the extensive intervention work carried out by the Head of Department outside of lessons, providing additional support for scholars in the practical elements of the course.

Overall 64% of subjects achieved an average attainment 8 grade of 5.10 or higher.

Subjects that underperformed included Food & Nutrition, French, English Literature, and Business Studies. Food & Nutrition will require close monitoring going forward. Last year, the two NEA components of the course were significantly downgraded during moderation, which resulted in scholars dropping grades. While this issue has also been reported by other schools using the same exam board, it will be essential to monitor this closely with the 2025–26 Year 11 cohort to ensure that similar issues do not arise again.

Key Actions for the Autumn term:

- **Home Learning**

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

- **100Q Master of Recall Assessments**

HoDs to develop 100-question recall assessments to be completed at the end of every half term/term.

- **Standardisation and Moderation**

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

- **Question Level Analysis (QLA)**

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

- **Mock Paper Feedback**

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

- **Sprint 2 Planning**  
Ensure Sprint 2 curriculum planning is fully completed and ready for implementation by the start of December.
- **Staffing**  
Collaborate with HoDs to ensure that Year 11 classes are being taught by the right staff.
- **Parental Communications**  
Send daily updates to parents during the mock exam period to maintain engagement. Invitations for the Mock Results Evening should also be issued in advance.
- **Lesson Drop-ins**  
Prioritise Year 11 lesson drop-ins to support high-quality teaching and learning. Focus especially on ensuring students re-engage promptly following work experience.
- **Lesson Removals**  
Work closely with SLT and Heads of Year to ensure students remain in lessons wherever possible. Where removal is unavoidable, ensure that independent work completed is high in quality and value.
- **Detentions**  
Relocate Year 11 detentions to Room B10, allowing scholars to use this time to complete additional Sparx Maths and Science work.
- **Attendance Focus**  
Partner with JMI to improve and sustain strong attendance throughout the term. Bi-weekly attendance meetings to happen with HoY to support this.
- **Year 11 SLT mentoring**  
Weekly SLT mentoring for scholars in groups to discuss revision strategies and timetables
- **Parent Meetings**  
Schedule and prepare for key parent meetings during the first days of the new term, focusing on scholars who require immediate intervention or additional support.
- **Mock Review meetings – Data Day**  
ELL/FBR will meet with all HoDs to conduct an in-depth review of mock exam data. HoDs are expected to come prepared to answer key questions and present departmental insights.
- **RAG meetings**  
ELL/FBR will meet with the Head of Department on a three-weekly cycle to identify underperforming scholars and agree on targeted actions to support and accelerate their progress.

## Year 13

Headlines	
L3 average grade	C+
APS	94.44
L3 overall VA	0.10
A level average grade	C+
A level APS	86.00
A level VA	0.09
Applied general average grade	Dist-
Applied general APS	57.57
Applied general VA	0.10
T level core average grade	B-
T level core APS	37.14
T level occupational specialism average grade	Merit-
T level occupational specialism APS	34.29

Our VA is the best we have had since 2019 result of -0.11 if you do not include TAGs and CAGs.

This year, 64% of subjects achieved a positive Value Added (VA) score. Subjects that performed particularly well included Accounting, Further Maths, Fine Art, and the Extended Project Qualification (EPQ).

Subjects that underperformed included English Language and Literature, Geography and Psychology all of which recorded a VA of -0.21 or lower.

The English Head of Department has already downloaded scholars' scripts for detailed analysis to better understand the discrepancy between forecasted and actual results. This will enable the team to identify areas for improvement and implement strategies to secure stronger outcomes in the coming year.

In Geography, the Head of Department is seeking external support from other schools to moderate the Human Geography mock papers. Due to recent staffing changes, the department currently lacks a Human Geography specialist who can confidently and accurately mark these assessments. A member of the team is being trained to develop this expertise to ensure robust marking and moderation moving forward.

Within Psychology there were periods of staff absence due to illness. This year we have purchased an Uplearn subscription to support scholars with any gaps within their knowledge.

We were particularly encouraged by the results in Sociology. Despite significant challenges with staff continuity and staff absence earlier in the course, the targeted intervention implemented during the final two terms of Year 13 supported scholars to achieve an average grade of C and a VA of -0.06. While this is still below our aspirations, it represents a marked improvement on the outcomes we had originally forecasted.

### 3. Attendance Summary

Cohort	2024/2025 Attendance
<b>Year 7</b>	<b>93.7%</b>
<b>Year 8</b>	<b>92.1%</b>
<b>Year 9</b>	<b>89.9%</b>
<b>Year 10</b>	<b>88.3%</b>
<b>Year 11</b>	<b>85.1%</b>
<b>Year 12</b>	<b>93.7%</b>
<b>Year 13</b>	<b>85.7%</b>
<b>PP</b>	<b>83.0%</b>
<b>SEND</b>	<b>80.6%</b>
<b>% 7-11 PA</b>	<b>22.1%</b>
<b>% 7-11 SPA</b>	<b>6.2%</b>
<b>% SEND PA</b>	<b>48.0%</b>
<b>% PP PA</b>	<b>40.7%</b>
<b>Boys</b>	<b>90.4%</b>
<b>Girls</b>	<b>89.6%</b>

Cohort	2024/2025 YTD (As of Week 4)	2025/2026 YTD (As of Week 4)	Difference
<b>Whole Cohort</b>	<b>92.3%</b>	<b>94.0%</b>	<b>+1.7%</b>
<b>Year 7</b>	<b>96.7%</b>	<b>97.1%</b>	<b>+0.4%</b>
<b>Year 8</b>	<b>93.8%</b>	<b>94.8%</b>	<b>+1.0%</b>
<b>Year 9</b>	<b>92.7%</b>	<b>93.0%</b>	<b>+0.3%</b>
<b>Year 10</b>	<b>90.8%</b>	<b>92.6%</b>	<b>+1.8%</b>
<b>Year 11</b>	<b>87.6%</b>	<b>92.3%</b>	<b>+4.7%</b>
<b>Year 12</b>	<b>96.6%</b>	<b>97.2%</b>	<b>+0.6%</b>
<b>Year 13</b>	<b>89.9%</b>	<b>93.5%</b>	<b>+3.6%</b>
<b>PP</b>	<b>87.2%</b>	<b>88.6%</b>	<b>+1.4%</b>
<b>SEND</b>	<b>84.4%</b>	<b>84.4%</b>	<b>+/-</b>
<b>% 7-11 PA</b>	<b>21.1%</b>	<b>15.8%</b>	<b>-5.3%</b>
<b>% 7-11 SPA</b>	<b>4.2%</b>	<b>3.9%</b>	<b>-0.3%</b>
<b>% SEND PA</b>	<b>42.4%</b>	<b>35.3%</b>	<b>-7.1%</b>
<b>% PP PA</b>	<b>35.7%</b>	<b>28.9%</b>	<b>-6.8%</b>
<b>Boys</b>	<b>92.7%</b>	<b>93.7%</b>	<b>+1.0%</b>
<b>Girls</b>	<b>92.0%</b>	<b>94.2%</b>	<b>+2.2%</b>

It is pleasing to see an improvement in attendance at this point in the academic year compared to the same point in the academic year 2024/2025. There have been improvements at all key measures except the attendance of SEND scholars which has disappointingly remained static. Particularly of note is the improvement in our Year 11 cohort who have improved on last year's cohort by 4.7% and on their own attendance at this point in Year 10 by 1.5%. Whilst this improvement is welcome, there remains concern around the level of attendance for our Pupil Premium cohorts who remain below 90% attendance YTD.

To support these cohorts, we are:

- Holding fortnightly attendance tracking meetings between key stakeholders to ensure that no scholar 'falls through the net'
- Making attendance a part of Tutor Time Programme with a dedicated session every week
- Embedding attendance conversations into communications home
- Sending out timely communication to parents/carers where attendance is identified as an early concern in the academic year 25/26
- Embedding an attendance rewards structure to praise those with high attendance
- Working individually with scholars and families to create bespoke attendance support plans

#### 4. Behaviour Data

##### Suspension 24/25

Key Data	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	423	264	203	67	61	94	112	89	0	0
Total Days	878	535	408.5	141.5	131	213.5	209	183	0	0
Suspension Rate %	26.24	72.13	113.41	25.19	20	34.06	39.44	31.79	0	0
Total Student on roll	1612	366	179	266	305	276	284	280	80	120

##### Reset 24/25

Yr Grp	Total of Reset Events	Total SEN Reset Events	Total PP Reset Events
Yr7	355	219	202
Yr8	412	264	288
Yr9	374	168	221
Yr10	660	104	320
Yr11	227	82	137
	<b>2028</b>	<b>837</b>	<b>1168</b>

##### Detentions 24/25

Yr Grp	Total detentions	Total SEN detentions	Total PP detentions
Yr7	6476	3118	3587
Yr8	8768	3242	4594
Yr9	9565	3419	5256

Yr10	9593	1235	4349
Yr11	5832	981	1898
	<b>40234</b>	<b>11995</b>	<b>19684</b>

### Suspension 24/25 - Autumn 1

Key Data 1.9.24-3.11.24	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	91	54	221	40	10	14	28	25	0	0
Total Days	199.5	103.5	442.5	79.5	30.5	30	52	56	0	0
Suspension Rate %	5.75	15.21	123.46	22.73	3.4	5.2	10.11	8.96	0	0

### Suspension 25/26 - YTD

Key Data 25-26 YTD 26.9.25	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	32	28	22	6	7	5	11	3	0	0
Total Days	63.5	56	47.5	17.5	14	9	19	4	0	0
Suspension Rate %	2.17	8.05	13.02	2.43	2.71	1.74	4.17	1.12	0	0
Total Student on roll	1472	348	169	247	258	288	264	268	43	80

Currently this academic year 25/26, we are reducing suspensions based on the current trajectory in Autumn 1. It is evident there are several significant improvements compared to Autumn 1 24/25. Year 7, 10 and 11 are our most improved year groups and the long-term establishment of pastoral systems and the Academy behaviour policy is supporting behaviour for learning. Despite the improvement in the number of suspensions, our disadvantaged scholars are still a key area of focus, particularly SEND. As an Academy, we are aware this is a focus to improve and we now have an experienced SENDCO who has been employed since September 1<sup>st</sup>, who is working effectively with all stakeholders, which includes the local authority to support the quality of provision for our SEND scholars.

#### Next steps to further improve Behaviour & Attitudes

1. Reduction of lesson removals through robust CPD for staff to implement effective behaviour for learning strategies.
2. Development of knowledge to scaffold and support staff to implement effective methods to teach our SEND scholars, which will avoid the ripple effect of a lesson removal, reset and suspension.

3. Clear plans of action for our top 10 most challenging scholars based on number of suspensions and repeated breaches of the Academies behaviour policy.
4. Curriculum overview and differentiated resources within the Reset base to support scholars to access the national curriculum effectively to support outcomes.
5. Increased lesson observations using Step Lab to support consistency of teaching and learning, which will support disruption free learning.
6. Utilising off site direction consistently as a wave of support to prevent long term challenging behaviour – potential implementation of ‘Prospect House’ as an alternative provision based at Ernulf Academy.

### Rewards

	All			Non-PP			PP			PP %	SEND		
	23/24	24/25	Comparison	23/24	24/25	Comparison	23/24	24/25	Comparison		23/24	24/25	Comparison
Positive Points	255,287	420,779	+165,492 (+165%)	201561	328,577	+127,011 (+163%)	53726	92,202	+38,476 (+172%)	21.9%	34,520	60,971	+26,451 (+176%)

- Positive points continued their upward trend from the previous year, as we build an even more positive culture, with the biggest increases in our disadvantaged students – PP and SEND. PP's returned matched their representation in the whole cohort.
- Ration of positives to negatives was 3.71:1. Whilst the number of positive points was greatly up, the ratio has declined from the previous year of 4.2:1. The target this year is to make it 5 positives to 1 negative point. This will be achieved through raising the praise via golden tickets (pushing to ensure one is issued every lesson) and further rewarding behaviour outside of the classroom, e.g in social spaces and corridors when good conduct is seen.
- The target for greater consistency of positive points across year groups was partially achieved with year 9 marginally ahead of year 8. We need to continue to raise the praise in KS4, especially year 10.
- Winners of the house cup 24/25 were Darwin, who are the second house to have their names added to the honour board in the Ritchie Hall.
- In 24/25 we had 11 scholars achieve the top award (platinum badge) for over 750 positive points, a total not achieved by anyone before. The target this year will be at least 25.
- There will be an enhanced focus on rewarding attendance this academic year, with a new attendance reward plan produced in conjunction with Jay Milne AP for attendance.

## 5. Broad Opportunities

<b>LONGSANDS ACADEMY</b> <b>ENRICHMENT PROGRAMME</b> Autumn Term 1 - 2025 /26			
	<b>Before School 08.00-08.30</b>	<b>Lunchtime 13.20</b>	<b>After School 15.15-16.00/16.30</b>
<b>Monday</b>	<ul style="list-style-type: none"> <li><b>Breakfast Club</b> All Years - New Hall - Miss Ralph</li> </ul>	<ul style="list-style-type: none"> <li><b>Composition Clinic</b> Y10/11 - K4 - Mr Parkes</li> <li><b>Chess Players</b> N2.8 - Mr Fraser</li> </ul>	<ul style="list-style-type: none"> <li><b>Netball Club (mixed)</b> Y7 &amp; Y10/11</li> <li><b>Girls Football Club</b> Y8/9</li> <li><b>Rugby Club</b> Y7-10</li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li><b>Breakfast Club</b> All Years - New Hall - Miss Ralph</li> </ul>	<ul style="list-style-type: none"> <li><b>Pride Group</b> All Years - K1</li> <li><b>Karaoke Club</b> All Years - K4 - Mr Parkes</li> <li><b>Language Leaders</b> Y10 - H3 - Mrs Fengler</li> </ul>	<ul style="list-style-type: none"> <li><b>Badminton/Pickleball Club (mixed)</b> Sixth Form &amp; Y10/11</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li><b>Breakfast Club</b> All Years - New Hall - Miss Ralph</li> </ul>	<ul style="list-style-type: none"> <li><b>Christian Union</b> Lunchtime - N2.4</li> </ul>	<ul style="list-style-type: none"> <li><b>Basketball Club (mixed)</b> Y7-9</li> <li><b>GCSE Athletics Club (mixed)</b> Y10/11</li> <li><b>Girls Netball/Football Fixtures</b></li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li><b>Breakfast Club</b> All Years - New Hall - Miss Ralph</li> </ul>	<ul style="list-style-type: none"> <li><b>Longsands Voices</b> All Years - K4 - Mr Parkes</li> <li><b>Art Club</b> KS3 - E3.2</li> </ul>	<ul style="list-style-type: none"> <li><b>STEM Club</b> All Years - G11 - Mrs Sparrow</li> <li><b>Hockey Club (mixed)</b> Y7-11</li> <li><b>Boys Rugby Fixtures</b></li> <li><b>Sparx Maths Support</b> Y7-9 - B10</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li><b>Breakfast Club</b> All Years - New Hall - Miss Ralph</li> </ul>	<ul style="list-style-type: none"> <li><b>Senior Voices</b> Y10-13 - K4 - Mr Parkes</li> <li><b>FIFA Tournament</b> KS3 - N1.10 - Mr Parkes</li> <li><b>Craft Club</b> Y7 - G11</li> <li><b>Crochet Club</b> To start after October Half Term</li> </ul>	<ul style="list-style-type: none"> <li><b>Fitness Suite Club (mixed)</b> First 30 scholars only</li> <li><b>Trampolining Club (mixed)</b> Y10/11</li> </ul>

This term we have welcomed the local youth club into school which is running a Pride club on a Tuesday lunch time. The FIFA world cup tournament, ran by Mr Trinca, which pits pairs against each other, filled allocation within days. Scholar voice will be collected to see what opportunities scholars would like for the Spring term, and this will also form part of the house council.

Student leadership elections have been launched in assemblies w/c 15.09 and applications have been made the w/c 22.09. Scholars wishing to represent the scholar body have had to pitch to their tutor group why they wish to represent them, with tutor groups voting and electing two from each class, 50 house councillors in total. In addition, at KS4 prefect applications have been sent to Mr Smy for Friday 26<sup>th</sup> September, and the team will be announced by Friday 3<sup>rd</sup> October. At KS5 we will be selecting house captain and vice-captain from applications received. This group of scholars will meet the KS5 team regularly, making house council agendas and leading on initiatives. The first will be identify house charities to raise money for.

14 year 9 scholars, who receive pupil premium funding, have been selected to participate in the Brilliant Club. This begins with the online launch on the 8<sup>th</sup> October and these scholars will be working on the title "Film Language: The Deconstruction of Meaning". They will be working with a PhD student and will produce an essay

that will be marked using the university grading system, before getting to graduate at Cambridge University in February, date tbc.

The w/c 22.09 saw Mr Powell re-launch the “It Stops Now” campaign, designed to ensure an inclusive environment, in which all scholars feel safe and confident. The launch of this has been shared via social media, and we have posters being put in A1 frames in all social areas, toilets and pastoral spaces. This initiative this year will be supported by our year 10 prefects, and this term we will be looking to incorporate workshops; KS3 will receive a session by Show Racism the Red Card, whilst our year 10 scholars will be having a workshop on sexual harassment.



Science took 40 year 10 scholars on the 17<sup>th</sup> September to the new labs at Cavendish College, Cambridge, for a Physics at Work day – where scholars had the opportunity to meet with people who work in Physics and see what work they do, the aim being to show the diversity of careers in Physics and the important practical problems that can be solved by Physics.

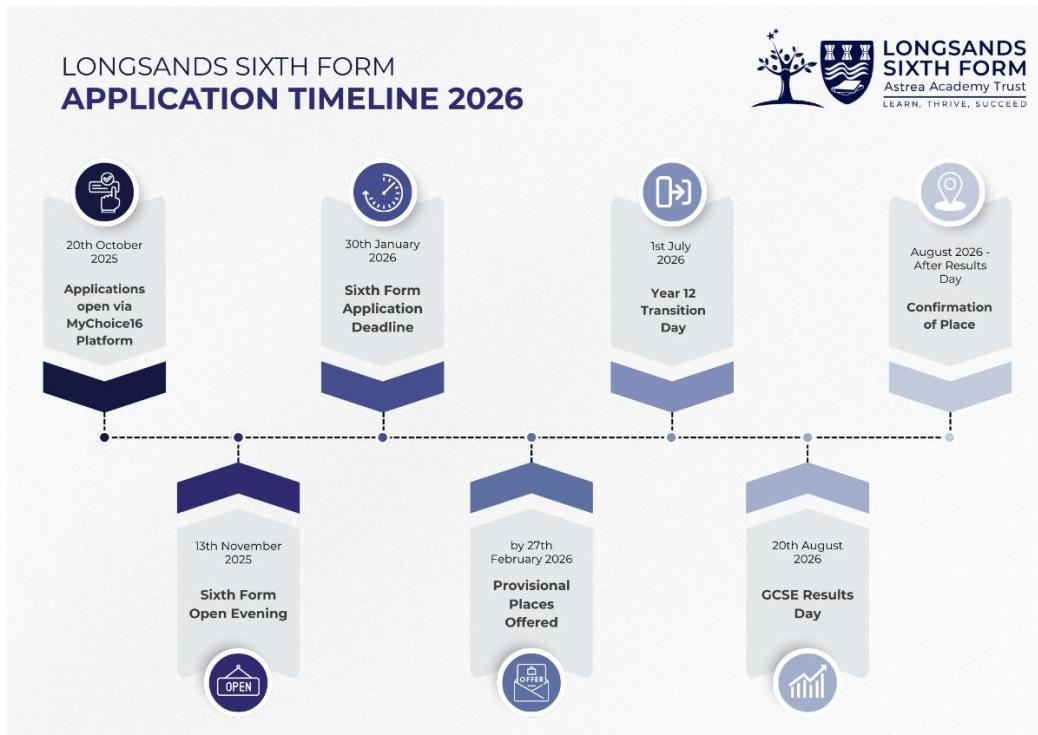
## 6. Thriving Communities and Parental Engagement

Open Evening tickets have been made available via Eventbrite for Thursday 16<sup>th</sup> and we currently have 596 attending, comprised of 207 orders. We have 196 year and 8 scholars who have volunteered to support on the evening, and a further 59 year 9 scholars who will assist within departments. The prefect team when elected will also support welcoming and guiding families, and we will have a scholar from years 7, 11 and 13 speaking to parents as part of the Principal’s presentation.



The plan for Open evening can be viewed using the link below. On the evening, parents will receive a welcome booklet, which will contain a link to the prospectus and a link to a survey on the evening, which will provide us feedback on how to improve it further for next year and provide testimonials for social media as well. There will be a prize of a fully funded school uniform to promote filling in the survey.

Sixth form Open Evening will be taking place on the 13<sup>th</sup> of November. This will be advertised via social media, the Hunts Post and a banner at the front of school. A ticket system will be in place, with any questions families have been identified in advance through the booking process. Talks with KS5 leadership are taking place to look at we promote the sixth form more, earlier.



## 7. Safeguarding, Welfare Profile and Elective Home Education (CIS/TSM and JMI to complete)

- 939 incidents raised on CPOMS between 1/9/25-28/09/25. (209% increase from this time last year)
- Contextual concern for Longsands Academy- 121 reported truancy incidents this academic year.
- We have an identified gap in provision for scholars with significant mental health diagnosis. Discussions ongoing regarding this.
- Focus on Child-on-Child incidents. Further development and implementation of robust responses to these incidents.

Student Characteristics (Number and %)	Current	Previous Report	This time last year
Pupil Premium (PP)	346 (24.18%)	343 (21.2%)	342 (22.17%)
Looked After Children (LAC)	3 (0.2%)	2 (0.2%)	3 (0.19%)
Young carers	51 (3.56%)	64 (4.14%)	58 (3.76%)
Privately fostered	0	0	0
Students with CP plan (CP)	1	1	1

Student Characteristics (Number and %)	Current	Previous Report	This time last year
Child in Need (CIN)	4 (0.27%)	3 (0.19%)	4 (0.25%)
Referrals made for early help	2	7	0
Family support assessments conducted	3	2	1
EHCP	32 (2.23%)	34 (2.2%)	33 (2.14%)
Students with serious medical conditions	3	3	3 (0.19%)
Receiving external support: CAMHS	18	22 (1.42%)	17 (1.10%)
Receiving external support: behaviour support	2	0	0
Receiving external support: S and L	0	0	0
Referrals to Channel	0	1	0

#### Elective Home Education (JMI to complete)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Total EHE 24/25	8	7	7	9	3	0	0	34
Aut 25/26	1	2		2	3			8
Spr 25/26								
Sum 25/26								
Total EHE 25/26								

## 8. Operational Information

### Major investments

- POD refurbishment, new canopy, seating, removal of smaller food pod, new windows. (Aimed to complete Oct half term)
- Fire doors/classroom doors – replacing broken fire doors, replacing classroom doors that currently have no glass. (Ongoing)
- Science new windows. (Oct25-Aug26)
- Sixth form refurbishment and possible extension. (Sept25-Aug26)

## **Link Lead Visit to Longsands Academy – Rob Offord- Behaviour & Culture**

### **1. Purpose of the Visit**

Having recently taken up the role of behaviour as a parent governor this was my first visit in this role to Longsands. This visit took place on the morning of the 1<sup>st</sup> April and I was accompanied by Vice Principal Andrew Corcoran. This was a routine visit and not for any specific reason.

### **2. Summary of Observations**

The visit began with the morning line up, the overall atmosphere of the school was initially quiet, assuming due to the tired pupils first thing in the morning. This exercise is clearly a demarcation between pupils arriving and to ‘change gear’ into a clear focus for learning. The exercise was impressive and was clearly needed to give order.

Most pupils clearly follow the rules and have respect for others and teachers. Of course some had to be reminded of standards, and it was clear that there were some ‘chancing their luck’ in not following dress standards.

When being shown around the school it was clear there is a very small minority of pupils that can only be described as ‘wandering’, the school have staff patrolling to find those pupils and get them to the right classroom or place. It is a shame such efforts must be in place and therefore a distraction from the learning of others in order to stop this.

I observed classroom transitions and visited some lessons briefly. Overall, the calmness of the environment was impressive, distraction was rare although some pupils still have to be spoken to.

Mr Corcoran showed me his plans for the move of the triage setting to a currently out of use classroom away from student services. I agree that this will separate those pupils who have nothing to do with triage from the other pupils going to and from triage and the change in the location of the triage room away from the main building will add to the environmental shift effect in de-escalating the behaviour of a pupil sent there.

### **3. Strategies & Systems in Place**

Mr Corcoran showed the spreadsheet that is kept tracking behaviour points of all the pupils. He illustrated that the MCAS app cannot export data wholesale but only on a pupil-by-pupil basis, therefore there was inevitable double keying. This spreadsheet allows him and the staff to ‘horizon scan’ when pupils are starting to show signs of poor behaviour and as a result these pupils can and are discussed at Behaviour, Attendance, Safeguarding and Inclusion (BASI) meetings.

Mr Corcoran explained that these meetings have been lengthened and separated by year group to ensure there is plenty of time to discuss pupils if necessary. Behaviour points are clearly liberally handed out, however if positive points are given ‘on the fly’ in a corridor for something, then assurance would be needed that these points are meaningfully recorded every time.

On the next visit it would be interesting to observe how many staff are confident and consistently applying behaviour policies. Furthermore, exploring what initiatives that support positive behaviour are and how they are implemented.

### **5. Areas of Strength**

Of particular note was the tracking of behaviour points and the ability to see the percentage change on a weekly basis and then filter to those pupils have the largest change in the shortest time.

Mr Corcoran has spoken about the possibility of moving the lunchtimes to align to one larger lunchtime and then having a line up once again in the afternoon. This could be a further enhancement of focus, but having statistics to back up the change, in the form of the trend to increased triage after lunch will support the change amongst teachers, pupils and parents.

## **6. Areas for Improvement**

The spreadsheet tracking behaviour points has been highlighted as a strength, exploring the ability to illustrate this live data with a Microsoft Power BI dashboard may make the BASI meetings more effective, and gain support from staff who may not understand the need for accurate recording of behaviour points. The simple visualisation of the data may enhance the identification of trends in behaviour at the student level but also with staff.

## **7. Conclusion & Recommendations**

The morning line up clearly has a factor in setting the school up for a day, this should remain, and the school should consider having an afternoon line up also. Both the morning line up and the behaviour standards, when effectively implemented contribute significantly to the calm environment in the school that I witnessed. School management should continue to support teaching staff if they are struggling to implement the Behaviour policy.

Implementing a Behaviour policy should be considered done so by the 'consent' of the majority of pupils and parents (as well as staff) and not by the individual.

Rob Offord

1 April 2025