



Longsands Academy Local Governance Committee

Thursday 27 November 2025

To be held from 5.30pm

At Longsands Academy

Membership: Rob Offord (Interim Chair), Francis Bray (Executive Principal), Hazel Bell, Rob Simonis, Richard Slade, Daniel Dodson, Cheryl Smythe.

Invited: Melanie Basson (Clerk), Rebecca Ramsden.

Apologies: Mark Young

Agenda

ACTION SUMMARY				
Minute Reference	Summary		Responsible	Deadline
9.10.25 Item 1.1	Publish LGC statutory information 2025-26		Clerk	31 October 2025
9.10.25 Item 1.1	Complete annual self-declarations		MY, HB, RSi, RSI	31 October 2025
9.10.25	Complete annual safeguarding training		RSi, RSi, HB	31 October 2025
9.10.25 2.5	Investigate funding opportunities in relation to the CIL		Principal	Autumn 2
9.10.25 7.1	Staff governor recruitment		Principal	Complete
9.10.25 7.2	Present policies and procedures currently in place to safeguard staff and support their wellbeing in incidents involving assault.		Principal	Autumn 2
Item	Timings	Subject	Format	
1	10 mins	Introduction and apologies: <ul style="list-style-type: none">• MY apologies• New staff governors DD, CS Declarations of interests	Oral item - Chair	
		Minutes, action tracker and matters arising Minutes of last meeting on 9 October 2025	Oral item - Chair	
2	30 mins	Principal's Report to include: <ul style="list-style-type: none">• Inspection data summary report• Similar schools report	Papers attached (pp2-8) - Chair	
3	5 mins	Chairs update including risk and matters and questions to the Trust Board	Papers attached (9-25) and separately - Principal	
			Oral item - Chair	

4	5 mins	PAC update	Oral item – Principal
5	2 mins	Future agenda items and confirmation of forthcoming dates: • Date of next meeting 29 January 2026	Oral item - Chair
6	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)

Minutes of Meeting: 9 October 2025 (*meeting held at the academy*)

Members Present:	Mark Young (Chair), Francis Bray (Executive Principal), Rob Offord, Richard Slade (from 6.30pm).
In attendance:	Melanie Basson (Clerk)
Apologies:	Rob Simonis, Hazel Bell.

ACTION SUMMARY

Minute Reference	Summary	Responsible	Deadline
10.07.25 Item 4	Circulate Year 13 attendance figures	AC	Complete - Item 2
10.07.25 Item 5	Visit reports to be shared with the Clerk for circulation	RO, HB	Complete - Item 3
9.10.25 Item 1.1	Publish LGC statutory information 2025-26	Clerk	31 October 2025
9.10.25 Item 1.1	Complete annual self-declarations	MY, HB, RO, RSi, RSI	31 October 2025
9.10.25	Complete annual safeguarding training	RSI, RSi, HB	31 October 2025
9.10.25 2.5	Investigate funding opportunities in relation to the CIL	Principal	Autumn 2
9.10.25 7.1	Staff governor recruitment	Principal	Autumn 2
9.10.25 7.2	Present policies and procedures currently in place to safeguard staff and support their wellbeing in incidents involving assault.	Principal	Autumn 2

FUTURE AGENDA ITEMS

Summary	Responsible	Meeting
LGC member recruitment	Principal/Clerk	Autumn 2

Prior to the meeting governors Mark Young and Rob Offord attended annual Safeguarding training from Longsands Designated Safeguarding Lead (DSL), Cara Isaac. Ms Isaac stated the presentation will be shared with governors following this session. **Action: Mr Simonis, Ms Bell and Mr Slade will be asked to complete the annual safeguarding training module through The National College by 31 October 2025.**

1) Introductions and apologies

The meeting started at 6.00pm. The Chair welcomed all attendees.

Apologies for absence were received and accepted for Rob Simonis and Hazel Bell.

The committee were informed that Mr Slade was running late but would be attending.

Members who were unable to attend will be invited to review the meeting papers, undertake any actions recorded in the minutes, and submit any questions to the Clerk.

1.1) Declarations of interest

LGC members were invited to update annual declarations of interests and inform the clerk of any changes prior to this meeting. **Action: Clerk to publish 2025-26 statutory information.**

Action: LGC members were invited to complete annual self-declaration forms and return to the Clerk no later than 31 October 2025.

There were no declarations of pecuniary interest arising from agenda items.

1.2) Minutes, action tracker and matters arising

The minutes of the previous Longsands LGC meeting held on 10 July 2025 were ratified electronically.

The committee reviewed matters arising and acknowledged progress of actions as detailed in the action tracker.

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

1.3) Matters arising

Longsands LGC meeting dates for 2025-26 academic year were noted by the committee:

27 November 2025

29 January 2026

14 May 2026

16 July 2026.

2) Principal's Update

The Principal's report, though more concise than usual, was noted and received positively. The committee welcomed the use of bullet points to emphasise key areas and encouraged a more streamlined format to allow greater opportunity for questions and discussion. Efforts will continue to refine the template to ensure it captures all elements governors wish to review.

The Chair identified several omissions, including alignment with Ofsted categories, staffing updates, Site Operations, Year 7 PAN, and Sixth Form intake figures. This feedback will be shared with Rebekah Ramsden for consideration.

2.1) Examination results

The Principal presented anonymised Year 11 and Year 13 examination results to the committee, which reflected overall positive outcomes.

The Principal reported the strongest set of results since 2019. However, overall attainment remains an area for development, with a 10% uplift required to meet key performance benchmarks used across Astrea schools. Longsands achieved a Value-Added score of 0.38, the highest since 2019, excluding TAGs and CAGs compared to the previous benchmark of -0.11.

The Principal reported outcomes for Pupil Premium (PP) and SEND pupils continue to require targeted focus. The school remains firmly committed to inclusion, striving to ensure that all scholars are given the best possible opportunity to achieve positive outcomes.

To support this work, a new and experienced SENCO has been appointed, acknowledging the significant challenges ahead and bringing expertise to lead this critical area.

The Principal highlighted Longsands ranks 21st out of 21 for attendance when compared with similar schools, raising concerns around attendance figures.

Mr Offord highlighted that attendance has declined across the same cohort when compared year-on-year. The Principal confirmed that this trend is typical nationally. The academy continues to prioritise improving attendance and maintains a strong focus on strategies to maximise attendance.

2.2) Suspensions

The Principal acknowledged that suspension rates are currently high, as reflected in the data presented. Mr Offord suggested that a like-for-like comparison would be more meaningful and asked how such comparisons could be made. The Principal agreed and committed to presenting suspension data on a half-termly basis moving forward. It was noted that, on a weekly basis, suspension figures are lower than the same period last year.

The Principal also highlighted that last year the academy experienced significant disruption, having had three different SENCOs. There was agreement that a more strategic approach is needed, including the use of internal alternative provision at Ernulf, to help reduce suspension rates.

The committee discussed the importance of maintaining a clear threshold for managing suspensions to uphold behaviour with the Principal emphasising that the academy is not afraid to address poor behaviour, even where there is a risk of permanent exclusion (PEX).

Further discussion focused on the need for alternative provision for SEN scholars, with a shared commitment to doing everything possible to avoid PEX.

Mr Slade joined the meeting.

2.3) Sixth Form

The committee noted the average grade Sixth Form remains at a C+.

The Principal informed the committee that all Sixth Form scholars have access to UpLearn, an online learning platform tailored for A Level scholars aiming for top grades. The platform operates on a subscription basis and offers video-based lessons, interactive quizzes, and personalised tutor support aligned with specific exam boards, including AQA, CAIE, Edexcel, and OCR. In addition to core academic subjects, UpLearn provides a broad selection of courses across disciplines such as business and technology.

The Principal informed the committee that Sixth Form scholars do not have free periods. Instead, their time is structured to include either private or group study sessions, which take place on separate floors, or attend scheduled lessons.

The committee noted upcoming Open Evenings were planned for Longsands and the Sixth Form.

Attendees are required to book a slot via Eventbrite, enabling the academy to track engagement through metrics such as page views, bookings, attendance, and subsequent applications. This data will help inform and target future marketing efforts.

The Sixth Form Open Evening is scheduled for 13 November 2025. It was noted that other providers typically hold their events earlier in the year (June/July), and consideration will be given to adjusting the timing in future to remain competitive.

The committee discussed the conversion rate from Year 11 to Year 12, with a focus on improving retention. The Principal suggested enhancing the offer process with personalised welcome letters and warm touches to encourage scholars to join.

It was confirmed that Sixth Form enrolment into Year 12 took place in September 2025. Additionally, a Year 11 event focused on mock exams will also be used to promote the Sixth Form, including outreach at Ernulf.

A whole-town leaflet drop is planned to further raise awareness and engagement.

2.4) Elective Home Education (EHE)

The Principal acknowledged that EHE remains a concern, reflecting a wider national trend. The academy continues to do all it can to retain scholars within school settings.

2.5) Sixth Form refurbishment and investment opportunities

The Principal informed the committee that the Trust has committed to the Sixth Form refurbishment project, valued at £800,000. Mr Slade suggested exploring the Community Infrastructure Levy (CIL) fund as a potential source of financial support. This fund, generated from developer contributions, may be accessible through tailored applications aligned with the refurbishment objectives. **Action: The Principal welcomed Mr Slade's suggestion and took an action to investigate CIL funding opportunities with the trust.**

2.6) Raising Achievement

The Longsands Raising Achievement presentation was shared with the committee ahead of the meeting, and members were invited to submit questions.

2.7) DfE Similar Schools Comparison Report 2024-25

Longsands DfE Similar Schools Comparison Report 2024-25 was shared with the committee in advance of the meeting and questions were invited.

2.8) School admissions

The Principal reported that the Year 7 Published Admission Number (PAN) for September 2025 was 290, with 248 scholars enrolled.

For the Sixth Form, 24 scholars enrolled into Year 12, contributing to a total Sixth Form cohort of 80 scholars.

2.9) Start of Year Targets – 2025–26

The Principal met with Richard Tutt (Director of Secondaries), Rebecca Ramsden (Deputy Director of Secondaries), and Matt Carnaby (Director of Curriculum and Assessment) to agree on the strategic targets for Longsands for the 2025–26 academic year, as presented to the committee.

The committee noted the Trust's objective for Student Performance, referred to as the "10% Challenge": to secure rapid improvements in student attainment and progress across the academy, with the goal of achieving outcomes that are at least 10% above 2025 in all measures.

The Chair raised concerns regarding performance in Spanish and Statistics, noting a Subject Progress Index (SPI) of -2.06. The Principal acknowledged staffing challenges within Modern Foreign Languages (MFL) were identified as a contributing factor. It was also noted that the SPI is not based on Key Stage 2 data, making it difficult to establish a clear comparator for performance analysis.

3) Link Lead school visits

3.1) Mr Offord visited Longsands as Link Lead for behaviour on 1 April 2025 and the report was shared with the committee, questions were invited.

The Principal acknowledged ongoing concerns about scholars wandering during lesson transitions, attributing this partly to the size of the site and the impact on staff resources. It was noted that up to 25 minutes per day can be lost during transitions between lessons. The committee discussed logistical improvements, including reorganising classroom locations to reduce travel time and encouraging scholars to move with pace and purpose.

3.2) Link Lead visits

The committee were invited to undertake Link Lead visits during the autumn term.

4) Chairs update including risk and matters and questions to the Trust Board

4.1) Local Committee Chairs were invited to attend one of two briefing sessions held this week regarding the pilot launch of Pathfinder Local Governance Pilot. This initiative offers Local Governing Committees (LGCs) the opportunity to evolve into Academy Community Councils, aligning with Astrea's 2030 Strategy objectives to foster thriving communities and broaden opportunities.

LGCs interested in participating in the pilot scheme are invited to submit an application by 16 October 2025.

4.2) There were no new items to be added to the Risk Register.

4.3) There were no matters discussed to be presented to the Board.

5) PAC Update

The Principal will meet with the Chair, Mrs Mullin, to discuss PAC's interest in refreshing a designated area of the site, including one of the school gardens. The PAC meeting was held on 7 July, and the minutes are available on the academy website.

6) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on 27 November to be held at Longsands, from 5.30pm.

7) Any Other Business

7.1) LGC membership

The committee welcomed the appointment of new Local Governing Committee (LGC) members, including the opportunity to appoint up to two staff representatives. **Action: The Clerk will share role literature with the Principal, who will invite staff to consider applying for the positions.**

7.2) Physical assaults against staff

When asked about the policies and procedures currently in place to safeguard staff and support their wellbeing in incidents involving assault. **Action: The Principal was invited to present a detailed overview.** This would include:

- Existing safeguarding policies specific to staff protection
- Procedures for responding to physical assaults, including follow-up and support
- Mechanisms for checking in on affected staff members
- Wellbeing initiatives and resources available to staff
- Any additional measures in place to ensure staff feel safe and supported in their roles.

The committee emphasised the importance of a clear and robust framework to protect staff and manage serious behavioural incidents effectively.

7.3) Community use of school facilities

Mr Slade enquired about the process for members of the local community to hire school facilities. The Principal explained that the academy uses the Vivify booking system to manage these lettings.

The meeting closed at 19:35pm

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

The above is agreed to be a true and fair record of the meeting.

Mark Young, Chair of Longsands LGC

31 October 2025



Longsands Academy LGC: Principal's Report

Date	Thursday 27 th November 2025	
Please tick and describe the requirement in the opposite column	Decision/Approval	
	Assurance/Information	Y
	Feedback from trustees/exec	
	Advice to trustees/exec	
	Legal or policy requirement	
The committee is asked to	<ul style="list-style-type: none"> Consider the updates from the Principal and senior leadership team 	
Key messages	<ul style="list-style-type: none"> Academic: PP and SEND both underperform, but SEND (especially SEN K) shows the largest gap in attainment and progress. Performance at KS5 is a considerable concern. Attendance: Positive trends overall are evident, especially the gains in overall attendance and reduction of PAs. SEND is significantly worse than PP and overall though. Behaviour: Significant work is taking place to improve behaviour across the school. Suspensions are still high with SEND having the highest suspension rate and a large share of resets/detentions. Scholars have engaged in a range of opportunities such as Open evening, selling poppies, an anti-bullying charter, making transition tour videos of the school for the website and completing lunch and break duties. Open Evenings have been really positive 	
Communications opportunities	<u>St Neots school remembers the fallen of World War One</u>	
Key risks and mitigations	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:

- **Year 11:** Attainment and Progress gaps remain significant for **PP** and **SEND**, especially SEN K.
- **Year 13:** Overall VA a concern
- Whole school attendance improved to **93%** (up 1.9%). **PP:** 86.8%, **SEND:** 82% (SEND down by 1.1%). Persistent absence: SEND 40.7%, PP 35.2% (both high).
- **Suspensions:** SEND (34.9%) and PP (23.9%) much higher than overall (7.6%). High Reset and Detentions for both SEND and PP groups.
- Prefects active in school events, anti-bullying charter, and charity initiatives. KS5 leadership roles established; enrichment programmes like Brilliant Club for PP scholars.
- Successful open evenings (900 tickets sold, strong parental feedback). Sixth Form outreach ongoing to boost applications.
- CPOMS incidents up 164% (1,794 since Sept). Key concerns: truancy, mental health provision gap, child-on-child incidents. PP: 23.76%, EHCP: 2.38%, CAMHS support for 19 students.
- Major site investments: POD refurbishment, fire doors, science windows, sixth form refurbishment planned.

STAFFING – CONFIDENTIAL

2. Academic Performance and Curriculum Updates

Year 11 2025-26

Headlines

Measure	Yr10 mocks	Target	Mocks Y10 mocks 24/25 cohort	2024/25 cohort
Average Total Attainment 8	42.28	48.21	41.61	48.5
Average Attainment 8 Grade	4.23	4.82	4.16	4.85
Average KS2 Prior Attainment	103.5	103.5	104.5	104
Average Estimated A8	43.72	43.42	46.21	49.06
Average Total Progress 8	-0.11	0.59	-0.33	-0.01

Basics

Measure	Total yr10 mocks	% yr10 mocks	Targets Total	Targets %
Students Achieving 9-7 in English and Maths	13	4.9	26	9.8
Students Achieving 9-5 in English and Maths	81	30.6	154	58.1
Students Achieving 9-4 in English and Maths	134	50.6	218	82.3

Measure	Mocks Y10 Total 24/25	Mocks Y10 % 24/25	Total 24/25	Actual % 24/25
Students Achieving 9-7 in English and Maths	24	8.7	40	14.5
Students Achieving 9-5 in English and Maths	104	37.8	151	54.9
Students Achieving 9-4 in English and Maths	151	54.9	198	72

Disadvantaged headlines

Measure	PP	Yr10 mock	Targets Total
Average Total Attainment 8	All	42.28	48.21
	Non-PP	45.62	50.92
	PP	33.65	41.22
	GAP	11.97	9.7
Average Attainment 8 Grade	All	4.23	4.82
	Non-PP	4.56	5.09
	PP	3.36	4.12
	GAP	1.2	0.97
Average KS2 Prior Attainment	All	103.5	103.5
	Non-PP	104	104
	PP	101.5	101.5
Average Estimated A8	All	43.72	43.42
	Non-PP	45.05	44.73
	PP	40.36	40.11
	GAP	4.69	4.62
Average Total Progress 8	All	-0.11	0.59
	Non-PP	0.11	0.76
	PP	-0.66	0.14
	GAP	0.77	0.62

Disadvantaged Basics

Measure	PP	Yr10 mock Total	Yr10 mock %	Targets Total	Targets %
Students Achieving 9-7 in English and Maths	All	13	4.9	26	9.8
	Non-PP	9	4.7	22	11.5
	PP	4	5.4	4	5.4
	GAP	5	-0.7	18	6.1
Students Achieving 9-5 in English and Maths	All	81	30.6	154	58.1
	Non-PP	65	34	120	62.8
	PP	16	21.6	34	45.9
	GAP	49	12.4	86	16.9
Students Achieving 9-4 in English and Maths	All	134	50.6	218	82.3
	Non-PP	110	57.6	167	87.4
	PP	24	32.4	51	68.9
	GAP	86	25.2	116	18.5

SEND headlines

Measure	SEN	Total	Targets Total
Average Total Attainment 8	All	42.28	48.21
	E	33	47.67
	K	25.71	35.1
	N	44.46	49.85
Average Attainment 8 Grade	All	4.23	4.82
	E	3.3	4.77
	K	2.57	3.51
	N	4.45	4.98
Average KS2 Prior Attainment	All	103.5	103.5
	E	103	103
	K	100	100
	N	104	104
Average Estimated A8	All	43.72	43.42
	E	41.91	41.58
	K	36.82	36.64
	N	44.58	44.27
Average Total Progress 8	All	-0.11	0.59
	E	-0.89	0.61
	K	-1.02	-0.02
	N	0.01	0.66

SEND Basics

Measure	SEN	Total	%	Targets Total	Targets %
Students Achieving 9-7 in English and Maths	All	13	4.9	26	9.8
	E	0	0	0	0
	K	0	0	0	0
	N	13	5.6	26	11.2
Students Achieving 9-5 in English and Maths	All	81	30.6	154	58.1
	E	0	0	2	66.7
	K	2	6.9	10	34.5
	N	79	33.9	142	60.9
Students Achieving 9-4 in English and Maths	All	134	50.6	218	82.3
	E	0	0	3	100
	K	6	20.7	17	58.6
	N	128	54.9	198	85

Subject headlines

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	SPI
Art (Fine)	0	8.8	23.5	47.1	61.8	82.4	91.2	94.1	94.1	100	100	100	100	34	5=	5.03	0.72	-0.03
Art (Photography)	0	0	0	40	80	90	100	100	100	100	100	100	100	10	5=	5.1	1.34	0.63
Business Studies	1.8	7	14	21.1	29.8	36.8	54.4	75.4	84.2	91.2	91.2	100	100	57	3+	3.25	-0.51	-0.65
Computer Science	1.9	7.7	9.6	15.4	44.2	55.8	67.3	84.6	92.3	98.1	98.1	100	100	52	4-	3.79	-0.31	0.02
English Language	1.1	5.3	10.2	21.5	32.1	42.6	70.2	90.6	95.1	98.9	100	100	100	265	4-	3.69	-0.49	-0.75
English Literature	0.4	0.8	4.5	12.8	34	49.4	74	87.9	92.8	98.1	98.1	100	100	265	4-	3.57	-0.61	-0.84
Food & Nutrition	14.3	14.3	25	32.1	32.1	42.9	67.9	78.6	78.6	82.1	82.1	100	100	28	4-	3.86	0.88	-0.15
Geography	7	16.8	30.1	46.2	57.3	72.7	86.7	91.6	93	93.7	94.4	100	100	143	5=	5.01	0.83	0.98
History	1.6	15.6	27.9	41	53.3	56.6	77	83.6	91.8	95.9	95.9	100	100	122	4+	4.48	0.23	0.43
Mathematics	0.4	4.2	10.6	25.7	41.5	65.3	79.2	91.3	95.1	97.4	97.4	100	100	265	4=	4.13	-0.04	-0.23
Media Studies	4.2	16.7	20.8	37.5	54.2	70.8	83.3	87.5	91.7	100	100	100	100	24	5-	4.67	0.66	0.78
MFL French	0	9.2	27	38.3	50.4	63.8	77.3	90.8	92.9	97.9	98.6	100	100	141	4+	4.5	-0.02	0.38
MFL German	0	32	64	72	84	96	96	96	96	96	96	100	100	25	6+	6.36	1.11	2.16
MFL Spanish	0	0	0	0	71.9	81.3	90.6	93.8	96.9	100	100	100	100	32	4+	4.34	-0.52	0.1
Music	15.8	21.1	26.3	47.4	52.6	63.2	84.2	84.2	89.5	89.5	89.5	100	100	19	5=	4.84	0.75	0.68
PE	0	2.5	20	47.5	67.5	75	90	97.5	100	100	100	100	100	40	5=	5	0.25	0.79
Product Design	0	16.7	25	33.3	58.3	100	100	100	100	100	100	100	100	12	5+	5.33	0.93	1.12
Science Biology	4.8	14.3	30.2	63.5	85.7	93.7	95.2	95.2	95.2	100	100	100	100	63	6-	5.78	-0.35	-0.06
Science Chemistry	17.5	33.3	55.6	77.8	92.1	98.4	98.4	98.4	98.4	100	100	100	100	63	7-	6.7	0.57	0.91
Science Physics	11.1	19	41.3	74.6	85.7	93.7	98.4	98.4	98.4	100	100	100	100	63	6+	6.21	0.08	0.42
Science Combined	0.2	4.5	11.6	24.5	38.6	57.4	73.3	79.7	84.2	98	98	100	100	404	44-	3.74	0.17	-0.06

Cambridge National L1/L2 (Att8 Points)

Name	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
H&SC	0	35.7	42.9	85.7	92.9	100	100	100	100	100	100	100	14	M2	4.96	0.84	0.92
Sport	0	0	47.6	81	90.5	95.2	95.2	95.2	95.2	95.2	100	100	21	P2	4.33	1.29	0.26

L1/2 WJEC Vocational (Att8 Points)

Name	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
Construction	0	0	0	6.7	6.7	46.7	46.7	73.3	80	100	100	100	15	M1	1.33	-0.76	-2.3

Year 13 2025-26

Headlines

Measure	Yr 12 Value	Year 12 mock 24/25 cohort	Actual results 24/25 cohort
Students included in L3 Overall Cohort	48	106	109
L3 Overall Average Points per Entry	29.24	31.6	32.4
L3 Overall Average Grade	C=	C=	C+
L3 Overall Total Entries	131	310	322.5
L3 Overall Average Points per Pupil	79.79	92.41	95.87
Students included in L3 Overall Value Added	48	104	109
L3 Overall VA	-0.51	-0.38	0.09

Year 13 subject headlines

Name	Total Grades	APS	Average Grade	VA	Residual	Avg EAP Diff (Whole)	Avg EAP Diff (Sub)	On/Above Track %	Above Track %	On Track %	Below Track %	Ac in Track %
Accounting	5	26	C-	-	4	-1.2	-1.2	60	20	40	40	100
Art	4	30	C=	-1.31	-2.5	-1.8	-1.8	0	0	0	100	100
Biology	4	25	C-	-0.75	-4.17	-1.8	-1.8	25	0	25	75	100
Business Studies	8	22.5	D+	-1.21	-3.33	-1.6	-1.6	12.5	0	12.5	87.5	100
Chemistry	10	35	B-	0.23	4.67	-0.7	-0.7	50	30	20	50	100
Classical Civilisation	6	38.33	B-	0.14	2.22	0.6	0.6	100	60	40	0	83.3
Computing	13	25.38	C-	-0.78	-1.28	-1.4	-1.4	15.4	0	15.4	84.6	100
English Lan/Lit	4	25	C-	-1.35	-8.33	-1.5	-1.5	25	0	25	75	100
Geography	6	30	C=	-0.63	-2.22	-1	-1	33.3	0	33.3	66.7	100
History	7	32.86	C+	0.05	-3.81	-0.4	-0.4	71.4	14.3	57.1	28.6	100
Maths	16	22.5	D+	-1.31	-6.25	-2.2	-2.2	12.5	6.3	6.3	87.5	100
Media Studies	5	36	B-	0.04	7.67	-0.2	-0.2	60	20	40	40	100
Photography	1	10	E=	-2.77	-16.67	-3	-3	0	0	0	100	100
Physics	9	26.67	C-	-0.55	0.74	-1.4	-1.4	44.4	0	44.4	55.6	100
Politics	6	36.67	B-	0.29	3.33	0.2	0.2	66.7	50	16.7	33.3	100
Psychology	17	34.12	C+	0.16	4.51	-0.3	-0.3	58.8	29.4	29.4	41.2	100
Sociology	11	28.18	C-	-0.62	2.88	-0.7	-0.7	45.5	9.1	36.4	54.5	100
Sport	4	27.5	Merit+	-0.68	1.67	-1	-1	25	0	25	75	100
Summary	136	29.12	-	-0.51	0	-1	-1	40	14.1	25.9	60	99.3

3. Attendance Summary

Cohort	2024/2025 Attendance
Year 7	93.7%
Year 8	92.1%
Year 9	89.9%
Year 10	88.3%
Year 11	85.1%
Year 12	93.7%
Year 13	85.7%
PP	83.0%
SEND	80.6%
% 7-11 PA	22.1%
% 7-11 SPA	6.2%
% SEND PA	48.0%

% PP PA	40.7%
Boys	90.4%
Girls	89.6%

Cohort	2024/2025 YTD (As of October H/T)	2025/2026 YTD (As of October H/T)	Difference
Whole Cohort	91.1%	93.0%	+1.9%
Year 7	96.0%	96.3%	+0.3%
Year 8	92.8%	93.4%	+0.6%
Year 9	91.0%	92.7%	+1.7%
Year 10	89.2%	91.8%	+2.6%
Year 11	86.5%	91.0%	+4.5%
Year 12	94.4%	93.7%	-0.7%
Year 13	87.5%	93.0%	+5.5%
PP	85.5%	86.8%	+1.3%
SEND	83.1%	82.0%	-1.1%
% 7-11 PA	22.2%	17.2%	-5.0%
% 7-11 SPA	4.9%	4.1%	-0.8%
% SEND PA	40.5%	40.7%	-0.2%
% PP PA	36.4%	35.2%	-1.2%
Boys	91.6%	92.5%	+0.9%
Girls	90.6%	93.5%	+2.9%

As of the October half-term, we continue to see an uplift in attendance compared to the 2024/2025 academic year. The attendance of SEND scholars continues to be a concern. Also, the Year 12 cohort's attendance is 0.7% below the same point last year. This is attributed to the smaller size of the cohort, meaning each individual absence impacts the cohort data more significantly.

To support these cohorts, we are continuing to:

- Hold 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
- Ensuring all communication home contains a reference to attendance – whether to praise or to highlight areas for improvement
- 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
- Distributing a weekly Year 11 list of scholars whose attendance is of concern, highlighting the particular importance of their attendance to all staff

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
	2028	837	1168

Reset 25/26 Autumn Term 1

Yr Grp	Total of Reset Events	Total SEN Reset Events	Total PP Reset Events
Yr7	16	4	6
Yr8	105	67	63
Yr9	135	69	87
Yr10	113	37	84
Yr11	65	21	38
	434	198	278

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
	40234	11995	19684

Detentions 25/26 - Autumn Term 1

Yr Grp	Total detentions	Total SEN detentions	Total PP detentions
Yr7	427	123	186
yr8	1928	921	1007
Yr9	2163	706	1057
Yr10	1316	407	778
Yr11	1834	439	836
	7668	2596	3864

Suspension 24/25 - Autumn 1

Key Data	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 - Autumn Term 1

Key Data 25-26	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	110	83	59	12	27	21	29	21	0	0
Suspension Rate %	7.6	23.9	34.9	5.0	10.7	7.5	11.3	7.8	0	0
Total Student on roll	1440	348	169	242	253	281	257	268	42	77

Key reasons for suspension;

- Disruption to learning = 44
- Failed RESET base = 32
- Verbal abuse towards staff = 16
- Physical assault against a scholar = 9

- Verbal abuse towards scholars = 2
- Discriminatory language = 2
- Truancy = 2
- Bringing in dangerous or prohibited item = 2
- Smoking or vaping = 1

Next steps to further improve Behaviour & Attitudes

1. Reduce capacity within RESET to ensure a positive learning environment and reduction in suspensions due to failing RESET
2. Escalation process put in place to ensure scholars understand that multiple disruption to learning can increase sanctions
3. Reduction of lesson removals through robust CPD for staff to implement effective behaviour for learning strategies.
4. Development of knowledge to scaffold and support staff to implement effective methods to teach our SEND scholars, which will avoid the ripple of effect of a lesson removal, reset and suspension.
5. Clear plans of action for our top 10 most challenging scholars based on number of suspensions and repeated breaches of the Academies behaviour policy.
6. Curriculum overview and differentiated resources within the Reset base to support scholars to access the national curriculum effectively to support outcomes.
7. Increased lesson observations using Step Lab to support consistency of teaching and learning, which will support disruption free learning.
8. 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				SEND		
	AT1 24/25	AT1 25/26	Comparison	AT1 24/25	AT1 25/26	Comparison	AT1 24/25	AT1 25/26	Comparison	PP %	AT1 24/25	AT1 25/26	Comparison
Positive Points	84,567	81,494	-3.7%	64,194	59,711	-7%	20,373	21,783	+7%	26.7%	12,672	9,504	-25%

- There has been a drop in positive points compared to same time period last year for all groups except for PP, where there has been a 7% increase. However, within this same time we have had an extra inset day, which would account for on average around 1,900 of the gap that is 4,400.

- Ratio of positives to negatives dropped marginally from 3.71:1 to 3.3:1. 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, facilitated by slip books.

- Within the first half term we had 36 scholars achieve their first reward certificate of 100+ merits, which were awarded in house assemblies, along with scholar shout outs, perfect half term rewards, golden ticket draw and sixth form prizes for attendance and merits.

- We have seen an increase in the number of merits being achieved by year 10, year 9 remains a focus and a push through morning welcome.

- The introduction of slip books to recognise positive and poor behaviour outside of classrooms will allow for greater rewarding of scholars through praise of the positive behaviours observed around the school.

- A positive tracker is being built to allow Heads of Department to track the awarding of merits and golden tickets within their departments and ensure where the expectations is not being met there can be conversations and a push.

- A plan to reward pride in scholar work is being formulated – called the scholar station. Plans for this will be presented to SLT this term with the idea to implement it next term, with our prefect team running this on a weekly basis and prizes for scholars who complete subject pride cards.

5. Broad opportunities

LONGSANDS ACADEMY enrichment programme Autumn Term 1 - 2025 /26			
	Before School 08.00-08.30	Lunchtime 13.20	After School 15.15-16.00/16.30
Monday	● Breakfast Club All Years - New Hall - Miss Ralph	● Composition Clinic Y10/11 - K4 - Mr Parkes ● Chess Players N2.8 - Mr Fraser	● Netball Club (mixed) Y7 & Y10/11 ● Girls Football Club Y8/9 ● Rugby Club Y7-10
Tuesday	● Breakfast Club All Years - New Hall - Miss Ralph	● Pride Group All Years - K1 ● Karaoke Club All Years - K4 - Mr Parkes ● Language Leaders Y10 - H3 - Mrs Fengler	● Badminton/Pickleball Club (mixed) Sixth Form & Y10/11
Wednesday	● Breakfast Club All Years - New Hall - Miss Ralph	● Christian Union Lunchtime - N2.4	● Basketball Club (mixed) Y7-9 ● GCSE Athletics Club (mixed) Y10/11 ● Girls Netball/Football Fixtures
Thursday	● Breakfast Club All Years - New Hall - Miss Ralph	● Longsands Voices All Years - K4 - Mr Parkes ● Art Club KS3 - E3.2 ● Crochet Club To start after October Half Term	● STEM Club All Years - G11 - Mrs Sparrow ● Hockey Club (mixed) Y7-11 ● Boys Rugby Fixtures ● Sparx Maths Support Y7-9 - B10
Friday	● Breakfast Club All Years - New Hall - Miss Ralph	● Senior Voices Y10-13 - K4 - Mr Parkes ● FIFA Tournament KS3 - N1.10 - Mr Parkes ● Craft Club Y7 - G11 ● Crochet Club To start after October Half Term	● Fitness Suite Club (mixed) First 30 scholars only ● Trampolining Club (mixed) Y10/11

The prefects have already been busy, assisting with:

- Open evening
- Selling poppies
- Beginning to produce an anti-bullying charter
- Making transition tour videos of the school for the website
- Completing lunch and break duties.

At KS5 we have selected house captain and vice-captains for each house. Charities have been voted upon for each house and we will be adding a local charity to each as well. The Christmas hamper competition has been launched and our heads of house will be leading the house bake sale competition for children in need on November 14th.

14 year 9 scholars, who receive pupil premium funding, have started the Brilliant Club programme. They are 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.

We have seen house competitions in Maths, MfL, Inter form and currently within Geography.

6. Thriving Communities and Parental Engagement

Open Evening for Thursday 16th and saw 900 tickets sold, comprised of 313 orders, and over 760 sign in on the evening. We had 196 year 7 and 8 scholars volunteer to support on the evening, and a further 59 year 9 scholars who will assist within departments. The feedback from parents about our guides and helpers was glowing, some quotes below:

"Our guides were excellent. They were so polite and very informative. Their parents should be very proud"

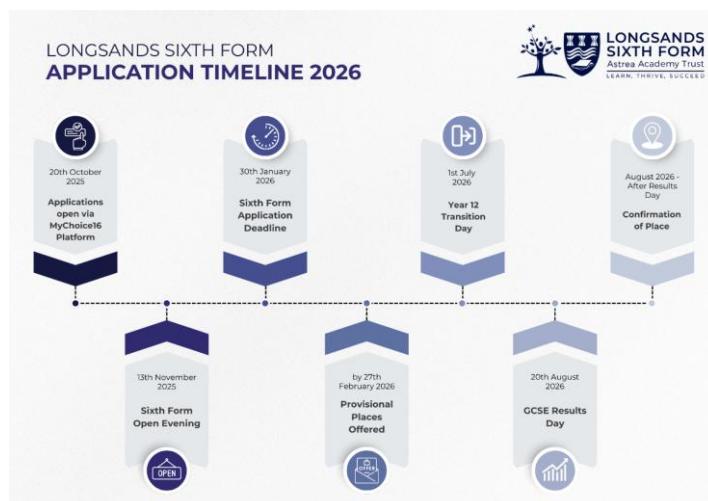
"I thought all the Teachers and Students we interacted with were excellent. Our guides were great ambassadors for your school"

"The two year 8 boys who showed us around are a real credit to your school they were knowledgeable, polite and we didn't feel rushed"



Sixth form Open Evening took place on 13th November. This was advertised via social media, the Hunts Post and a banner at the front of school. A

ticket system was in place, with 140 people currently attending (55 scholars) with any questions families have been identified in advance through the booking process. The head of sixth form has visited Ernulf for an assembly and will be attending their career's fair in December along with ours at the end of November. We will also be looking to make sure that all Longsands scholars apply for a place within school time, so that is an option for as many who decide they want to stay.



7. Safeguarding, Welfare Profile and Elective Home Education

- 1794 incidents raised on CPOMS between 1/9/25 - 2/11/25. (164.2% increase from this time last year)
- Contextual concern for Longsands Academy- 399 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)	345 (23.76%)	346 (24.18%)	342 (22.17%)
Looked After Children (LAC)	3 (0.2%)	3 (0.2%)	3 (0.19%)
Young carers	52 (3.64%)	51 (3.56%)	58 (3.76%)
Privately fostered	0	0	0
Students with CP plan (CP)	1	1	1
Child in Need (CIN)	4 (0.28%)	4 (0.27%)	4 (0.25%)
Referrals made for early help	7	2	0
Family support assessments conducted	6	3	1
EHCP	34 (2.38%)	32 (2.23%)	33 (2.14%)
Students with serious medical conditions	4	3	3 (0.19%)
Receiving external support: CAMHS	19	18	17 (1.10%)
Receiving external support: behaviour support	2	2	0
Receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

Elective Home Education

	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	2	4	3	2	3	0	0	14
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. Completed with ongoing snag list
- Fire doors – replacing broken fire doors, (Ongoing)
- Replacing classroom doors that currently have no glass. Completed
- Science new windows. (Oct25-Aug26) first phase completed, next phase planned for easter
- Sixth form refurbishment and possible extension. (Sept25-Aug26) Re valued without extension but keeping the refurbishment.
- New flooring installed downstairs in N block, worst classrooms completed. Aim to complete the next worst classrooms next year
- Aircon on K block dropped in prep for structure fix which is planned for easter.

9. Scholars on roll

	Female	Male	Total
Year 7	119	123	242
Year 8	133	120	253
Year 9	146	135	281
Year 10	132	125	257
Year 11	115	153	268
Year 12	30	12	42
Year 13	45	32	77
Total	720 (51%)	700 (49%)	1420