



# STANGROUND ACADEMY



## Reorganising the Academy Day

### Consultation Response

**Important information for staff,  
students, parents and carers**

**March 2018**

## **Background**

On Monday 26 February 2018 the Academy consulted on changing the Academy day; a copy of the consultation document can be found at [www.stangroundacademy.org/academydayconsultation](http://www.stangroundacademy.org/academydayconsultation). In consulting with all stakeholders the Academy received responses via surveymonkey, by letter, by email and verbally at an evening drop-in session on 6 March 2018.

## **Nature of the consultation feedback**

The surveymonkey link was used by 63 stakeholders in total: 52 parents, three staff and eight students. Of the responses, 29 were against the proposal.

Thirteen families were represented at the drop-in session at 5pm on Tuesday 6 March 2018.

Five further letters/ emails were received and they raised objections or concerns with the proposal; the concerns or objections to the proposal are grouped below into themes for ease of reference and the Academy has provided a response to each grouped point.

In total, the Academy received 68 responses to the consultation proposal. It is entirely possible that one stakeholder may have written an email as well as responding anonymously to the surveymonkey survey, therefore, this response rate can be seen as the maximum possible responses. The Academy has 1339 students currently on roll, each have a minimum of one parent contact. There are 229 staff employed by the Academy. Therefore, the minimum number of stakeholders that could have responded was 2907. The 29 surveymonkey objections, combined with the five letters, totals 33 objections out of a possible 2907 which represents 1.1% of the Academy body. The Academy assumes that the remaining stakeholders did not have sufficient concerns to respond, therefore they are broadly in agreement with the proposal.

## **Consultation outcome**

After reviewing and discussing all the submissions from stakeholders about the proposal, the Academy has decided to proceed with the proposal as we believe the that alterations and explanations provided below address all the concerns raised. Therefore, the positives to be gained from the proposal outweigh the negatives as the perceived negatives can be easily addressed.

## **Requirement to consult**

There is no requirement for a school to consult on changing the Academy day. However, the Stanground Academy has always been committed to working with staff, parents and students to ensure that everyone has a voice in the development of the Academy. This is why we chose to proceed with a full consultation in this instance. One response to the consultation asked whether the Academy had consulted with Ofsted or the department for education in proposing these changes. We can confirm that the Academy has not been in contact with either body; we can also confirm that neither body would expect us to consult with them over the proposal.

## **Recommendation for a week A/ week B structure**

The Academy considered a week A/ week B format for students before going to consultation. Whilst being able to follow a different timetable would allow us to provide teaching time per subject in increments of 30 on average per week (one 60-minute slot over the two weeks) and therefore provide a model of teaching time that better mirrors the current timetable, there would still be inequalities between subjects. In addition, the experience of staff that have worked in schools that operate such structures is that it is very easy for students to genuinely forget the week and come into school without the correct equipment for the day ahead. In addition, having to remember ten different lesson sequences for the day is harder for students and lengthens lesson changeovers.

## **How will the decision to adapt year 10 pathways be made?**

The process of dropping a subject will only happen through consultation with students and parents. The decision will take into account the future aspirations of students and the intention is that student preferences will be considered when making the decision. As such, the Academy plans to staff all option subjects for year 11 regardless of the number of students that want to continue.

We will implement the following timeline:

- 1) Monday 12 March 2018, Wednesday 14 March 2018 and Monday 19 March 2018: Senior leadership team meetings to review and discuss feedback from the consultation and adjust the proposal where appropriate
- 2) Thursday 22 March 2018: Year 10 assembly to outline the final proposal to year 10 students to address their concerns
- 3) Week commencing 26 March 2018: Initial feedback about year 10 pathway preferences, completed during tutorial time
- 4) Before Easter, a copy of the students' initial feedback is sent home to parents
- 5) 16 April 2018 – 25 May 2018: Academy staff review feedback so far in order to create a draft pathways model
- 6) 4 June 2018 – 22 June 2018: Individual student-staff meetings informed by the year 10 mock exam results. Parents may attend if they wish
- 7) 13 July 2018: Deadline for year 11 pathways decisions to be communicated to students and parents
- 8) 16 July 2018 – 20 July 2018: Opportunity for final feedback from students and parents on the pathways decisions
- 9) September 2018: Students return to the Academy to follow their agreed pathway

## **Could students continue with all their subjects?**

Students studying triple science had one fewer choices when they decided on their pathways in year 9; this is because triple science is currently taught in one of the option blocks. We will address this inequality by providing additional science tuition during tutorial time during year 11 so that students studying triple science have adequate teaching time but are also able to continue with their current pathway. The changes to the times given to science and the three-year key stage four model will mean that we will not have to place triple science in an option block moving forward.

The Academy will aim to support any student that wishes to continue with the subject they had to relinquish in their own time by allowing them to sit the exam at the end of year 11 with their peers. In

addition, the Academy doesn't rule out providing extra classes after-school in the subjects students were not able to take forward. However, in the same vein, the Academy cannot promise that such classes will definitely be able to happen as this depends on student numbers and staffing.

**There were concerns about the later lunch time and how adding more students to one forty-minute lunch will be managed so that everyone has ample time to eat.**

The Academy believes that providing a greater selection of food during the morning break would give students more options for what, and when, they eat during the day. Therefore, students will be able to purchase sandwiches as well as hot food during morning break. Another advantage of this is that students wishing to go to PowerLeague or other clubs at lunch can do so immediately without having to queue at the start of lunch.

In order to shorten queuing times for students during break and lunchtime, alternative purchase locations around the building will be provided. The relocation of the sandwich fridges will allow us to provide additional hot serving sections in the canteen, allowing more students to be served in the same amount of time.

The Academy has engaged architects to design an expanded dining room. Work on this will begin as soon as possible, in the interim additional eating spaces will be provided in nearby classrooms so that students have sufficient space to eat their lunch inside.

The Academy plans to trial the impact of the proposed changes above on certain days during the forthcoming summer term in order to ensure they will deliver the benefits envisaged in readiness for September 2018.

**There were concerns that the reduction in options would limit students' future ambitions.**

The proposed key stage four model would provide students with the following qualifications:

- One GCSE in English Language
- One GCSE in English Literature
- One GCSE in mathematics
- GCSEs in science (two for the double award, three for the triple award)
- One GCSE-equivalent qualification in physical education or dance
- Three further GCSE or GCSE-equivalent qualifications chosen as part of the pathways process

This means that all students would have the opportunity to gain nine qualifications/ grades from their time at the Stanground Academy. An analysis of entry requirements of all sixth form centres and colleges in Peterborough shows that the maximum number of grades required for post-16 study is seven. Therefore, no student would be barred from continuing their education as they would have nine GCSE or GCSE-equivalent grades. In fact, in all likelihood students studying fewer qualifications, compared to their peers, should perform better as they will have more time devoted to each course.