

Student Overview

Attendance

Ashton Community Science College - Attendance summary report 24/25



Department
for Education

Data taken from the DfE Dashboard

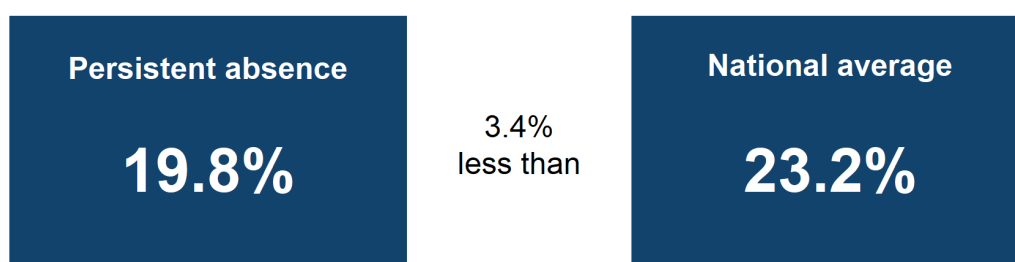
Overall attendance



Overall attendance is 93.2% which is 1.8% greater than the national average.

This is an increase of 3.3% from last academic year 23/24 which shows rapid improvement and means that Ashton CSC is in the top 20-30% of schools nationally.

Persistent Absence



Persistent absence is 19.8% which is 3.4% less than the national average.

This is a decrease of 11.5% from last academic year 23/24 which shows rapid improvement placing Ashton CSC in the top 10-20% of schools nationally.

The external inclusive attendance audit in June highlighted school was making rapid improvement with strong leadership, effective attendance policies and procedures and positive pupil engagement because of good relationships with staff.

There has been a reduction in children arriving late to school and having unauthorised absences. Although the reduction in students absent for medical appointments has reduced, this is still an area for improvement.

146 children were absent from school due to going on holiday. This equates to 655 days of absence. 63 of these children met the Fixed Penalty Notice threshold and these were requested.

Attendance data, both whole school and across all cohorts shows attendance gains significantly outpacing national trends.

Group	2023/24	2024/25	Difference
Whole School	89.9	93.2	3.3
Male	90.5	93.1	2.6
Female	88.7	91.8	3.1
Free School Meals	85.45	89.9	4.45
No Free School Meals	92.18	94.33	2.15
In Care	96.44	91.68	-4.76
Not In Care	89.62	92.48	2.86
Pupil Premium	85.85	89.42	3.57
Non Pupil Premium	92.31	94.45	2.14
EHCP	94.81	88.49	-6.32
SEN Support	86.29	90.2	3.91
No SEN Status	91.77	93.52	1.75
EAL	94.39	95.67	1.28
Non-EAL	89.41	92.07	2.66

Gender – Female attendance has improved by 3.1% closing the gap and is significantly above national average (1.7%)

FSM – Attendance has improved by 4.45% (double that of non FSM) closing the gap and is significantly above national average (3.5%)

SEN – Overall the gap between SEN and non SEN has closed. Attendance of SEN children is 4.6% above national average which places Ashton CSC in the top 10-20% of schools nationally.

* Attendance of EHCP children is skewed due to 2 children. 1 child who never attended because was due to start at another local school but EHCP had Ashton wrongly named for over a term. 1 other child could not access mainstream and waited almost 6 months for LA to place in another school.

*Attendance of children in care is skewed due to 2 children in year 10 with 1 child being allocated a place at school having moved out of area due to issues. Attendance was 1.5%. Other child had attendance of 97%.

Academic year 25/26

Attendance in the new academic year has started well. If we compare our first 4 weeks attendance to last academic year, we are 1.5% higher this academic year which suggests sustainable improvement and a step closer to our attendance vision of every child attending every day and being punctual.

16 children have already had absence due to holidays. 4 of these meet the threshold and FPNs have been requested.

David Porter has been a great addition to the attendance team and has very quickly used his skills set to build relationships with both students and parents supporting where necessary.

The introduction of our new tiered approach and investment into synergy attend is already supporting a reduction in workload for the pastoral and attendance team whilst ensuring robust systems and early intervention.

All staff have been introduced to our inclusive attendance CPD programme and will work through each module across the school year to build a culture of responsibility, inclusivity and empowerment to help redefine all roles in school in improving the lives of our students, families and community. I welcome all governors to complete this professional development programme. Please get in touch and I will send you details to access your account.

Student Behaviour

Behaviour Policy

The updated Behaviour Policy for 2025 at Ashton Community Science College introduces several key changes aimed at refining the school's approach to behaviour management and ensuring greater consistency across the community. One of the most notable amendments is the restructuring of the detention system. The majority of detentions have now been brought into the school day, with lunchtime detentions replacing the previous 40-minute after-school sessions for most classroom disruptions. This change is designed to significantly improve attendance to detentions, ensuring that students are held accountable for their actions in a timely and accessible manner, in addition to supporting those students and families who can make prior arrangements for any after school detentions moving forward.

After-school detentions remain in place but now serve as an additional layer of consequence for more serious or persistent behaviours. Their use provides a clear step before escalation to internal isolation in The ARC, allowing staff to intervene earlier and more effectively. This graduated approach is expected to reduce the number of students missing valuable classroom-based learning with specialist teachers due to time spent in isolation. By increasing the likelihood that students attend and complete their detentions, the school aims to reinforce behavioural expectations, promote responsibility, and minimise disruption to academic progress.

Further clarification has also been provided around the process of isolating students. A new section outlines that students may be placed in isolation in designated areas

such as staff offices or the rear of classrooms, with clear expectations for conduct and the temporary handing in of mobile devices. This ensures that isolation is purposeful and maintains continuity of learning. The policy formalises the authority for allocating time in the ARC (Accept, Reflect, Change), stating that this decision lies with Senior Staff or the Behaviour Manager. A graduated response framework has been introduced, whereby repeated placements in the ARC without improvement will result in fixed-term suspensions, signalling a firmer stance on persistent misconduct.

Finally, the policy has been updated to reflect current statutory guidance, including the Department for Education's August 2024 publication on suspension and permanent exclusion. These updates ensure that the school remains compliant with national expectations and continues to uphold a fair and effective behaviour framework.

Behaviour Over Time

The number of C3 and C4 being issued to students over the past 4 years, since the system came into practice.

C3

Full Academic Year	21/22	22/23	23/24	24/25
No. of C3 given	1825	1606	1447	1381
% from previous year	N/A	-14%	-11%	-5%

C4

Full Academic Year	21/22	22/23	23/24	24/25
No. of C4 given	2374	1784	1410	996
% from previous year	N/A	-33%	-27%	-42%

Over the four academic years from 2021/22 to 2024/25, the number of C3 detentions issued has steadily declined, however in 2024/25, showing a smaller 5% decrease on the previous year. While the overall reduction is encouraging, the rate of decline has slowed each year.

The data for C4 detentions shows a more pronounced and consistent reduction over the same period. The substantial decline in C4s, indicates that students are responding more positively to earlier interventions, such as C3 detentions, and that escalation to more serious consequences is being effectively prevented.

The consistent reduction in both C3 and C4 detentions over the four-year period reflects a positive shift in student behaviour and the effectiveness of the school's behaviour management strategies. The sharper decline in C4s suggests that students are increasingly avoiding more serious consequences due to clearer and embedded expectations, improved pastoral support, the positive behaviour curriculum and more proactive interventions at earlier stages.

This trend has been one of the driving forces in changing the whole school detention system.

Internal Isolation

Our internal isolation is called The ARC (Accept – Reflect – Change). The system of what level a student entered ARC changed in the 23/34 Academic year.

ARC	23/24	24/25	% change
Number of individual visits	818	578	-29%
Total Number of Days	1259	818	-35%

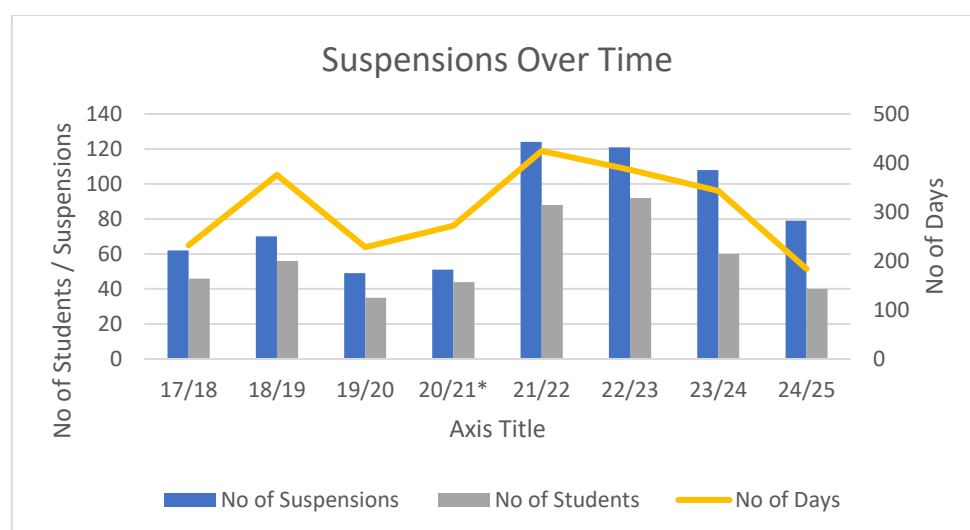
Across the academic year, there has been a significant reduction in the number of ARC occasions, the number of students visiting ARC and the total days of learning lost.

Year 8 (Current Year 9) demonstrated a significant increase in the number of visits to ARC (and later suspensions) for serious incidents. This year group has received additional support throughout the year, however we escalated 3 students up to the discipline committee last academic year and a further one this year.

Year 10 (current Year 11) showed the greatest improvement and significantly reduced the number of visits to ARC. This move was in line with them focusing on their options and starting their GCSEs.

Suspensions

I am pleased to report that suspensions have returned to pre-pandemic levels. The graph demonstrates that the number of suspensions are broadly in line with 2018/19 figures, the number of suspensions is slightly above those levels, however the number of students receiving them is lower, alongside the number of days being given.



In 2024/25, the number of suspensions has reduced to 79, involving 40 students and accounting for 184 days lost. This marks a 36% reduction in suspensions and a 57% reduction in days lost compared to the peak in 2021/22.

The data shows a clear improvement in behaviour and a reduction in serious incidents requiring suspension over the past three years. This positive trend suggests that the school's behaviour strategies, pastoral support systems, and staff training have been effective in addressing post-pandemic challenges and promoting a more settled learning environment. Continued focus on early intervention, restorative approaches, and consistent expectations will be key to sustaining and improving on this progress.

Staffing

Year 11 Team - Miss Smith has integrated well as the Head of Year 11, following Mrs Leach's retirement. Mrs Lewis has also stayed on with the Year Group as the Director of Year 11, who stays in the same post and brings experience to the role having previously supported last Years Year 11s. The students have taken well to both members of staff and they continue to build up strong relationships with the year group during this first half term.

Student Rewards and Recognition

Overview of Current Rewards System

The school's rewards system operates on a clear, multi-tiered approach designed to reinforce our core values, promote academic success, and foster positive behaviours across all key stages. At the foundational level, In-lesson recognition provides immediate, specific verbal praise and recognition, such as House Points, on a daily basis. This daily effort accumulates towards weekly recognition, where students achieving the highest number of House Points or demonstrating exemplary character traits are acknowledged publicly through whole-school assemblies and digital displays. The final tier consists of termly/annual awards, which are formal events dedicated to rewarding sustained effort, verified academic excellence. The recent end-of-year celebration evening, a major milestone event, was a huge success. Students also had the opportunity for an individual professional photo as well as a group photo with their family members. Looking forward, we are exploring options to move this celebratory evening to an external venue to enhance its prestige and capacity. The House Point remains the core metric, actively driving competition and engagement throughout the school year.

Planned Changes for the Forthcoming Year (2025/2026)

For the forthcoming year, our primary focus is on ensuring the rewards system is both equitable and highly valued by students. We are currently gathering student feedback through a focused consultation, using our school's 'Big Question' initiative to understand student perception of the existing rewards and recognition

framework. This urgent review is driven by a recent pastoral concern highlighting a potential lack of parity in the House Point system, where observed variations in teacher awarding frequency may inadvertently lead to unequal opportunities for student recognition. The consolidated feedback and analysis will be available during Term 1b, after which it will be critically discussed at both Senior and Middle Leadership levels. Key findings and proposed system adjustments will then be formally communicated and actioned via our student leadership body.

Student Leadership Update

Student SLT

We have six students on our Student Senior Leadership Team. 2 Heads and 4 Deputies. Each deputy has their own specific roles in school (Inclusion, Discipline, Student Voice & Reading).

Our Head Boy and Head Girl have already delivered two speeches on two different occasions, once at our Celebration Evening during the Summer Term and more recently at our Open Evening.

Deputies supported at Open Evening with distributing materials to parents who were visiting us.

In addition to this our Head Boy and Head Girl have hosted their first student leadership meeting this term to go over student leadership roles and responsibilities.

All of the deputies have started to contribute to their wider roles, with the Deputy Head Boy for Discipline chasing up and speaking student leaders who aren't committing to duties and making sure they attend. The Deputy Head Boy for Student Voice has contributed to ideas for The Big Question this term. The Deputy Head Girl for Reading is our Head Librarian and supports in the library daily and after school homework clubs and finally the Deputy Head Girl for Inclusion has started to support in the hive on Wednesday for Lego Intervention after liaising with Mrs Parker.

The Student SLT are flanked by 35 student leaders throughout Year 11-9. Their roles include being on specific duty points at lunch time throughout the week and supporting students in settling back into school life.

All of the Student Leaders taking part in First Aid Training next week after school. This will be a great opportunity for them to develop their knowledge and skill base, and something to add to their CVs in the future.

Over the last couple of weeks, Student Leaders are challenging their peers regarding the attendance initiative, whilst on duty by questioning students on 'What is good attendance?' and spreading the core message. Students who can answer the question are being given merits by student leaders.

The Big Question

Term 3 Big Question 2024 – 2025

Term 3 Big Question: How can we improve Fit Friday?

Students are happy with Fit Friday and feel that it promotes the Ashton family and creates community. They especially noted that they enjoy seeing staff participate amongst the students.

Actions to be taken after the Big Question

- Students to request specific sports/events to Mr Pilkington if they are not already in the Fit Friday Schedule.
- Students want a bigger push on advertising Fit Friday the week before.
- Students expressed an interest for more types of activities.
- Students want more house points for those who complete activities

Term 1 Big Question 2025 – 2026

Term 1 Big Question: Do you think students are celebrated fairly at school or do some people get more recognition than others?

The majority of students think that the system isn't equal as some teachers give out more rewards than others. Students have a mixed opinion on whether teachers should be giving rewards just for 'above and beyond' or for general good work in class.

Actions to follow once School Council meeting has taken place with Head Boy and Head Girl.

Boost – Building On Our School Time

Student take up of the Boost Provision has significantly increased over the last academic year.

Year	Total No. of Students	No. of students participating in at least 1 Boost Club	Percentage of year group
Year 7	163	136	83%
Year 8	171	115	67%
Year 9	186	111	60%
Year 10	185	79	43%
Whole School	705	441	63%

Successes

- Mrs. Szafranski has lead improvements in the overall whole school attendance of boost clubs (not including revision) from 38 to 63%.
- Targets have been met in all areas (PP, EAL, SEN, F, M) for Y7 and Y8. Y7 attendance has risen from 39% to 83% and Y8 47% to 67%.
- Y10 attendance has doubled.
- EAL and SEN for every year group is above target of 50%.

Areas of focus

- Key cohorts impacting the whole school Boost data are Y9 boys (Current Yr 10) and Yr 10 girls (Current Yr 11). They are the least represented cohorts. Student voice is to be carried out to identify clubs that will assist in increasing attendance of these groups.
- PP at Y9 and Y10 (current Yr 10/11) are still below target.
- Year 11 data is limited due to the take up after school revision. Moving forward this will be included within the boost data.

2025/26

- A new Boost Calendar has been created with over 60 clubs on offer this term (attached within the report)
- Mr Murray and Mrs Szafranski continue with discussions about how to target specific low attending cohorts of students and ensure clubs are strategically meeting the needs/wants of our students across all year groups.
- Yr 11 revision sessions will this year be included in our boost data. This should mean 100% of Yr 11 students attend a Boost club. Recording of this data via Mr Pugh will be integrated into our data analysis.
- Liaise with SEND department about running additional clubs for our students over in the HIVE. We currently have late taxi pickups on a Wednesday however, ensuring all clubs are inclusive is a focus this year

Duke of Edinburgh Award

Last Year saw 23 students successfully complete the Bronze Duke of Edinburgh Award. The weather twice thwarted the expedition, but the students took it all on their stride and the weather held out for the third attempt. We are still waiting for the DofE to verify the students' efforts and students will receive their certificates and badges later this term.

Unfortunately, 2 students had to withdraw from the expedition due to medical reasons. Both will be offered the opportunity to recomplete the expedition with the 25/26 cohort.

This year Miss Woodhouse has a desire to increase the number of students who apply and complete the award. At the moment this is reliant on transport restrictions, however avenues are being explored regarding hiring another minibus should the numbers of applicants require it.

Safeguarding Update

Safeguarding Policy Update

Over the summer, our Safeguarding and Child Protection Policy was fully reviewed and rewritten to reflect the latest statutory guidance outlined in Keeping Children Safe in Education (KCSIE) 2025. Key updates include strengthened expectations around online safety, peer-on-peer abuse, and the role of staff in identifying early signs of harm. The revised policy has been shared with all staff and is available on the school website.

Staff Training and Refresher Courses

To ensure full compliance and understanding of the updated guidance:

- All staff participated in whole-school safeguarding training during the September inset day, which included a detailed briefing on the changes in KCSIE 2025.
- Every member of staff has now completed a refresher safeguarding course at the start of this academic year. This included modules on recognising signs of abuse, reporting procedures, and the importance of professional curiosity.
- Staff were also reminded of their responsibilities around GDPR, filtering and monitoring, particularly in light of recent national concerns and our own experiences with cyber security.
- In June 2025, the Behaviour and Pastoral Teams received trauma-informed training, following the successful pilot with the Senior Leadership Team earlier in the year. This training focused on embedding empathy-based approaches such as the "Ashton Way" and "Drop the Rope" into daily practice, supporting students who have experienced trauma.

DSL Training and Capacity Building

We continue to strengthen our Designated Safeguarding Lead (DSL) capacity:

- Tracey Peacock, Head of Year 8, has now completed additional DSL training, enabling her to take on more responsibility within the safeguarding team and support complex cases within her year group.
- Weekly DSL meetings remain in place to monitor safeguarding trends, review open cases, and ensure consistency in decision-making. This is on top of daily morning briefings with the wider pastoral team to raise any concerns and to QA the levels of response.

Next Steps

- We are continuing to the 360 safe audit which assesses our online safety provision and identify any gaps we may have.
- Compass Bloom continues to offer targeted support for students experiencing low mood and anxiety. Our parental webinars and drop-in sessions scheduled

for term 1 a have been put on hold due to long term staff illness within the service. We hope this will be back up and running for term 1b as the take up from parents following it's roll out during the second half of last academic year was successful.

Managed Moves / Off-Site Directions

Lancashire County Council has recently updated its guidance on pupil movement between schools. The previous Managed Move protocol has now been revised and is referred to as Off-Site Directions, aligning with national statutory guidance and reflecting a more nuanced and supportive approach to pupil behaviour and placement.

This change aligns with the DfE's statutory guidance (August 2024) on suspensions, permanent exclusions, and pupil movement, which distinguishes between voluntary managed moves and statutory off-site directions under Section 29A of the Education Act 2002.

All managed moves will now be called off-site directions and the term managed move will be given if the student is successful of the 12 week trial. The expectation remains that the pupil will return to the home school unless a Managed Move is agreed upon by all parties.

We have successfully supported two Year 9 students in transferring permanently onto our roll in September, one who was out has unsuccessfully grasped the opportunity and has returned to us. We currently have 4 students on off-site directions, 3 students coming into us and 1 going out. In addition, we have another reintegration from Larches House following a permanent exclusion from a local school.