



COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 5 December 2022

To be held at 6.00pm

In conference through Microsoft Teams

Membership: C Webb (Chair); Z Andrews (Principal); V Ellaway-Barnard; W Hall;

K Tarlow; A Tyrrell.

In attendance: H McKeand; A Parker; P Winter; V Cantrill; P Ray

Clerk: Melanie Basson

	Summary of action required	By whom	Status
26.09.22	Publish DOI 2022-23	Clerk	Complete
26.09.22	Identify the appropriate route in escalating the LGC's concerns to the Trust relating to the introduction and implementation of the Teaching and Learning framework	Clerk	Complete
26.09.22	Governor training modules to be completed by the end of September 2022.	All	Complete
26.09.22	Staff Survey results to be presented to the LGC	Principal	Agenda item 8
26.09.22	Identify the appropriate route in escalating the LGC's concerns to the Trust relating to the introduction and implementation of the Trust Culture and Behaviour Framework	Clerk	Complete
26.09.22	Identify potential new LGC member candidates	All	Complete
26.09.22	Share promotional literature to publish inviting new members join CVC LGC	Clerk/Principal	Complete

26.09.22	Publish adopted CVC Safeguarding policy	Clerk/SO'M	Complete
26.09.22	CVC Behaviour policy to be presented when updated	CC	Sept 2023
26.09.22	Establish the financial arrangements required for setting up CVC PTA.	Clerk	Autumn 2
26.09.22	Circulate 'Ofsted readiness guidance' to governors	Clerk	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies <ul style="list-style-type: none"> BB resigned 	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 26 September 2022	Papers attached (pp3-11) - Chair
4	20 mins	Principal's Update	Papers attached (pp12-28) - Principal
5	20 mins	Academy Improvement Plan 2022-23	Oral item - Principal
6	10 mins	School Review	Oral item - Principal
7	5 mins	Membership <ul style="list-style-type: none"> VC and PR present 	Oral item -Chair
8	5 mins	Staff survey results	Papers attached – Principal
9	5 mins	Policies <ul style="list-style-type: none"> CVC Attendance policy CVC Safeguarding policy (staff updates only) 	Papers attached (see links p28)– Chair
10	5 mins	Alternate Provision	Oral item - Chair
11	2 mins	School visits and risk <ul style="list-style-type: none"> Safeguarding Link Lead visit – WH – 28.09.22 Pupil Premium Link Lead visit – KT – 14.10.22 	Papers attached (pp29-34) - Chair
12	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 23 January 2023	Oral item - Chair
13	2 mins	Any Other Business	Oral item - Chair



COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE
HELD ON
MONDAY 26 SEPTEMBER 2022
AT COTTENHAM VILLAGE COLLEGE

MINUTES

Members Present:	Cerian Webb (Chair); Zoe Andrews (Principal); Vicky Ellaway-Barnard; Will Hall, Kate Tarlow; Andrea Tyrell.		
In Attendance:	Melanie Basson (Clerk) Clive Crisford; Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter.		
	Summary of action required	By whom	Status
12.05.22	CVC LGC Skills Audit	All	Agenda item 10
12.05.22	Clerk to arrange with CVC suitable dates when Mr Hall, Ms Benderli and Ms Tarlow can visit CVC site	Clerk/SO'M	Complete
12.05.22	CVC to seek parental interest in joining the PTA at the next parent's forum and advertise in CVC Newsletter CVC to establish financial aspects of setting up a PTA at CVC to be raised with the Regional Director for Cambridgeshire	Principal	Complete - Agenda item 12
27.06.22	Add Assessment methods to next agenda	Clerk	Complete - Agenda item 7
26.09.22 Item 3	Publish DOI 2022-23	Clerk	Complete

26.09.22 Item 7	Identify the appropriate route in escalating the LGC's concerns to the Trust relating to the introduction and implementation of the Teaching and Learning framework	Clerk	Autumn 2
26.09.22 Item 9	Governor training modules to be completed by the end of September 2022.	All	30 September 2022
26.09.22 Item 11	Staff Survey results to be presented to the LGC		Autumn 2
26.09.22 Item 11	Identify the appropriate route in escalating the LGC's concerns to the Trust relating to the introduction and implementation of the Trust Culture and Behaviour Framework	Clerk	Autumn 2
26.09.22 Item 12	Identify potential new LGC member candidates	All	October 2022
26.09.22 Item 12	Share promotional literature to publish inviting new members join CVC LGC	Clerk/Principal	Complete
26.09.22 Item 13	Publish adopted CVC Safeguarding policy	Clerk/SO'M	October 2022
26.09.22 Item 13	CVC Behaviour policy to be reviewed and presented to LGC at the next meeting	CC	Autumn 2
26.09.22 Item 14	Establish the financial arrangements required for setting up CVC PTA.	Clerk	Autumn 2
26.09.22 Item 16	Circulate 'Ofsted readiness guidance' to governors	Clerk	Complete

1) Election of Chair

The meeting started at 6.00pm.

The committee raised no objections to Dr Webb's re-appointment as Chair to CVC LGC, nor were any nominations received by other LGC members. Dr Webb was duly appointed as Chair to CVC LGC. Clerk handed proceedings over to Dr Webb.

2) Introductions and Apologies

Apologies for absence were received from Burcu Benderli and these were accepted by the committee.

The Chair welcomed all attendees and introductions were given.

3) Declarations of interest

In advance of the meeting, LGC member declarations were reviewed, updated and confirmed. [Clerk to arrange publishing.](#)

There were no declarations of interest for agenda items regarding this meeting.

4) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 27 June 2022 were ratified electronically on 25 July 2022 and adopted by the committee.

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

Matters arising

Mr Hall to arrange a Safeguarding Link Lead visit with Ms McKeand this term.

Ms Ellaway-Barnard to arrange SEN Link Lead visit with SLT Lead Mr Crisford.

Ms Tarlow to arrange PP Link Lead visit with SLT Lead Mr Crisford this term.

Ms Benderli will be asked to arrange Teaching, Learning and Curriculum Link Lead visit with SLT Lead this term.

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

5) Terms of Reference and Scheme of Delegation

The Committee Terms of Reference and the Governance Scheme of Delegation were shared with the committee in advance of the meeting and acknowledged by the committee.

6) Principal's Update

The Principal's Update was circulated to the committee in advance of the meeting. The update focussed on:

- Headlines
- Leadership and Management
- Headline results: GCSE Results 2022 and targets for 2023
- Staffing
- Inclusion
- Attendance – 95.1% average for all students to date this academic year
- Behaviour
- Safeguarding
- Site and operations
- Astrea Teaching and Learning Framework 2022-24
- Astrea Behaviour and Culture Framework 2022-23

The Chair congratulated the Principal and CVC staff on an excellent set of GCSE examination results achieved this year.

The committee were pleased to hear that attainment improvement in all subjects, in particularly strong in Maths, with 85% of students achieving above a 5+. Provisional Progress 8 figure achieved is 0.5, to be confirmed in October 2022.

CVC have set an aspirational target for this academic year to stay in top 5% achievers nationally in basic measures.

Ms Ellaway-Barnard questioned why the attainment results for SEN students were higher in 2021 than in 2022.

The Principal explained each cohort is different year on year so attainment is not as comparable. CVC has a small PP cohort with around 16 students and around 7 SEN students in each year group.

The Chair questioned what strategies are in place to support SEN and PP students learning needs.

The Principal explained they will meet with SLT tomorrow to discuss strategies to improve outcomes for this year's SEN and PP cohort. The committee acknowledged interventions are put in place for all year groups where support needs are identified.

Staffing

The Principal informed the committee of staff leavers since the start of term, the committee acknowledged CVC plans to recruit to vacancies.

In light of the recent departure of the Safeguarding Officer, the committee were reassured that Trust support is in place for safeguarding, by way of Mr Thurogood-Hyde and Rosie Hart supporting DSL's.

In light that CVC have welcomed six Ukrainian students this academic year, the Chair questioned what additional support is in place for them.

Ms McKeand informed the committee that four Ukrainian students took part in English classes arranged by CVC over the summer break. Students are able to use a language application 'SayHi' in classes to assist them with translation.

Behaviour

With regards to behaviour sanctions, Mr Crisford informed the committee three suspensions have been issued to date this academic year, similar to this time last year.

The Chair questioned whether students undertake reflective tasks when attending detentions.

Mr Crisford confirmed students are encouraged to think about how their actions impact on their learning and reflect on what they could do to make better behaviour choices in the future.

Mr Hall questioned how CVC measure the impact of detentions on students and whether their behaviour improves as a result.

Mr Crisford confirmed detentions are successful on the whole in addressing student behaviour and further detentions are being prevented. In cases where students are non-responsive to detentions, parents may be contacted to identify reasons with a view to understanding and establishing an action plan.

Ms Tarlow questioned what the current focus is regarding detentions and whether parents understand and support CVC when detentions are issued.

Mr Crisford explained the aim is to increase attendance at detentions by working with students and parents and acknowledged most parents are supportive.

Mr Winter informed the committee that reasonable adjustments are made with regard to students attending detentions dependant on their personal circumstances. Such as arranging lunchtime detentions for students who are carers, as opposed to after school.

Ms Tarlow enquired whether safeguarding guidance information could appear on the landing page of CVC website.

Ms Goudie explained the website is compliant with the Trust format offering consistency across all Astrea academies. And explained safeguarding information is published on the website and 'Report a Concern' is signposted on the home page. Also, CVC provide a Safeguarding leaflet to all visitors and a safeguarding banner is on display in reception for all parents and visitors to see.

The Chair enquired with regard to students' reaction to gender specific student toilets installed at CVC over the summer break.

The Principal reassured the committee that students voices are being considered, and Year 11 Student Voice have been tasked with working with younger students to ascertain opinion and concerns. CVC will continue to monitor the situation and reassured governors that cubicles have floor to ceiling doors so privacy is maintained. The committee acknowledged support for equality and inclusivity.

The Chair enquired with regards to progress of CVC building projects.

The Principal informed the committee that CVC have limited use of the 3G pitch but once funding arrangements are finalised, plans are in place to go ahead with improvements next summer.

The Principal was thanked for their report.

7) Secondary Teaching and Learning framework 2022-23

Ms Goudie informed the committee that Astrea have launched its Secondary Teaching and Learning Framework which was circulated to the committee in advance of the meeting.

The committee reviewed the framework and suggested it appears to be extremely rigid and questioned whether there is a risk that CVC could lose autonomy, with regards to its current principles in ensuring the best outcome for CVC students.

Ms Goudie explained this will take time to embed, CVC will work with the Trust to implement the framework, whilst ensuring staff are supported with appropriate training. Ms Goudie assured the committee that CVC aim to work within the framework to continue with CVC teaching and learning principles which have proved successful in student outcomes.

Ms Tarlow questioned how the Trust is supporting the implementation of the framework with regards to explaining its reasons for change and communicating expectations with staff.

The Principal explained that Regional Directors line manage Principals and have weekly meetings and Principals meet weekly with SLT where feedback can be shared. There is however no additional resource by way of support to implement new strategies with regard to the new framework.

The Principal informed the committee that CVC met to discuss a suitable approach to implement the new framework in the summer. Expectations as to what this would mean at CVC, by way of promoting the benefits and how it links to improvements already in place.

The Principal explained the framework has been shared with senior and middle leaders at CVC.

The Chair questioned whether CVC foresee what impact the framework might have on staff workload and wellbeing.

The Principal informed the committee that a group of staff have written via their union representative to express concerns regarding Trust expectations of the pace of changes to be implemented, increased workload and potential loss of autonomy.

The committee asked the Clerk to identify the appropriate route in escalating their concerns to the Trust relating to the introduction of the Teaching and Learning Framework:

- Timeframe of implementation
- Staff wellbeing – workload, staffing resource
- Risk of extensive staff loss
- Risk of loss of autonomy.

Ms Goudie was thanked for their report

8) Year 11 MAP (maximising achievement plan)

Ms Parker presented the Year 11 Maximising Achievement Plan 2022-23, setting out key areas of focus to support students reach their best academic outcomes.

The committee noted the areas of priority, strategic intent and actions along with evidence of impact relating to maximising student achievement in 2022-23.

Ms Parker expanded on the areas of priority:

- Aspirational targets supporting FFT5 attainment
- Accurate staff projections within 1% of final grade awarded in 2022
- English leadership arrangements
- Attendance
- Effective use of lesson time
- Strong pedagogy and resourcing in all departments
- Pupil Premium and SEN student support

The Chair enquired whether CVC expects to receive further catch up funding from the government following COVID.

The Principal explained that the government continue to offer some support which goes some way to fund one extra period per week for Year 11.

Ms Parker was thanked for their report.

9) Safeguarding training

With regard to Safeguarding Ms McKeand informed the committee that governors were invited to complete their annual safeguarding training modules through the National College, as directed by the Clerk, to be completed by the end of September 2022.

Mandatory modules:

- Annual Certificate in Safeguarding for School Governors
- Certificate in Data Protection & GDPR for Governors and Trustees
- Certificate in Equality, Diversity and Inclusion

Non-mandatory modules (but preferable to be completed by Governors)

- Annual Certificate in Understanding Sexual Harassment and Sexual Violence for School Governors *
- Certificate in the Prevent Duty **

Keeping Children Safe Part One, Part Five, Annex B were circulated to the committee and governors acknowledged they had read and understood their responsibilities regarding safeguarding.

The Committee were reminded Astrea Governance Team provide webinars throughout the academic year to which committee members are invited to attend.

10) Uniform sale update

Ms McKeand gave the committee an update regarding the sales of used school uniform.

The Committee noted the first used uniform sale is scheduled to take place at Meet the Tutor events this week. Ms Tarlow offered support to help with the sale which was gratefully accepted.

Ms McKeand was thanked for the update.

11) Astrea Culture and Behaviour Framework – Core routines

Mr Crisford and Mr Winter presented Astrea Culture and Behaviour Framework as circulated to the committee in advance of the meeting.

Mr Crisford informed the committee that the Trust have introduced some changes from September 2022, with the full behaviour framework expected to be rolled out by September 2023.

CVC have implemented the Core routines as laid out in the behaviour framework and plan to introduce further modules gradually throughout this academic year.

The Principal has launched a Staff Survey to identify the effectiveness of behaviour routines introduced so far. Staff Survey Results to be presented to the LGC at the next meeting.

Mr Hall questioned what the rationale for the introduction of the Astrea Culture and Behaviour Framework was and Ms Tarlow questioned whether trials have been undertaken during the process.

Ms Goudie informed the committee that CVC have introduced nine expected standards as core routines, which underpin the principles of basic behaviour expectations of the Trust. These standards support teachers in delivering learning, supports routines and minimises disruption to learning in a consistent way.

Ms Tarlow questioned how CVC plan to measure what impact the Behaviour framework has on staff and students.

Mr Crisford stated it is too early to tell whether the new behaviour routines have had since implementation, but CVC continue to monitor using behaviour data, suspension rates, Student Voice feedback and observations on site.

The committee asked the Clerk to enquire with regards to the appropriate route in escalating its concerns to the Trust relating to the introduction and implementation of the Trust Behaviour Framework:

- Pace of introduction – workload, staffing resource
- Risk of loss of autonomy
- Governors, students and parental engagement and perceptions

12) Skills Audit and membership

The Committee identified the strengths and areas of development for the current LGC membership:

Strengths

- Strategic planning and monitoring
- Understanding of curriculum development, school assessment and progress/attainment
- Interpreting data, evaluating performance, and identifying trends to target improvement
- Stakeholder management and engagement
- Expertise in IT/technology

Training opportunities

- SEND and/or inclusion
- Working to and monitoring progress towards equality objectives

Identified skills and experience desired by potential LGC candidates

- Fundraising
- Estates, property and/or health and safety

Taking into consideration the recent skills audit undertaken by CVC LGC members, the committee discussed CVC LGC membership requirements and agreed to seek to appoint more members.

Governors were asked to inform the Clerk of suitable nominees.

The Clerk was asked to send the Principal promotional literature to publish inviting new CVC LGC members to express their interest to the Clerk.

13) Policies

CVC Safeguarding policy was reviewed by CVC and presented to the LGC in advance of the meeting.

The Committee reviewed the policy which was adopted by the LGC. CVC to publish accordingly.

CVC Behaviour policy to be updated by CVC and presented to governors at the next LGC meeting.

14) PTA

Ms Ellaway-Barnard informed the committee that financial arrangements are yet to be defined before further progress can be made with regards to setting up CVC PTA.

The Clerk was asked to seek a response from Trust colleagues for guidance regarding the financial arrangements required for setting up CVC PTA.

15) Risk and School visits

The committee acknowledged risks:

- Staff wellbeing and retention in relation to the introduction of Trust Culture and Behaviour Framework and Teaching and Learning Framework
- COVID cases – staff resources
- Rising energy costs
- Funding staff pay increases

School Visits

LGC Link Lead member visits were shared with the committee in advance of the meeting.

Dr Webb visited CVC on 20 September 2022 to check the Single Central Record and reported this was all up to date.

Dr Webb and Ms Tarlow visited CVC on 14 September 2022 and visited classrooms, observed Student Voice and discussed new behaviour routines.

Governors were invited to ask questions.

Dr Webb and Ms Tarlow were thanked for their reports.

15) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **Monday 5 December 2022**.

Future agenda items:

- Attendance policy
- Behaviour policy
- School Review – Mr Spiliotis to focus on safeguarding, maths and science
- Staff survey results

16) Any Other Business

Ofsted readiness, Clerk was asked to circulate 'Ofsted readiness guidance' to enable governors to know where to find key information governors should be aware of.

The Committee were invited to attend CVC Open evening next Thursday between 6-8pm.

Attendees were thanked for their input and left the meeting.

The meeting finished at 6.55pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 13 October 2022



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Autumn Term Two

2022-2023

Cottenham Village College

Zoe Andrews

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Safeguarding

Introduction and contextual information about the school:

Please outline key information regarding the student cohort and contextual details relating to the school. Include any specific issues or challenges the school faces.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	New DSL in place.		New Trust DSL appointed.
Trends in School	No trends		
Update on significant cases (anonymised)	<p>One significant cannabis use, not attending school, risk of criminal behaviour and violence towards parent.</p> <p>One CIN living between parents houses and currently on a reduced provision at CRC and at risk of losing CRC place due to behaviour and non-compliance.</p> <p>One request for information from social care due to house move and non-attendance at school.</p> <p>One student who has been moved to live with family</p>	<p>SC referral made, EHA in place. Supporting home and younger sibling. Awaiting response from social care.</p> <p>CIN – Child practitioner in place, looking at counselling options from CRC and being supported at CVC on a Thursday and Friday.</p> <p>Request for information completed for social services</p> <p>Liaising with SS – CIN arranged.</p>	

	member due to disclosure – open to social care CIN arranged for 4 weeks struggling to settle. Vulnerable student awaiting confirmation that they will be LAC.	Introduced to the Pastoral team and safeguarding officer.	
Summary of referrals made	Two SC referral Two EHA referral One Younited referral One request for info. SS		
Ofsted Qualifying Complaints	None		

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current - 881	Previous Report (start of HT1) - 877	This time last year - 877
Number and % of PP	148 – 16.8%	148 – 16.9%	110 – 12.5%
Number and % of LAC	3 – 0.34%	3 – 0.34%	4 – 0.46%
Number and % of young carers	2 – 0.23%	2 – 0.23%	3 – 0.34%
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	0	0	0
Number and % of CIN	4 – 0.45%	6 – 0.68%	2 – 0.23%
Referrals made for early help	0	1	0
Family support assessments conducted	0	0	0
Proportion meeting threshold	0	0	0
CP meetings attended	0	1	0
Number and % of students with an EHCP	46 – 5.22%	43 – 4.9%	41 – 4.67%
Number and % of students with serious medical conditions	1 – 0.11%	0	0
Number and % of students receiving external support: CAMHS	2 -	2 – 0.23%	0
Number and % of students receiving external support: behaviour support	15 (Elements)	15 (Elements)	0
Number and % of students receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned.

The SCR was checked by TCS safeguarding lead 9 November 2022.

Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
DSL	17/10/22 and 18/10/22	Clive Crisford - 1	Cambs LA
L2 Adult Mental Health: Workplace Responder	3/11/2022	Julie Messal - 1	St. John Ambulance

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	0	2	
Racist Incidents	0	4	
Cyber Bullying	0	0	
Homophobic Bullying	0	1	
Transphobic Bullying	0	0	

At time of writing this report we have 3 open investigations: Heads of Year are investigating whether these open investigations will be ultimately classified as bullying incidents.

Helen Stearn has recently been appointed as DSL for the school and is working with AP Behaviour and Culture to review and monitor bullying investigations.

The week of 14th November each year group will have an anti-bullying assembly, reminding them of what constitutes bullying, of how to 'reach out' to an adult if they are being bullied or how to 'reach out' to someone they know is being bullied. This is being supported by Safer Culture slides being sent out through Form Times in which staff will remind students of the numerous processes in which they can report a concern to staff.

At the time of writing this report we are conducting 2 surveys with the student body – one looking at an overview of bullying and behaviour, one with year 8 discussing sexual harassment. In light of the analysis of these surveys we will be taking steps to support the student body.

Key Performance Targets (using FFT5 for targets)				
Attainment 8 score: ALL: 5.9 PP: 5.2 SEND: 4.4 Support 5.2 EHC plan	Grade 5+ Eng & Maths: 67%	Grade 4+ Eng & Maths: 84%	% of students entering EBacc: 49.4% (88 students)	Progress 8 score: ALL: 0.75 PP: 0.1 SEND: 0.1 These P8 figures have not been verified against performance tables for 2022 – further work needed.

September 2022 Forecast Data Overview:

There are 178 students in Year 11. Below is a summary of the headlines based on the first set of projected grades from staff:

Attainment/Progress 8 Summary

Average Total Attainment 8	53.37
Average Attainment 8 Grade	5.34
Average KS2 Prior Attainment	5.02
Average Estimated A8	53.41
Average Total Progress 8	0.13
P8 Upper Confidence Interval	0.32
P8 Lower Confidence Interval	-0.07

Positive Progress 8

Measure	Total
Pupils achieving a Positive Overall Progress 8 score	103
Pupils achieving a Positive Progress 8 score in ALL 4 baskets	51
Pupils achieving a Positive Progress 8 score in English	87
Pupils achieving a Positive Progress 8 score in Maths	85
Pupils achieving a Positive Progress 8 score in EBacc	116
Pupils achieving a Positive Progress 8 score in Open	100

Basics 9-7

Measure	Total
Students Achieving 9-7 in English and Maths	35
Students Achieving 9-7 in English	53
Students Achieving 9-7 in Maths	50
Students NOT Achieving 9-7 in English or Maths	110
Students Achieving 9-7 in English but NOT Maths	18
Students Achieving 9-7 in Maths but NOT English	15

Basics 9-5

Measure	Total
Students Achieving 9-5 in English and Maths	112
Students Achieving 9-5 in English	134
Students Achieving 9-5 in Maths	121
Students NOT Achieving 9-5 in English or Maths	35
Students Achieving 9-5 in English but NOT Maths	22
Students Achieving 9-5 in Maths but NOT English	9

Basics 9-4

Measure	Total
Students Achieving 9-4 in English and Maths	138
Students Achieving 9-4 in English	156
Students Achieving 9-4 in Maths	139
Students NOT Achieving 9-4 in English or Maths	21
Students Achieving 9-4 in English but NOT Maths	18
Students Achieving 9-4 in Maths but NOT English	1

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Improved outcomes for 9-7 grades	To increase the attainment of our students at the top end. To achieve this we will be: undertaking visits to successful schools in the local area and beyond (particularly looking at subject areas where we need to see improvement in this e.g. English) to explore how they target and attain high grades for students; QLA of students with high targets – where does the curriculum need to be revisited and replanned?	<p>QLA of performance of students from previous cohort – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>Subjects have called back papers to explore where/how students have been successful or under-attained.</p>
Performance of English with instability in leadership this year	To ensure support and development for the English department is strong with both leaders on maternity leave this academic year. This will be achieved through: using subject specialists for maternity cover; careful re-timetabling of the dept to ensure KS4 classes are with strongest teachers; Acting HoD supported in leadership by AP (Outcomes) who was previously HoD; tight focus on revisiting key	<p>2nd in English KS4 classes have been carefully placed with new teachers who are strong and will ensure quality teaching with reduced capacity in the department.</p> <p>Subject specialist ECT employed for one maternity cover.</p> <p>AP (Outcomes) to co-lead the dept with Acting HoD.</p>

	<p>areas of the curriculum; visits to successful English departments; development and challenge of teaching and learning in the dept; visits to successful depts in the local area and beyond.</p>	<p>AP (Outcomes) has upped teaching to ensure high-quality teaching wherever possible.</p> <p>Visit to Avonbourne Girls Academy on 28.11.22 to be taken (opportunity provided by Richard Tutt) where English dept attained +1.18 P8 in 2022.</p>
<p>Attainment of PP and SEND students</p>	<p>To ensure that we target closing the gap between PP and SEND students and their peers. This will be achieved through: visits to schools where success for PP and SEND students are in line with their peers to explore how this is achieved and what can be adopted for the CVC context; QLA so that key areas/topics of the curriculum in each subject can be reviewed and amended as needed to support progress; CPD and training targeted on inclusion in the classroom; focus on T&L pedagogy at subject level to support inclusion; targeted interventions for PP/SEND students</p>	<p>QLA of performance of students from previous cohort – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>RAP for each subject has been informed by exams analysis from the summer.</p> <p>Visit to Avonbourne Academies 28.11.22 to be taken (opportunity provided by Richard Tutt)</p> <p>Training day in September focused on inclusion</p> <p>TLAC focus for ensuring students are active participants e.g. cold-call</p> <p>Interventions for PP/SEND students planned/started</p>
<p>Crossover students not projected to attain Grade 4 in English or maths</p>	<p>Using the set of data from projected grades and cross-referencing this with the mock performance for these students, heads of English and maths will identify the key strategies needed for targeting the progress of these students – this will be heavily informed by QLA of mock papers; subject leaders to review curriculum areas that need revisiting; catch-up opportunities with targeted intervention strategies for key students.</p>	<p>QLA of performance of students from previous cohort – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>RAP for each subject has been informed by exams analysis from the summer.</p> <p>Subjects have called back papers to explore where/how students have been successful or under-attained (particularly important in English)</p>

Next Steps:

The Y11 students have been undertaking their mock exams for the fortnight following half-term. There is school wide work on the analysis of the accuracy of projected grades from 2021/22 that heads of subject can use to inform their methods for projected grades this year. Astrea NLEs will moderate written papers in English, maths, history and geography to ensure consistency in marking across all schools (2 papers per member of staff).

We will host a results day for the students to share their results and put in place some catch-up opportunities using period 6 (paid sessions for staff) to close gaps in knowledge before the end of term. Parents/students will be able to sign up for the sessions that they need to attend using an electronic form.

A detailed QLA post exam will identify concepts and curriculum areas that need to be revisited in each subject area and look at these on a per student, class and cohort level to identify trends across the year group. Heads of English, maths and science will be asked to present to SLT their findings and the actions they have taken to address any areas identified for improvement, as well as how they are monitoring the impact of any actions.

Curriculum

EBACC Curriculum

The focus in this report will be the EBacc curriculum in Key Stage 3. Please provide details of how well a knowledge-rich curriculum has been implemented in your school in Key Stage 3.

You may wish to include an overview of your curriculum plans.

Year Group	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the National Lead
English	Subject leadership Knowledge of core, ambitious texts.	Very confident. There has been a stable team and the curriculum is remaining the same in a period of staffing transition.	To ensure that no major curriculum change occurs at KS3 in a period of staffing transition within the leadership team.	Proactive support in finding recruitment solutions from across the Trust/region. Support for leaders in temporary positions.
Mathematics	Subject leadership Strong, responsive teaching.	In the main, very confident, although staffing changes have increased the number of non-specialists.	To ensure that the team 'gel' under new leadership and continue to collectively construct any further curricular changes at KS3.	To continue to share good practice and support the new curricular leadership.
Science	Subject leadership with a very strong 2 nd in Science supporting the HOF. Lead Practitioner in science working with chemistry team. Collaborative curriculum planning over last 3 years.	The leadership are confident and there is a good level of understanding of the curricular intent across the team. Some staff need some informal support to reach the standard of the best.	To ensure that staffing is stable in the light of a forthcoming maternity leave. To continue to work in subject teams within science to develop practice in the classroom to match the curricular intent.	Further support of the leaders with rehearsal of key ideas and how to present the team's journey for inspection. Support from Dimitris has been very helpful as well in the past for this team.
Geography	Subject leadership is strengthening. The KS3 curriculum is in the process of being re-sequenced. Much	There have been significant developments over the past year in getting the team to work together.	To continue to build the team of curricular thinkers, making connections across the Trust to support where	Further critical friendship from the subject lead would help the team to develop their confidence to

	work was completed last year and is continuing this term.	The leader has worked hard to make the curriculum work collaborative.	needed. Rob Chambers has been helpful with this aspect of our work.	present their curriculum design.
History	Subject leadership is very strong traditionally. Strong curriculum planning historically. Newly-appointed strong subject lead.	Very confident. Several of the team have presented their curriculum planning at a national level.	The team need to work together (as there have been some staffing changes) particularly focusing on our new GCSE spec at KS4.	Continued support to QA our KS4 curriculum planning for our new GCSE spec and support in ensuring the good practice under previous leadership is not lost in transition.
MFL	Some strong practice across the team under the leadership of a newly-appointed HOD.	Confident overall. Curriculum time is used well, and overall, the curriculum is well-sequenced and delivered.	To support the new subject leader to ensure that all MFL staff share and can articulate the curricular vision.	To provide a subject-specific perspective on the proposed curricular changes.

Teaching and Learning

Teacher Grading

Grading should be based on the national Teachers' Standards and reflect the expectations in the Astrea Teaching and Learning Framework.

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	56	96%
Requires Improvement.	2	4%
Inadequate.	0	0

Staff Receiving Support	Number of Teaching Staff	% of Teaching Staff
ITT and ECT Staff: We have 8 ECTs across Year 1 and 2. Kath Goudie is the induction tutor. This makes up % of the teaching staff. All are on track to meet the Standards.		
ITT Support Plan e.g. TF Support Plans	N/A - we have no Teach First trainees.	
Teaching Staff:		
'Light Touch' Support	2	3%
Informal Support Plan	3	5%
Formal Capability	0	0%

'Light Touch' support is support provided before moving to the 'Informal Support Plan' stage. This 'Light Touch' support could be line management support and challenge, coaching support and additional CPD. Clear targets and a timeline for improvement are required in a similar way to an informal support plan. The

above process should also apply to staff in their probationary periods. Probationary Hearings would then be held if required.

Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	5	9%

Next Steps:

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

We have established a weekly cycle of 'deliberate practice' sessions to either a) provide an opportunity for staff to go over our core routines, to ask questions, seek clarification and develop their practice or b) identified TLAC strategies that hit our develop plan priority of getting teaching to be more 'responsive', particularly with regard to oral confidence and fluency in lessons.

This was launched, and met positively, by our middle leadership team on November 1st and we will begin to roll out this programme in the WB 7 November. The first DP session was focused on 'Do Nows' and how to a) ensure that these are completed in silence and b) how to use feedback strategies to go over these routinely and

We will follow up the focus on individual strategies designed to develop practice by using the T and L briefings on a Thursday where staff will be asked to model good practice related to the chosen strategy and share the resources that they used in a shared folder. This will be complimented by a summary of the strategy in the weekly staff bulletin.

We have also designed a 'feedback' form for SLT lesson 'drop ins' which will allow SLT to give feedback on the day to individuals via email. We have launched this already this half term and initial feedback from staff is positive. This will allow us to give forensic, immediate feedback on the routines and TLAC strategies that are particularly pertinent, as well as more general feedback to improve practice. The SLT team can analyse this on a fortnightly basis to pot emerging trends.

We have put in a large order for whiteboard packs: enough for every classroom. These have just arrived and staff are experimenting with their use. We will incorporate teaching and learning strategies that use whiteboards, pertinent to inviting whole-class responses, so that no one can 'opt out' of participating in lessons. We are experimenting with platforms to use a visualiser that could be a useful addition to every teaching space. Once we have found something that works in each room we will be able to focus on modelling and how to do this even more effectively, building on examples we shared in the first half term.

Behaviour and Culture

Implementation of the Core Routines and B&C Framework:

Positives

- A lot of positive feedback on routines
- SLT presence around school has increased which staff have given positive feedback around
- Use of core routines is commonplace around the school
 - 90% of our surveyed students report staff operate silence is golden in their classrooms
 - 83% of our surveyed students report staff use Signal, Pause, Insist.
 - 80% of our surveyed students report that staff regularly greet them at the door as students transitions between lessons. Students report that they see multiple staff around the site before, during, and after school.
- Discussion forums across a range of departments including History, MFL, and Science have been helpful in supporting staff implement the strategies

- Detention framework has improved attendance to detention
- Boutique – going really well, uniform markedly improved

Areas to work on

- Still have a core group of students with negative behaviour and concerns
- Enhance the TLAC techniques to require students to engage
- Our recent survey has given our Pastoral Leadership team key areas the students have reported that we can work with them on.

Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11
Number of Suspensions	54	22	17	6	9	19	16	4
% Of Cohort	6.2	20.2	32.7	3.3	5.2	10.3	9.3	2.2
Total Days	98.5	43	28	10.5	18.5	23.5	33.5	12.5

Suspension analysis and commentary:

The school suspension rate is slightly higher than it was on average at this point last year. However, over the course of the academic year we believe that the suspension rate will be lower than this at the end of July. The most common reason for suspension has been persistent disruption to learning. We are planning on moving 5 students onto a Pastoral Support Plan over the next half term, students who at risk of permanent exclusion. These PSPs will identify key targets with additional support provided aiming to reduce this risk and help improve the pro social behaviour being displayed in the school environment.

Behaviour Data:

We have realistic high expectations for all our students. The vast majority of our students demonstrate behaviours, which are conducive to a good learning environment, which are beneficial for all. We consistently work towards ensuring that the school offers a warm, caring, friendly and happy place where learning can flourish.

- 89% of our surveyed students report that they feel safe around the school site
- To date, 82% of our students have less than -10 negative points
- To date, 92% of our students have a positive behaviour residual
- At the time of writing this report

Positive Behaviour (05/09/2022 - 10/11/2022)

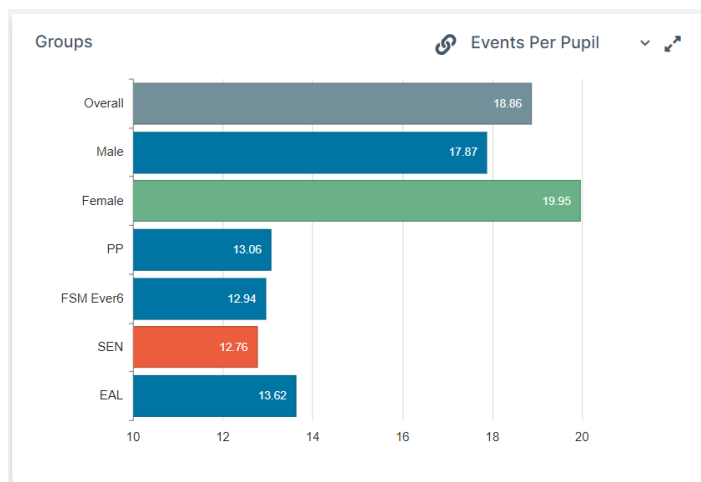
Events	Events per pupil	Points	Points per pupil
16913	18.86	18013	20.08

, 89% of our students have not received a detention this half term.

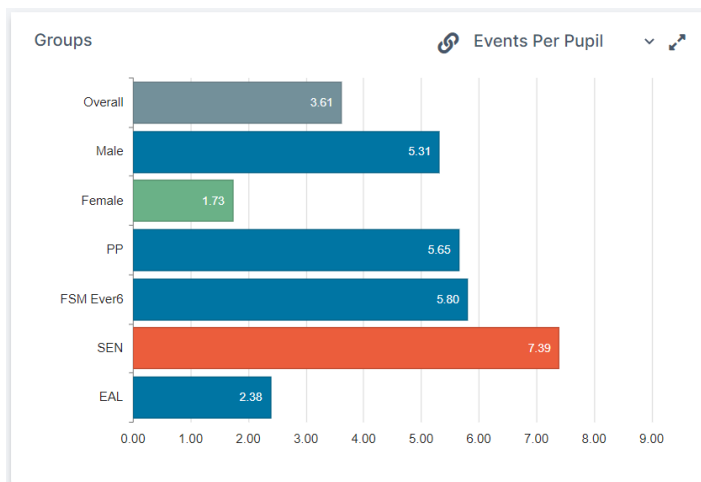
Negative Behaviour (05/09/2022 - 10/11/2022)

Events	Events per pupil	Points	Points per pupil
3235	3.61	5326	5.94

Positive Behaviour Events



Negative Behaviour Events



Behaviour and Culture Next Steps:

Please see the Next Steps for Teaching and Learning as these also apply to work the school is doing on the behaviour routines.

Core group of students that have received more than 2 suspensions will be moved to a PSP. The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP involves the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion.

Attendance

	Key Attendance Target	This time last year (05.11.22)	Year to date (04.11.22)	Year to date (04.11.22) without AP & leavers
Whole School	95%	92.4%	93.3%	95.1%
Individual Student	96%	92.6%	91.3	94.9%
Pupil Premium	90%	85.8%	87.5%	93.5%
SEND	90%	83.1%	84.3%	93.5%
Maximum % of pupils who are PA:	15%	26.8%	17.4%	14%
% of PP pupils who are PA:	20%	49.6%	30.4%	20.7%
% of SEND pupils who are PA:	23%	46%	33%	16.9%

Please also provide details of:

- The attendance for students at AP – 43.1% but data includes authorised C codes which will lower attendance level
- The number of students moving off roll to EHE – 5 students to date and all before half term. Each family had robust contact with the school (meetings with staff and a letter from the Principal)

before the students were removed from roll. It is not something that is encouraged, and we do make parents aware that being at CVC is the preferred option for many reasons.

Provide details below of the progress made to date on areas of your plan.

Objective	Key Actions	Update and summary of impact to date
Continuing to engage with the LA attendance team	Target support meeting with the LAO (Local Authority Attendance Officer) and the SLT attendance lead and the Attendance Officer took place in October.	Another meeting will be scheduled in January to discuss referrals so that support will be provided from the LA with some of the more challenging attendance cases at CVC.
To raise the profile of attendance at CVC so that all staff have a part to play in increasing student attendance	Stage 1-3 interventions have been taking place. Form tutors and A/HoYs have been engaging with students and parents/carers to identify barriers to attending school and offering appropriate support in overcoming them. Attendance training at BASI took place before half term for the pastoral team. Attendance Officer is regularly monitoring staff input for interventions.	105 students on attendance interventions. Stage 2 – 87% of the students who have had Stage 2 interventions have improved their attendance. Stage 3 – 60% of the students who have had Stage 3 interventions have improved their attendance.
Continuing to tighten the register process for form time / lessons to support staff with timely and accurate register taking.	The register flowchart has been shared with all staff who are aware that register taking is linked to safeguarding but also that it is being monitored to review timeliness and accuracy. Involvement of line managers started this week to highlight the seriousness of attendance processes.	There has been a reduction overall with missing registers but there is a small cohort of staff that are being monitored and now have line manager involvement due to ongoing issues with register taking. We should see further improvements in light of this action.
To reduce the persistence absence of PP and SEND students who are not in AP.	Attendance Officer monitoring attendance of PP and SEND students, as well as the interventions that are taking place for them.	Please see next steps.

Attendance Next Steps:

Improving the student voice capture - one of the interventions that we use is student conversation to find out the student perspective on why they are not attending school. Building a holistic picture regarding absences allows us to identify the barriers so that effective support can be put in place. We are now working on a new version with guidance from the local authority that will allow for more detail and specific to CVC.

Improving staff guidance for stage 2 and 3 interventions – training for the pastoral team regarding attendance, that included interventions, took place at BASI before half term. Whilst form tutors are supported by HoYs and the Attendance Officer, we now have

Student support in school - identifying students for targeted group work to maintain and improve attendance. The idea behind this approach is preventative, rather than reactive measures. The Attendance Officer will identify PP, SEND and vulnerable students to meet with during the school day, but not in lesson time to work with them on the importance of engaging with school and provide strategies for students to implement.

SEF and ADP Update

SEF Update:

Please provide a summary below of any changes/developments to how you are currently self-evaluating your school.

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness	Good	Good	
Quality of Education	Good	Good	
Behaviour and Attitudes	Good	Good	
Personal Development	Good	Good	
Leadership and Management	Good	Good	

Review of Catch Up and Intervention Programmes

In whatever format you find easiest, please provide a summary of the intervention and catch up programmes taking place in your academy. Please include:

- Fresh Start – this is running with a small, targeted cohort of students in Years 7 and 8. The reading ability of students at CVC is strong with very few students entering with a reading age below 11 years of age. NGRT tests in September flagged students for testing for Fresh Start – this has taken place and the programme is being rolled out with students.
- KS3 Maths Numeracy - small group targeted maths interventions are planned for students in maths based on the QLA data generated by the high-quality assessment model in CVC's maths department in every year group. Year 7 students who need support and intervention beyond lessons are being identified using this data.
- My Tutor – an agreement has been signed for 100 hours of 1:1 MyTutor sessions over 10 weeks in English Literature and maths. Departments have nominated 10 students across Years 10 and 11 who would most benefit from this very targeted intervention. Sessions will begin after the mocks have been marked so that HoDs in maths and English can best select the areas of the subject they wish tutors to work on in their 1:1 sessions.
- The Brilliant Club's Scholar Programme – this is a programme we have taken part in before which is aimed at PP students. A small cohort of students across KS3 and 4 will be selected to work with a PhD student from Cambridge University on a small dissertation on a topic and subject of their choice. The aim of the project is to raise aspirations. Students attend a 'graduation' ceremony at UEA in the summer term.
- Period 6 sessions – in core subjects, staff will offer after-school sessions to close gaps in knowledge informed by the QLA from mock papers. Students will be able to sign up for these.

Next Steps:

To monitor the progress and impact of interventions by tracking progress of students over the term/year – using their assessment data across subjects.

To monitor that the right students have been selected for interventions and to add or remove students accordingly to ensure the biggest impact possible from these targeted interventions.

Operations and Site Update

Include updates in this section on:

- HR and Staffing (include details of appointments and vacancies)
- Staff Attendance
- Site maintenance/improvements and any projects

- New signage update of progress
- An update on next steps following the ROM/RD Review conducted in September

Staffing

Starters/Promotions

- Rujbina Begum - English Teacher
- Ben Harper - Behaviour Manager
- Helen Stearn - Safeguarding Officer
- Conor Jackson and Stacey Griffiths - Assistant Head of Years.
- Alexander Rowland - Teaching Assistant.
- Ewen Chamberlain Teacher of Maths

Leavers

- Adam Newland, Sports Centre Manager

We are currently advertising for: Teaching of English to cover maternity leave (we have 2 posts), Second in Charge of Science to cover maternity leave, Teacher of Maths to start in January, Cover Supervisor, Teaching Assistant and Exam Invigilators. We will be re-advertising in the new year for a Teacher of Art (currently covered by long-term Art supply specialist).

Fire Drills

CVC has held fire drills during the autumn term on Wednesday 5 October 2022 at 10.50 hours, on Monday 31 October 2022 at 16.00, on Wednesday 9 November 2022 at 13.10 hours and on Thursday 10 November 2022 at 14.30 hours.

Site Maintenance and Improvements

- Professional painting of the Main Hall and Sports Centre Hall has been booked, and work will take place during school holidays
- Work to upgrade to the gas systems in our Science department began last year and the remaining Science rooms will be completed this academic year
- Wall panelling to complete the toilet refurbishments is underway as an alternative to painting in areas which are particularly vulnerable to wear and tear
- Within our long-term plan to update the shower/changing facilities within the Sports Centre, work will start to take place to replace push buttons and shower heads
- Workstations are to be installed in the Main Staff Room
- Completion of work within the Language rooms to remove old cupboards/worktops to increase space and improve the learning environment

New 3G Pitch

Following the completion of some cable surveys earlier in the term, the Football Foundation's Senior Technical Project Manager was instructed to organise the next stage of investigations. We recently had intrusive ground investigations carried out and further surveys will follow. The Trust are in the final stages of approving this project and once this is completed, we will advance to reviewing a full feasibility report.

Whilst we eagerly await sign off from the Trust on this project, we unfortunately needed to close our current pitch on Friday 18th November due to health and safety concerns. The condition of our pitch has been deteriorating, and contractors looking to quote for repair work had assessed the situation and advised that there should not be any further use of the facility. As our main priority is the safety of our students, staff and wider community, we temporarily closed the pitch in line with our health and safety responsibilities and we are looking at how we manage this situation moving forward.

New Signage

In line with recommendations from the Trust, we will imminently be updating our corridors with floor lines and arrows to encourage walking on the left. We are also installing signage to promote behaviour expectations within our communal areas.

Number on Roll Update

Current NOR: 882

PAN: 180 per year group

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
Nov 23 – report review	177	175	179	173	178			882
October 22 Census	176	172	178	171	178			873
1 st September 22	175	170	179	171	180			875
October 21 Census	169	178	174	179	173			875

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers since 1 st September 22	2	2	3	7	2			14
Joiners 1 st September 22	2	7	3	9	-			21

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE since 1 st September 22	1	1	1	2				
EHE 2021-22								

Any Other Academy Matters

You may wish to include information in this section such as:

- Enrichment Programme and Activities
- Community Engagement and Events

On Monday 21st November we will host a celebration event for Y11 students from Summer 2022. Students and their parents are invited to attend, along with some subject specialist teachers.

- Attendance and updates on Open events
- Any other contextual matters

The Parent View survey shows improvements in parental support

Statement	Parental agreement Jan 2022 (253 responses)	Parental agreement Oct 2022 (265 responses)
My child is happy at this school	82%	83%

My child feels safe at this school	85%	86%
The school makes sure its pupils are well behaved	65%	72%
My child has been bullied and the school dealt with the bullying quickly and effectively	42% (84 responses)	46% (57 responses)
The school makes me aware of what my child will learn through the year	39%	54%
When I have raised concerns with the school they have been dealt with properly.	73% (217 responses)	77% (173 responses)
My child has SEND, and the school gives them the support they need to succeed.	40% (55 responses)	54% (28 responses)
The school has high expectations for my child.	66%	86%
My child does well at this school.	74%	85%
The school lets me know how my child is doing.	64%	79%
There is a good range of subjects available to my child at this school.	82%	87%
My child can take part in clubs and activities at this school.	77%	86%
The school supports my child's wider personal development	49%	61%
I would recommend this school to another parent.	78%	83%

Policy Updates for Governor information:

[Astrea Attendance Policy](#)

[Safeguarding Policy updated with new DSL team](#)

CVC LGC Member Visit Record

Name	Will Hall
Date of Visit	28 th September 2022
Focus of Visit	Overview of current safeguarding state, processes and practices
Classes/staff visited	Hanan McKeand, Mikeala Robinson
<i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i> <ol style="list-style-type: none">1. Learning walk to observe lessons in progress and site safeguarding led by Hanan McKeand2. Discussion of current Safeguarding practices, processes and state with DSL, Hanan McKeand3. Discussion with Safeguarding Officer, Mikeala Robinson	

What I have learned as a result of my visit

1. Learning walk (including site safeguarding and awareness)

In all lessons students appeared mostly engaged and classes were undertaken in silence in accordance with current behaviour policies.

Additionally, we reviewed the presence of numerous safeguarding display boards which show an up-to-date listing and pictures of the whole safeguarding team. I understand that more members are due to join soon and the boards will be updated.

I visited the new gender-neutral toilets and whilst upon the walk, I also attempted to open some doors which were correctly shown to be locked.

2. Safeguarding practice, processes and state, Hanan McKeand

Currently there is a good level of compliance with safeguarding training across teach staff, site staff and contractor staff. There are no critical causes for concern and the team appears prepared to address challenges over the forthcoming year. The school continues to educate, especially following the issues of online bullying over the past few years and continues to address concerns. This is often reflected by an increase of reports whilst safeguarding reminders are delivered to students, however, is no cause for concern.

The current areas of focus regarding safeguarding are county lines and anti-social behaviour, however, there are no ongoing safeguarding issues within the school. The school has also recently met with the local PCSO. There are currently 3 students in care or looked after.

There are some current concerns over the level of workload for Hanan (DSL) due to her current responsibilities. I have no doubt over the effort and care towards delivering an effective plan for safeguarding, however, with the varied nature of the work and other demands/roles competing for her time and due to there is some concern, especially when onboarding new members to the safeguarding role.

3. Discussion with Safeguarding Officer, Mikaela Robinson

Currently, the safeguarding officer, Mikaela Robinson, has a good relationship with both students and staff and is noted for being approachable.

Mikaela noted that there are some difficulties when reporting/tracking safeguarding issues between CPOMs and My Prevent and particularly around both receiving data from new students and the transferral of safeguarding data to other education providers. This appears to be largely related to the incompatibility of data systems.

Mikaela also shares the areas of concern with Hanan relating to county lines and anti-social behaviour, however, there are no ongoing safeguarding issues within the school.

As Mikaela is soon leaving the post, it will be important to manage the transferral and onboarding of a new safeguarding officer. Currently, it appears that Hanan is well suited to do this, however, the current concerns over her workload remain and are likely to increase due to transferral and onboarding tasks.

Positive comments about the focus

I have absolutely no doubt about the level of care and responsibility that both Hanan and Mikaela take over managing the safeguarding of the students in their care. I was very positively affirmed with the relationship between Hanan and Mikeala and their genuine drive to have a positive outcome in the holistic care for the students.

Aspects I would like clarified/questions I have

Understanding the state of awareness with students and staff relating to safeguarding practices and personnel.

Ideas for future visits:

Upon a return visit, I should discuss safeguarding with those not already engaged directly with the team.

Any other comments

We would like to thank all the staff and pupils for a very informative and pleasant visit to Cottenham Village College.

LGC Member Visit Record

Name	Kate Tarlow
Date of Visit	14 th October 2022
Focus of Visit	Pupil Premium
Classes/staff visited	Clive Crisford, Vice Principal
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i></p> <ol style="list-style-type: none"> 1. Discussion with Clive Crisford 2. Read the Pupil Premium Strategy Statement 	
<p><i>What I have learned as a result of my visit</i></p> <p>1. <u>Overview of Pupil Premium figures at CVC</u></p> <p>The pupil premium population at CVC is growing, with higher numbers coming up through the school: there were 20 PP students in Year 11 at the time of this visit, and 44 in year 7. About 20% of students at CVC attract PP funding, which is in line with the national average and an increase for the school relative to recent years.</p> <p>The school encourages eligible families to register, including by providing information in the weekly newsletter and emails to all families.</p> <p>There are disproportionately higher numbers of disadvantaged children with negative outcomes for behaviour and attendance. There is also an attainment gap between disadvantaged pupils and non-disadvantaged pupils at CVC. Provisional data from the 2022 GCSE results show a Progress 8 score of -0.14 for PP students compared to +0.5 for non-PP. If confirmed, this gap would be smaller than in 2019, notwithstanding the impacts of the pandemic. Continuing to reduce this gap is a key strategic focus for CVC.</p> <p>2. <u>Pupil Premium strategy</u></p> <p>The 2021-2024 Strategy Statement is publicly available on the school's website (https://www.astreacottenham.org/wp-content/uploads/2021/12/PP-strategy-CVC-2021-2022.pdf).</p> <p>The strategy is due for annual review by December 2022. I will meet Clive again in January 2023 to discuss the review.</p> <p>The current strategy sets out CVC's intention to provide an ambitious curriculum that '<i>aims to foster pupils' curiosity, unlock their potential and raise their aspirations, as well as ensure that pupils achieve high levels of attainment that will open doors for their future</i>'. It identifies four main challenges to disadvantaged pupils:</p> <ol style="list-style-type: none"> (i) attendance (ii) behaviour (iii) attainment (iv) an increase in social and emotional issues from more pupils, especially in the light of the pandemic, and particularly affecting disadvantaged pupils. <p>For the 2021-22 academic year, CVC was allocated a PP budget of £170,800, comprising £114,600 for PP and Looked After Children, and £56,200 in recovery premium funding. The detail of how CVC spent this budget and the evidence supporting the strategy can be found in the pupil premium strategy statement, but broadly, the focus is on:</p>	

- (i) Quality first teaching (c. £84k) to ensure that the quality of teaching and feedback is consistently good, including a CPD focus on reading across the school.
- (ii) Targeted academic support (£42.7k) including extending the school day (period 0 and period 6) for interventions and teacher-led revision
- (iii) Wider strategies (£42.7k) including monitoring attendance and contacting home, developing the behaviour policy, wellbeing support, transport and uniform support access to enrichment activities and engagement with disadvantaged parents and carers. The choice of what wider support will be most effective depends on knowing the students well. Pastoral, attendance, and safeguarding teams meet weekly to review any concerns and identify need. The interventions are targeted at overcoming barriers to attendance, participation in enrichment activities such as trips/visits, behaviour, and attainment. Spending and its impact are tracked in detail.

3. Attendance and behaviour

- Baseline data on attendance, reading age and attitude to learning was taken on 30 September. This will be repeated at the end of each half term to monitor progress and the effectiveness of interventions.
- **Attendance.** This academic year has been lower for PP pupils (88%) than overall (93.4%). Attendance has been shown to have a significant impact on attainment, so this is a priority area for intervention. Staff explore reasons for non-attendance with pupils during regular conversations and the school supports pupils through practical measure such as transport.
- **Behaviour.** In common with the national picture, the number of suspensions has increased relative to pre-pandemic levels and PP pupils have a significantly higher rate of suspensions than the school as a whole.

4. Cultural capital

- CVC is focussing on ensuring that disadvantaged pupils have the same access to cultural capital and personal development in school as other pupils. The school uses MS Forms feedback to monitor and assess the knowledge acquired during the personal development programmes and focuses interventions accordingly.
- Extra-curricular clubs, trips and visits, particularly the summer term activities week, are important parts of what CVC offers all pupils' personal development. CVC encourages inclusive approach, for example, holding many of the extra-curricular activities at lunch time to widen participation and seeking to provide financial support for visit where possible so that cost is not a barrier to participation.

Positive comments about the focus

I was warmly welcomed by reception staff and noted that safeguarding information is displayed prominently. Pupils who passed me were very polite, holding the door open for me. Members of the Behaviour, Attendance, Safeguarding and Inclusions teams are clearly very committed, going above and beyond to provide detailed data on spending, behaviour, attendance and attitude to learning to inform both day-to-day approaches and longer-term strategy.

Aspects I would like clarified/questions I have

When the visit took place, the PP budget for 2022-23 had not yet been allocated from central Astrea, which is later than usual. In turn this delayed progress on planning spending for this academic year, which is a challenge as the budget is expected to be smaller than in the previous year so it may not be possible to support the same range of activities. Time on this visit did not allow for an in-depth consideration of how the curriculum subject leads are working to close the attainment gap, so this will be a focus of future visits.

Ideas for future visits

PP link governor to meet Clive Crisford next half term to review:
 - budget allocated for 2022-23
 - annual review of PP strategy

- update on behaviour and attendance
- curriculum development and consistently high expectation
- update on evidence of effectiveness of strategies in first half term.

Any other comments

I would like to thank Clive Crisford for his time and effort in covering the topic so thoroughly in a short visit.

Signed (committee member):

Kate Tarlow

Signed (link staff member):

Clive Crisford