



COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 20 March 2023

To be held at 6.00pm

At Cottenham Village College

Membership: C Webb (Chair); Z Andrews (Principal); V Ellaway-Barnard; V Cantrill; W Hall; P Ray;
K Tarlow; A Tyrrell.

In attendance: K Goudie; H McKeand; A Parker; P Winter; C Crisford; Jo Myhill-Johnson

Clerk: Melanie Basson

	Summary of action required	By whom	Status
23.01.23	Policies to be published: <ul style="list-style-type: none"> ✓ CVC Marking and Feedback ✓ Astrea Inclusion policy ✓ Behaviour policy 	CC/CW	Complete
23.01.23	Future agenda items: <ul style="list-style-type: none"> • Curriculum • Student absence trends 	Principal PW	Complete: Agenda item 5 Agenda item 6
23.01.23	CVC Risk Register to be completed	ZA/CW	
23.01.23	School visit reports to be sent to the Clerk for presentation at the next LGC meeting	KT, VEB, WH	Complete. Agenda Item 8

Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies	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 23 January 2023	Papers attached (pp3-10) - Chair

4	20 mins	Principal's Update	Papers attached (pp11-30) - Principal
5	30 mins	Curriculum 2023-24	Principal
6	10 mins	Student absence trends	Oral item - PW
7	5 mins	Activities week	Oral item - CC
8	2 mins	School visits and risk <ul style="list-style-type: none"> • PP visit 20 Jan 2023 – KT • SEN visit 24 Feb 2023 - VEB 	Papers attached (p31-34) - Chair
9	5 mins	Chairs update	Oral item - Chair
10	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 22 May 2023	Oral item - Chair
11	2 mins	Any Other Business	Oral item - Chair



**COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE**

HELD ON

MONDAY 23 JANUARY 2023

At Cottenham Village College

MINUTES

Members Present:	Cerian Webb (Chair); Zoe Andrews (Principal); Vikki Cantrill; Vicky Ellaway-Barnard; Will Hall, Paula Ray; Kate Tarlow; Andrea Tyrrell.
In Attendance:	Melanie Basson (Clerk) Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter; Clive Crisford

	Summary of action required	By whom	Status
26.09.22	Staff Survey results to be presented to the LGC	Principal	Complete
26.09.22	CVC Behaviour policy to be reviewed and presented to LGC at the next meeting	CC	Complete
26.09.22	Establish the financial arrangements required for setting up CVC PTA.	Clerk	Complete Item 9
26.09.22	Circulate 'Ofsted readiness guidance' to governors	Clerk	Complete
05.12.22	Principal to consider the committee's suggestions regarding future Principal's Report	Principal	Ongoing
05.12.22	Academy Improvement Plan to be shared with the committee	Principal/Clerk	Complete Item 4

05.12.22	VC and PR appointments	Clerk	Complete
05.12.22	Publish CVC Attendance policy and CVC Safeguarding policy	Clerk	Complete
23.01.23 Item 7	Policies to be published: <ul style="list-style-type: none"> • CVC Marking and Feedback • Astrea Inclusion policy (requires clarification prior to publishing) • Behaviour policy (CC to review prior to publishing) 	CC/CW	Spring 2
23.01.23 Item 4	Future agenda items: <ul style="list-style-type: none"> • Curriculum • Student absence trends - CC 	Clerk	Spring 2
23.01.23 Item 8	CVC Risk Register to be completed	ZA/CW	Spring 2
23.01.23 Item 9	School visit reports to be sent to the Clerk for presentation at the next LGC meeting	KT, WH	

1) Introductions and Apologies

There were no apologies for absence.

The Chair welcomed all attendees and introductions were given.

2) Declarations of interest

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

3) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 5 December 2022 were ratified electronically on 11 January 2023 and adopted by the committee.

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

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

4) Principal's Update

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

- Safeguarding
- Data Analysis: December mock exams and forecasts
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- SEND Update

- Transition Planning
- Operations and Site Update
- Number on Roll Update

CVC Academy Improvement Plan was shared with the committee, inviting feedback from governors at the next CVC LGC meeting.

Safeguarding

Acknowledging the recent trend in self-harm in KS4 at CVC, Ms Tarlow enquired how CVC plan to address this.

Ms McKeand informed the committee that in response to the concerning trend in self-harm reported, the content delivered to students in PHSE lessons will be reviewed and a link to mental health support organisation 'NESSIE' will be added in the CVC Newsletter. Ms Goudie informed the committee CVC are to discuss the approach this week to define what content is to be delivered in PHSE lessons around self-harm.

Ms McKeand informed the committee that Student Voice identified students were concerned that 'Report a concern' system was not confidential. CVC have reiterated to students that they can also report a concern on paper and post these in the boxes around school. Whilst the online system was not anonymous, all information was confidential and secure.

Governors were invited to attend a Student Voice session to ascertain suggestions as to what actions might reassure students, so they feel safe to report incidents of perceived bullying.

Ms Ray questioned whether CVC have learnt any lessons as a result of incidents reported identified as bullying.

Mr Winter informed the committee anti-bullying content will be delivered in assemblies in response to the bullying incidents reported.

Mock examinations

The Principal reported CVC is focussing on closing the gap between mock examination predictions and actual examination results by way of student outcomes.

In relation to CVC Year 11 Maximising Achievement Plan, Ms Tarlow questioned whether CVC have visited other local schools; by way of identifying and implementing strategies, which have proved successful in other similar settings.

The Principal informed the committee that staff have visited similar education settings in Northstowe, Swavesey and Comberton, with plans to visit Parkside in the future.

CVC identified proven successful strategies to be considered:

- Small number of students (10-12) attending interventions
- Staff resources available at CVC to deliver structured interventions
- Identifying suitable cohort with a focus on closing the gap
- Pastoral curriculum – KS3 and KS4 support groups
- Clear expectations for homework

The Chair enquired regarding CVC aspirations to achieve parity across all subjects.

The Principal reported CVC continue to compare grade projections and targets to last year's examination results. A second set of mock results at the end of February should provide CVC with data to produce more accurate projections. Along with students having covered more of the curriculum. By Easter 2023, all of the curriculum would have been delivered to students. By the end of March 2023, CVC plan to focus on specific groups of students who would benefit from re-visiting areas of the curriculum during Period 6.

The Chair questioned whether PP and SEN students have opportunity to attend the Period 6 sessions.

The Principal reported that PP and SEN students are offered support as part of the student groups and are invited to attend Period 6.

Ms Tarlow questioned how CVC are addressing achievement gaps for SEN and PP students and how impact might be measured.

The Principal informed the committee that CVC plan to identify staff resources which can be deployed to provide additional support for students, in addition to the current educational support in place currently. CVC plan to offer targeted support from Covid catch up funding.

In light that the DfE have advised schools can use their catch up funding to access tuition partners and academic mentors using the National Tutoring Programme website; Ms Tarlow questioned whether CVC deployed external tutors to deliver tutoring to its students. The Principal reported CVC identified it is more beneficial to use its own staff as they know the students and understand the objectives of the school.

Ms Ray questioned how CVC maximise student attendance at Period 6 sessions.

The Principal informed the committee that reasonable adjustments are made to maximise attendance for all students.

Curriculum

Ms Tarlow questioned how CVC evaluates students understanding of British Values and protected characteristics.

The Principal informed the committee that students undertake quizzes after they have been taught topics using Microsoft surveys. In response to survey feedback, student Knowledge Organisers have been developed and regular reminders are reinforced in assemblies and during Tutor time.

Ms Ellaway-Barnard questioned whether CVC have opportunity to influence its Curriculum for the next academic year.

The Principal informed the committee that The Astrea Trust Secondary Curriculum model expectations 2023-24 framework has been shared with CVC this week. The Principal will consult with Richard Tutt, Head of Secondaries and Jo Myhill-Johnson, Regional Director regarding the curriculum and feedback to the LGC in due course. **Action: The Clerk was asked to add Curriculum to the next meeting agenda.**

Mr Hall questioned whether CVC follow a structure to identify future leaders.

The Principal confirmed that CVC identify future SLT members and Heads of Subject. CVC offer opportunities to gain experiences at different levels of responsibility in supporting development of staff into promoted roles.

Ms Ray questioned whether CVC develop staff by way of succession planning.

The Principal stated CVC offer succession planning where there are clear paths, by way of coaching, and access to qualifications. CVC communicate opportunities for succession with staff with a view to supporting staff career development and retention.

Quality of Teaching

The Chair enquired what CVC are doing to quality assure teaching and learning demonstrated at CVC.

The Principal explained that CVC continue to carry out learning walks and support and encourage staff to improve the quality of teaching and learning.

With regards to expected national teacher industrial action, Mr Hall enquired what impact this is likely to have at CVC.

The Principal informed the committee that CVC anticipate some partial school closures as a result of staff participating in national strikes.

Ms Cantrill enquired when students, parents and staff will be informed.

The Principal informed the committee that CVC are liaising with the Central team to establish an action plan if CVC are required to close due to strikes. Staff, parents and students will be notified as soon as is possible.

The committee acknowledged the outcome of the Staff Survey and acknowledged responses were broadly positive.

Staffing

The Principal was delighted to announce CVC has appointed a new SENCO, due to start after Easter, 17 April 2023.

The Principal reported by way of supporting the new SENCO, links with Longsands SENCO Thomas Laud, and Jenni Machin have been established.

An Assistant Deputy SENCO post has been advertised for CVC.

Behaviour

In relation to improving behaviour, Ms Tarlow questioned how CVC plan to measure the impact of behaviour interventions currently in place at CVC.

Mr Crisford informed the committee that CVC students take part in behaviour interventions which offer coaching and support with the aspirational objective that students behaviour improves and less behaviour sanctions are issued. As such positive impact of the behaviour interventions could be measured in that sanctions are reduced.

Acknowledging the current Year 9 have the highest number of negative behaviour points compared to all other year groups at CVC, the Chair questioned how CVC plan to improve this.

Mr Crisford informed the committee the new Head of Year is developing new behaviour strategies, which will require time to embed. Mr Crisford informed the committee that a large proportion of the negative behaviour points can be attributed to a small number of Year 9 students who are

struggling to either stay in or attend lessons. The pastoral team are working with these students to provide a clear pathway to improving behaviour, supported by head of year reports and Individual Behaviour Plans. CVC has seen an improvement in the engagement of students on such reports, along with their parental engagement.

The Chair invited the Principal to consider how CVC can show that Year 9 are valued and supported.

Attendance

The Chair noted that 40% of students at CVC were on attendance interventions and sought further clarification of how this data translates with regard to student attendance.

Ms Hanan reassured the committee that all students who have received a letter regarding their absence due to illness are included in this data. CVC has experienced multiple weeks of student absence due to cold/flu and Covid, along with Scarlet fever during the Autumn term. CVC Attendance Manager continues to work with students and their families to support student attendance.

Mr Winter works with the Attendance Officer to identify trends in reasons for student absence with a view to resolving further occurrences wherever achievable. **Action: Mr Winter to report regarding absence trends identified at CVC.**

The Principal was thanked for their report.

5) School Review

The Principal informed the committee that Dimitris Spiliotis visited CVC and completed a staff review which CVC have implemented an action plan.

6) CVC Pitch

The committee acknowledged the Astro turf has been patched so that it can be used again in lessons and for community hire. CVC are not using it for break and lunch times to maintain the new surface until a timescale is established for the proposal for the new full-size pitch.

The Principal has communicated the progress regarding the pitch with students and parents through newsletters and met with local groups. CVC have reached out to local parish council and others to establish good communication links with the local community.

The Football Association surveys have been completed and CVC await the outcome to determine future use of the pitch.

7) Policies

CVC Feedback and Marking policy was shared with the committee in advance of the meeting which governors were invited to review.

Ms Goudie reported CVC have developed practices around marking students work and how students receive feedback. The policy has been reviewed to reflect best practice based on input from parents, teachers and students. CVC identified that its adapted approaches improve student engagement with feedback, improve teacher workload when meeting feedback objectives and make effective use of whole class feedback.

The Chair questioned whether model examples of answers to questions could be offered to students as part of the marking and feedback process. Action: Ms Goudie agreed to consider this.

Action: CVC to publish CVC Feedback and Marking policy.

The Trust Inclusion policy was shared with the committee in advance of the meeting which governors acknowledged.

Action: CVC to publish Trust Inclusion policy.

CVC Behaviour policy was shared with the committee in advance of the meeting and governors were invited to acknowledge that energy drinks have been added to the list of prohibited items.

The Chair suggested arrangements around active participation whilst students attend the Reset base/Internal inclusion could be made more explicit in CVC Behaviour policy. Mr Crisford to consider appropriate amendment. **Action: The LGC agreed to adopt the Behaviour policy once an agreement around the wording within the policy is agreed with the Chair.**

8) School visits and risk

Action: The Clerk was asked to share the Trust Risk Register template with the Chair and Principal to record risks identified for CVC.

School Visits

Ms Tarlow visited CVC in her role as Link Lead for Pupil Premium and gave the committee an account of the recent visit to CVC regarding suspension rates and interventions. **Action: Ms Tarlow to send the visit report to the Clerk for presentation at the next CVC LGC meeting.** Ms Tarlow informed the committee that the focus of the next visit will be attendance.

Mr Hall visited CVC in his role as Link Lead for Safeguarding visit, findings to be included in the upcoming CVC safeguarding review. **Action: Mr Hall to send the visit report to the Clerk for presentation at the next CVC LGC meeting.**

In light that Ms Ellaway-Barnard's maternity leave is imminent, Ms Ray offered to cover the Link Lead responsibility for SEN.

9) Chairs update

The Chair informed the committee they had attended Astrea Chairs briefing where local Chairs were informed of the Trust aspirations where fundraising targets have been set for all academies; CVC fundraising target is £5k this academic year.

The Chair updated the committee regarding aspirations to set up a PTA at CVC. As a charity, the Trust holds a centralised pot, where funds raised from academies are kept separately for each academy. Fran Lightfoot, Astrea Head of Fundraising has reassured CVC that the Trust are obliged to spend funds raised from all fundraising activities for the specific purpose they were acquired. The committee were reassured that where CVC undertake local fundraising, all funds raised will be expended at CVC for the purpose they were raised for.

The Chair invited the committee to consider undertaking Link Lead responsibility for fundraising. Ms Cantrill informed the committee that she has relevant experience of putting together grant proposals and would be prepared to take on the Link Lead responsibility for fundraising at CVC. The Chair, Principal and Ms Cantrill will meet to discuss fundraising opportunities and Ms Cantrill will be put in touch with a relevant member of staff to liaise going forward.

10) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **20 March 2023**.

Future agenda items:

- Curriculum 2023-24
- Absence trends – CC
- Activities week

11) Any Other Business

Attendees were thanked for their input and left the meeting.

The meeting finished at 19.55pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 27 February 2023



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Spring 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	<ul style="list-style-type: none"> Prevent Government Self Assessment tool has been completed. Refresher for staff on how to raise an allegation, knowledge retention checked with quizzing in staff training slot. Net support DNA alerts to be managed by members of the safeguarding and pastoral team (rather than IT) using a specific inbox. DSL has received training from RS (Astrea Safeguarding Officer) 	<ul style="list-style-type: none"> IT in the process of setting this up. 	
Trends in School			
Update on significant cases (anonymised)			
Summary of referrals made			
Ofsted Qualifying Complaints			

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.

SCR was looked at in detail during the Safeguarding audit on 31/01/23 and no further actions were needed by CVC.

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
Positive Handling for School Staff	27/01/23	5	Dynamis Training & Insight

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	10	8	11
Racist Incidents	4	4	5
Cyber Bullying	2	1	2
Homophobic Bullying	3	3	7
Transphobic Bullying	0	0	2

Curriculum

Curriculum Planning and Model for 2023-24

We will share a presentation during the governors meeting on our plans for the curriculum for September 2024. This will be our main item for the evening.

Teaching and Learning

Identifying Future Leaders

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

Department Grading

Grade each department in your academy on a half-termly basis, based on an overarching 'Quality of Education' judgement.

Rank order (and grade) subject departments against the following standard:

The department is high-achieving for all pupils, including disadvantaged pupils or is improving rapidly. Progress 8 is well above national over time or is rising rapidly. Attainment outcomes at 4+, 5+ and 7+ rank highly within the trust or are gaining substantially year-on-year. The national subject lead agrees that this department is high performing and or high potential.

The Head of Department leads a cohesive and committed team. S/he develops new teachers to a high standard quickly and challenges weak performance robustly. Astrea T&L Framework strategies are visibly effective in every lesson. Teachers can articulate the curriculum plan and how the department's approach to teaching and to behaviour helps pupils learn more and remember more with confidence and fluency.

The lesson environment is calm and conducive to learning. Pupils are enthusiastic and absorbed learners of this subject. Challenge is consistently high; the curriculum is inclusive and ambitious for all.

The department is used as a model of excellence within the Trust and would be the Principal's first choice for an Ofsted 'deep dive'.

The rank order of our departments has remained the same across 2022-23 to date

Next Steps:

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

We are continuing to focus on two main areas for staff development:

1. How to encourage thoughtful and active discussions in lessons where everyone is expected to, and feels confident to, participate.
2. How to support staff to check the understanding of a key concept or process of all students at regular intervals across the lesson.

Staff have been focusing on well-selected teaching and learning strategies that focus on these aims. These have been delivered through T and L briefings every Thursday morning and followed up in curriculum development time. What is pleasing is that a wider variety of staff have offered to lead these briefings and share their practice. As sharing good practice is one of our strategic aims on our development plan this year this has been pleasing to see and there is a real 'buzz' when teachers discuss how they have used these strategies in their subject area.

The data from the teacher feedback document that we use to record outcomes of lesson walkabouts is now a regular feature of our Middle Leadership meetings and informs our ongoing work. Data from this suggests that we are right to continue to focus on and embed these strategies in the medium-term.

The process of quickly collating this data will be made easier going forwards now that we have our tablets that we can take into lessons and are more portable.

It was promising to see that our work on teaching and learning is having a positive impact on practice and it was a pleasure to tour the site in early March with Rowena Hackwood and Jo Myhill-Johnson and share progress to date.

Our other key focus has been on exercise books and how we support staff to identify and correct student misconceptions. Recently we have conducted two large-scale analyses of student work, one as an SLT and one as a MLT. This has been supplemented by each middle leader carrying out some work scrutiny in the light of the whole leadership team exercise. This process has been useful in allowing middle leaders to diagnose and change their practice so that they can support their teams to pick up on common errors and ensure that students' work is well presented and organised. We discussed the tension between subject-specificity and more generic mechanisms for ensuring standards of work. We will return to this theme at our next meeting and sample some work from our Year 5 and 6 students in our feeder primary schools.

The work in books links into our revision of the feedback policy which was tweaked in the light of your feedback at the last meeting, has been shared with parents and is on our website.

Behaviour and Culture

Spring Term Reboot:

The Spring Term reboot has been delivered to all year groups through the first assemblies of the half term being delivered by a member of SLT. The aim of the assembly was to respond to student feedback provided through Tom Bennett Behaviour Survey. A 'you said, we did' focus was used to explain to students what steps had been taken to ensure that we are working with students to ensure that we make the most of lesson time by addressing punctuality, and that our corridors and

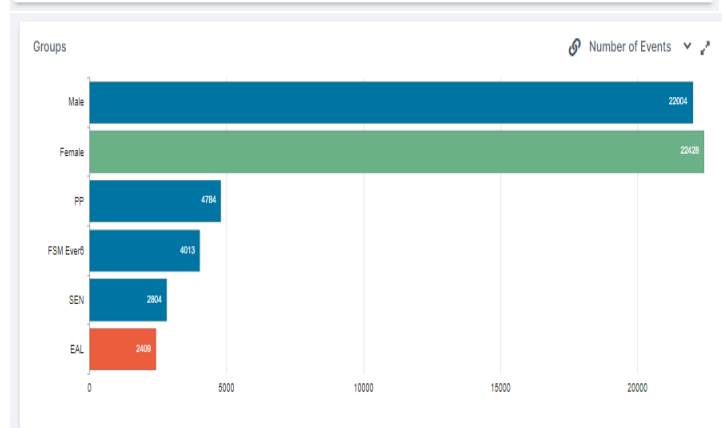
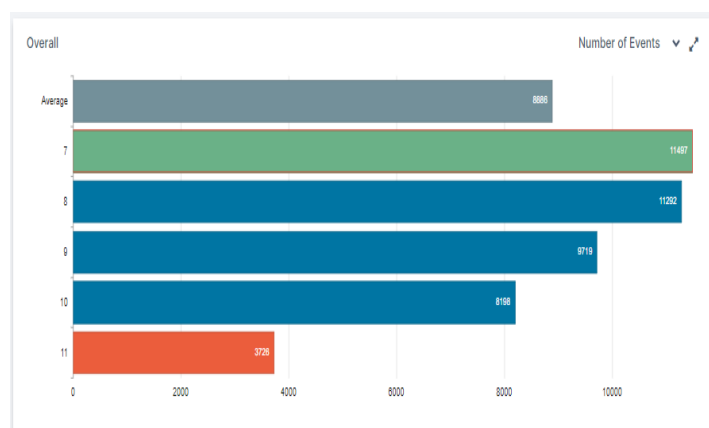
external spaces are safe. The reboot merged the feedback to the student body with the key areas we wanted to reboot, including revisiting the Threshold routine, an opportunity to overcommunicate the why of Morning Address, and a focus on Signal Pause Insist to reduce any low level disruption.

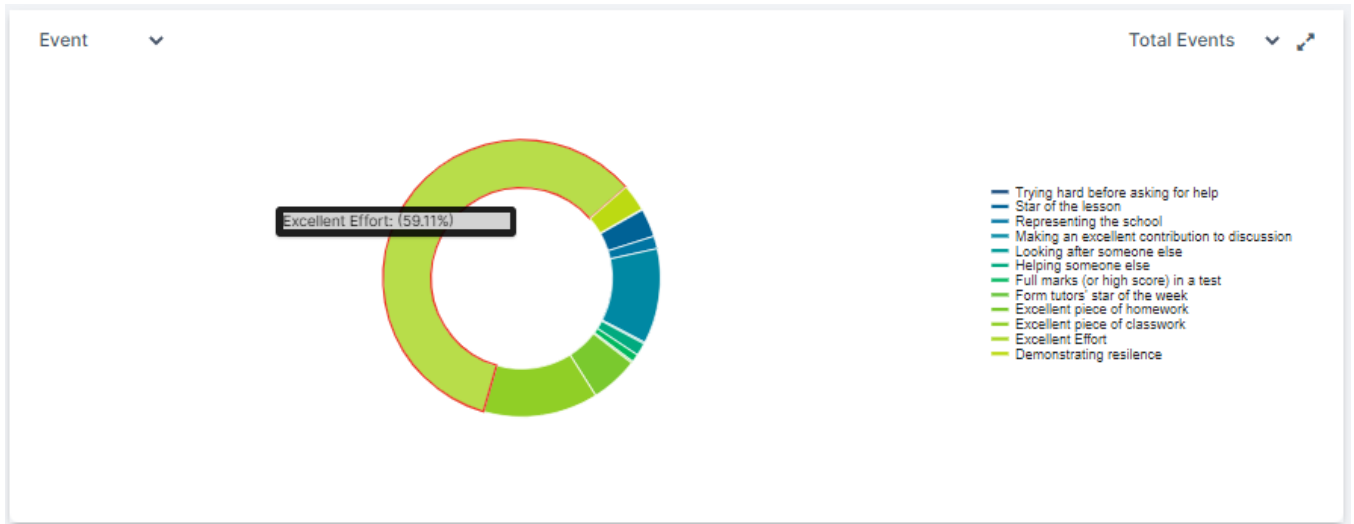
As part of the spring reboot, we have reformed aspects of our pastoral curriculum to allow us to embed the Astrea Ascent within form time. Tutors use a form time per week to focus on the core values set out in the Ascent over the term. This allows us to combine a focus on current issues within the school, and to address them by focusing on our core values (i.e. respect, scholarship, curiosity). The resources have been differentiated so students can focus on applying the values to different scenarios including the classroom, outside the classroom in school, and the world of work. Feedback from staff has been positive. It is worth noting that our intention here is to embed a continual rebooting process each week so that students and staff are encouraged to discuss how our core values can help us improve behaviour and culture at CVC. The focus here is to ensure that students are able to regularly reflect on how 'Be Kind, Work Hard' sums up 'who we are'.

Behaviour Data:

Positive:

Positive Behaviour (05/09/2022 - 09/03/2023)			
Events	Events per pupil	Points	Points per pupil
44432	48.83	51717	56.83





Negative

Negative Behaviour (05/09/2022 - 09/03/2023)

Events

10069

Events per pupil

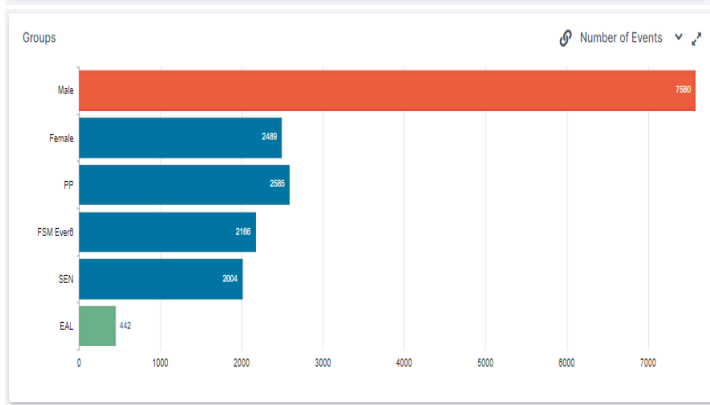
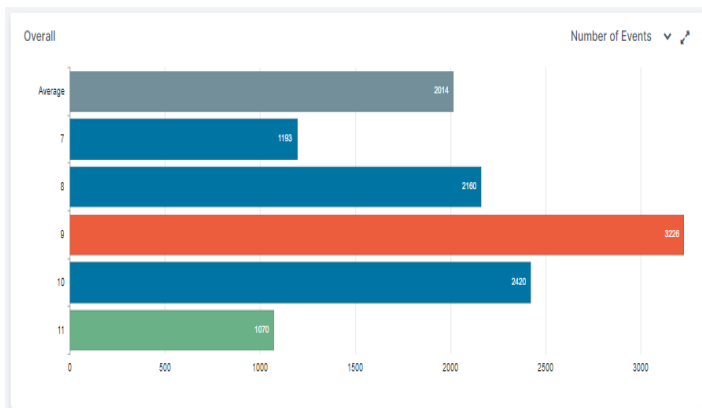
11.06

Points

18274

Points per pupil

20.08





- Uniform issue
- Truancy - Internal
- Refusal to Work/Lack of effort 1
- Refusal to follow reasonable instructions 3
- Refusal to follow reasonable instructions 2
- Refusal to follow reasonable instructions 1
- Mobile phone used, seen or heard
- Missed Detention
- Lateness to lesson
- Lack of equipment/PE Kit/Books
- Failure to complete homework
- Disruption to Learning 3
- Disruption to Learning 2
- Disruption to learning 1
- Chewing gum
- Others

Morning address continues to be a positive, calming start to the day, delivered by SLT and HoYs focusing on celebration and the importance of ‘sweating the small stuff’.

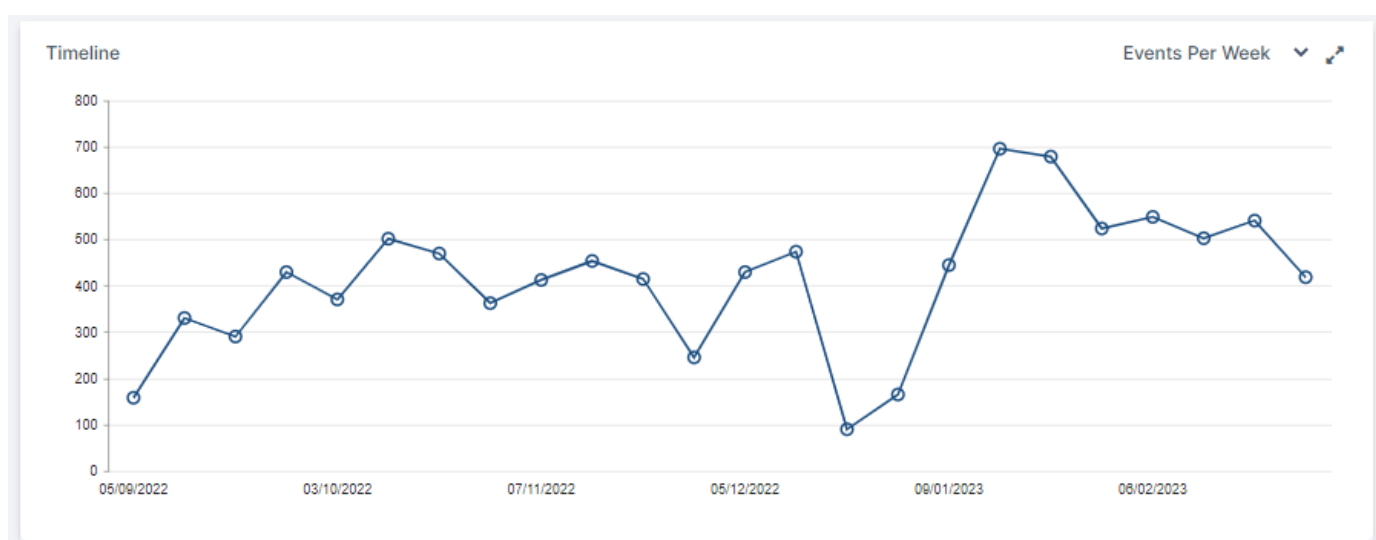
The behaviour data from Bromcom, SLT walk abouts, and OnCall information attest to a calm purposeful learning environment. Over 60% of all positive behaviour points were given for excellent effort in class reiterating our focus on ‘Work Hard’. 20% of points were offered as a recognition for the student classwork and homework, and an increase in the Star of the Lesson and Form Tutee of the Week. Staff feedback through Tom Bennett’s behaviour survey has highlighted staff feel comfortable using the behaviour policy but would like more training to support their ongoing CPD. It is worth noting that the Pastoral Debrief, a daily meeting to address the behaviour of the College, sees only 30 students receiving a C2 or above.

In light of staff and student survey data, we have focused our attention on the following areas listed below. We have offered support to staff through the following next steps:

	Corridors	Lunch	Lesson Disruption	Inconsistencies	Training
We have	<ul style="list-style-type: none"> • Have increased visibility through SLT/Pastoral rota • Launched Threshold Routines with staff 	<ul style="list-style-type: none"> • Update duty rota to address coverage at lunch • Addressed year group mentality 	<ul style="list-style-type: none"> • Reboot at the start of each half term with the students 	<ul style="list-style-type: none"> • Reboot at the start of each half term with the students 	<ul style="list-style-type: none"> • Have focused on routines in training days and cur/pastoral dev time • 2 drop in sessions in Term 2 to discuss feedback on routines and behaviour • Repeated behaviour training from training day

This term we will	<ul style="list-style-type: none"> • Introduce empty corridor policy • Consider the introduction of zoned areas of the school for break and lunch 	<ul style="list-style-type: none"> • Introduce split lunch for year 7 • Alter the queuing system • Open up areas once refurbished • Purchase activities for students 	<ul style="list-style-type: none"> • All staff to focus on SIP • Share definition of punctuality • Reshare oncall process with staff 	<ul style="list-style-type: none"> • Departmental QA to support staff in dept and school expectations. How can we help each other? • Pastoral team to share more information about steps taken with key students 	<ul style="list-style-type: none"> • Offer drop in/clinics for staff • Further drop-in sessions for staff who wish to share feedback about behaviour • If any staff wish to visit other local schools for CPD.
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It is clear that our relentless focus on areas around behaviour have seen a positive impact in the reduction of negative behaviour events over time:



Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11
Number of Suspensions	183	90	92	25	18	70	46	24
% Rate	20.77	58.82	93	14.20	10.29	39.33	26.44	13.48
Total Days	315	160	142	35.5	38.5	104.5	84	52.5

Suspension analysis and commentary:

The school suspension rate remains higher than it was on average at this point last year. Our suspension rates are above national, a result of both maintaining high expectations and a robust behaviour tracking system. We aim for disruption free lessons and therefore use the school behaviour policy, supportive measures and sanctions in order to maintain this environment. The most common reason for suspensions has been persistent disruption to learning. We continue to work with the LA EIO (Education Inclusion Officer) to help support the small group of students whose behaviour in school continues to be a cause for concern. These students have been placed on Pastoral Support Plans which we review with students and parents on a weekly basis.

The number of suspensions in both Year 7 and 8 this academic year is currently lower than it was on average at this point last year when you remove the suspensions from 2 students in these year groups. Both students have been placed on Pastoral Support Plans with a range of supportive measures in place.

Suspensions Pupil Premium

- We have 153 students at CVC who are PP, 28 of these students have been suspended this academic year.
- 28 students +1 suspension – 18.3%
- 6 of these students account for 60% of all suspensions for PP students.
- 14 PP students have 2 or more suspensions - 9%
- 82% of PP students have not received a suspension this academic year.
- There has been a total of 90 suspensions this academic year for PP students.

Suspensions EHCP

- We have 46 students at CVC with an EHCP, 10 of these students have been suspended this academic year (2 offsite provision).
- 3 of these students account for 70% of all suspensions for EHCP students.
- 5 students have 2 or more suspensions.
- 83% of EHCP student have not received a suspension this academic year.

Suspension Reduction – What is working well

At the start of the academic year we split our Re-set Base into two different areas of the school, as well defining these two areas in a different way. We now have an Internal Suspension Room (ISR) as well as the Re-set Base. Staff can request that students are removed from the lesson to the Re-set Base in order to maintain disruption free learning.

The **Re-set Base**, staffed by the Assistant Heads of Year will evaluate students' behaviour that has resulted in the referral to the re-set base. The students are 'checked in' and the staff on duty record this attendance on the internal tracker. This check-in start the process of students reflecting on their behaviour.

At the end of each school day the pastoral and safeguarding team meet with SLT to review behaviour events that have taken place over the day, as well as reviewing attendance at the re-set base. Decisions on further sanctions are then taken with the parent/carers of the students that are to be internally and externally suspended contacted.

A student will complete their academic work while in the **Internal Suspension Room**. If the quality or quantity of work completed does not meet the required / expected standard, their time in the Internal Suspension Room (ISR) may be extended (or escalated). Likewise, if the conduct of a student does not meet the required / expected standard, their time in the ISR may be extended (or escalated).

Creating these two distinct zones has helped to create a calm and purpose area of the school, ISR, where students can reflect on the events of the previous day.

Suspension Reduction – Next Steps

We are aiming to have the highest standards possible in the re-set base and to use this as an area where we can start the process of students reflecting upon their behaviour. We are implementing the following actions over the next half term.

OBJECTIVE	ACTIONS / HOW?
Start the process of students reflecting on their behaviour.	<ol style="list-style-type: none"> 1. Reset Base Reflection – students to complete the reflection task 2. Completed sheets to be reviewed during debrief which occurs every day between 3.05pm – 3.45pm. Daily debrief at CVC includes: VP Culture, AP Behaviour, AP Alternative Provision, Behaviour Manager, DSL all HOYs and AHOYs.
The Reset Base has the highest standards possible	<ol style="list-style-type: none"> 1. Layout of Reset Base 2. Communication of expectations 3. Clarity on next steps – flow chart 4. Reset base register 5. Clarity of running the reset base for all AHOYS who are on duty
Provision and Intervention Matrix	<ol style="list-style-type: none"> 1. HOYS to implement the provision and intervention matrix. 2. Wave 1, Wave 2 and Wave 3 Interventions should be used, with impact reviewed, to support with breaking the cycle of repeat suspensions. 3. It is extremely important that this Intervention Matrix is implemented with rigour and closely tracked.

Attendance

	Key Attendance Target	This time last year	Year to date
Whole School	95%	90.9%	91.5%
Individual Student	96%	90.8%	91.4%
Pupil Premium	90%	84.4%	85.2%
SEND	90%	81.7%	78.2%
Maximum % of pupils who are PA:	15%	26.5%	20.5%
% of PP pupils who are PA:	20%	52.6%	38.0%
% of SEND pupils who are PA:	23%	49.5%	41.0%

Please also provide details of:

- the attendance for students at AP. Verbal update from HM
- the number of students moving off roll to EHE – 5 to date, though 2 in progress.

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

Continuing to engage with the LA attendance team	Target support meeting with the LAAO (Local Authority Attendance Officer) and the SLT attendance lead and the Attendance Officer took place in October.	Paddy Winter, the new SLT attendance lead, is scheduling this meeting in January to build relationships with the LA team. This will also be an opportunity to discuss referrals so that support will be provided from the LA with some of the more challenging attendance cases at CVC.
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		It is worth noting that Sally Bagwell has been appointed as our new attendance officer.
<i>To raise the profile of attendance at CVC so that all staff have a part to play in increasing student attendance</i>	<i>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.</i>	<i>351 students on attendance interventions. Stage 2 – 71% of the students who have had Stage 2 interventions have improved their attendance. Stage 3 – 58% of the students who have had Stage 3 interventions have improved their attendance. Stage 4 – 50% of the students who have had Stage 4 interventions have improved their attendance. Stage 5 – 11 Students are at PCM level</i>
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.
Responding to the safeguarding and attendance audit	Working with the Central Safeguarding Team some advice was offered regarding next steps around how we might enhance our online recording of Attendance Plans, and Part Time Timetables	This has been updated through our Pastoral Logs, a tracker accessed daily by our Pastoral Team. This has allowed us to QA our processes to ensure that all students are clearly accounted for and an embedded review process has been established to ensure a more nuanced review process of any Attendance Plans/Part Time Timetables

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 have implemented and embedded a new version with guidance from the local authority that will allow for more detail and is specific to CVC. As part of the work to embed this process, all year groups have been making use of Microsoft Forms and Show My Homework to ensure a wider capture of student voice. This has been rolled out through our form time programme to ensure that

students are able to complete this work in school and therefore increase the volume of student response.

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 the form tutors are supported by HoYs and the Attendance Officer, we have provided further training to support staff in their discussion of attendance intervention. We have refined questionnaires based on staff feedback and will continue to seek staff voice. We have also booked PCM training for our staff with the LA to ensure that we have the most up to date understanding of the LA regulations.

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. In light of the appointment of an Attendance Officer, who starts officially on 13th March, they 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		2	Regular visitors are seeing the school is calm and purposeful in lessons. The development of T&L strategies has improved the active learning in lessons and we continue to focus on this. We continue to strive for disruption-free learning and use the behaviour policy to support this.
Quality of Education		2	
Behaviour and Attitudes		2	
Personal Development		2	
Leadership and Management		2	
Sixth Form	N/A		

Year 11 Maximising Achievement Plan

Context and Intent
There are 178 pupils in Year 11. The cohort has the following context: M – 96 F – 82 LPA – 10 MPA – 57 HPA – 99 N/A – 12

PP – 20
 EHCP – 15
 SEN Support – 7
 EAL – 14
 LAC – 1

In addition, the reading age scores from the end of Y9 in July 2021 identified that of 168 pupils who sat the NGRT, 102 had a reading age of 17/17+ (adult age) – this is 60.7% of the year group tested. In contrast, only 6 students were below secondary reading age – this is 3.5% of the year group tested.

The summer 2022 outcomes saw us attain a P8 score of 0.45 and A8 score of 57.9 – the previous 21/22 Year 11 cohort had a stronger prior attainment and FFT target profile compared to this cohort.

Our maximising achievement plan for Year 11 sets out our key areas for focus and the intent we have for building on our positive outcomes from Summer 22.

FFT5 targets for this cohort mean the following headline and key measures targets for the college for the 178 pupils in Y11. This is extracted using the programme SISRA which is now used for the Trust data analysis:

Attainment/Progress 8 Summary

Measure	Total
Average Total Attainment 8	56.87
Average Attainment 8 Grade	5.69
Average KS2 Prior Attainment	5.02
Average Estimated A8	53.41
Average Total Progress 8	0.50
P8 Upper Confidence Interval	0.70
P8 Lower Confidence Interval	0.31
Pupils Included (Progress 8 Coverage)	166
Pupils with Adjusted Progress 8 Scores	1

Below are the projected headline and key measures based on the projected grades awarded by staff in the November progress reports for Year 11 students – data from the March mocks is not yet available to share:

Attainment/Progress 8 Summary

Measure	Total
Average Total Attainment 8	54.14
Average Attainment 8 Grade	5.41
Average KS2 Prior Attainment	5.02
Average Estimated A8	53.41
Average Total Progress 8	0.21
P8 Upper Confidence Interval	0.40
P8 Lower Confidence Interval	0.01
Pupils Included (Progress 8 Coverage)	166
Pupils with Adjusted Progress 8 Scores	8

These projected grades were informed by the November mock exam performance and the estimated Average Total Progress 8 has moved from 0.13 to 0.21 since the previous report. This reflects encouraging performances from students in mock exams, allowing for greater confidence and some adjusted projected grades. Once the March mock results are available for analysis, we will explore the difference between November mocks and track where progress has been made and where the key areas for focus lie with the latest set of Year 11 data.

November projected grades indicate the following performance for the 4+ and 5+ English and maths measure:

Basics 9-5

Measure	%
Students Achieving 9-5 in English and Maths	64.0

Basics 9-4

Measure	%
Students Achieving 9-4 in English and Maths	79.8

At the moment, according to projected grades, we are 5% below our target of 84% 4+ Basics, and 3% below our target of 67% 5+ Basics.

Last year, we were conservatively projecting and there was a similar pattern. In November 2021, staff projected 80% 4+ in English and maths, 5% below what students attained in the actual results in August 2022, and 64% 5+ in English and maths, 6% below what students attained in the actual results in August 2022. This very similar pattern in the data would suggest we are following a similar trajectory and, if we continue to follow a similar trend to last year, we are making good progress towards our FFT5 targets.

We will be in a position to update projected grades again in mid-March.

Year 11 maximising achievement plan:

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 and from the mock exams in November – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>Visits to successful local schools have taken place and a visit to Avonbourne which made rapid progress in results last academic year. The English department are currently in the process of planning a visit to Parkside Community College which had a P8 score of 1.11 for their 2022 results.</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 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>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>AP (Outcomes) has upped teaching to ensure high-quality teaching wherever possible.</p> <p>Dept currently planning a visit to Parkside Community College which had a P8 score of 1.11 for 2022 results.</p> <p>Strategic planning with VP (T&L – LM for English), AP (Outcomes) and Acting HoD to ensure action is having impact.</p> <p>T&L planning and carefully planned CPD to support the development and performance of the subject team.</p> <p>National lead for English to offer support – Y11 moderation and support with mock marking for March mocks.</p>
Attainment of PP and SEND students	To ensure that we target closing the gap between PP and SEND students	QLA of performance of students from previous cohort and November mock

	<p>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>exams – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>TLAC focus for supporting all students to be active participants e.g. cold-call – deliberate practice regularly taking place and use of effective techniques and improving practice seen in SLT walkabout data.</p> <p>Interventions for PP/SEND students planned/started – MyTutor maths and English 1:1 tutoring has started. Targeted Period 6 sessions to run as a result of the March mock exam results.</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 and November mock exams – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>Parental meeting for key students identified by Hod English, HoD maths, HoY for Y11. This ran and had a positive turnout – resources shared and supportive conversations ahead of the March mocks. A second evening will run to reflect upon the progress made for these students after mock results and will offer further support where needed and offers a chance to praise those students who have made progress.</p>
<p>Focus on low-performing subjects teamed with low projections in November forecasts</p>	<p>This will be achieved by: strong LM; new teaching staff; tight and focused development of these subject teams in T&L; review of the curriculum in light of QLA; catch-up and interventions to support those at risk of not attaining in line with their other subjects.</p>	<p>QLA of performance of students from previous cohort and November mock exams – 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>LM used to support HoDs to facilitate improvements in subject teams.</p> <p>School visits to successful departments to explore how they deliver the subject successfully</p> <p>T&L and staff development/training</p>

<p>Ensure Y11 Science maternity cover vacancy does not affect student outcomes</p>	<p>Allowing time for the teacher off timetable before their maternity leave to carefully plan out the remainder of the course coverage and have time to handover to other members of the department.</p> <p>Review the timetable to ensure that all Y11 classes are covered by an established member of the science department.</p> <p>Joint planning to be utilised to ensure that discipline expertise is shared amongst the science team.</p> <p>Rotations of teachers where needed to ensure that no year 11 class is without an established science teacher in any week. Where absences exist, sharing the teachers equally across classes to ensure that no class is disadvantaged.</p>	<p>Regular QA walks from the science TLR holders to support the classes.</p> <p>The timetable has been reworked so that established teachers in the science dept are teaching Y11 exam classes.</p> <p>Joint planning is taking place so that discipline expertise is shared and the data from the March mocks will help to inform future planning for the remaining weeks of Y11 lessons.</p>
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Next Steps:

The national leaders for English and maths have carried out moderation for the marking of the March mocks – verbal feedback is that teachers are accurate in both departments.

There will be a mock results afternoon: this will offer a chance to try and capture the feeling of the results day as another method to support students to focus on the end ‘prize’ and maintain their motivation in the final weeks before exams begin in May.

Targeted intervention sessions for Year 11 took place until the second set of mock exams (these started in December) using period 6 (paid sessions for staff) to close gaps in knowledge and address misconceptions/improving key concepts and/or skills. After the data analysis carried out at department level by subject leaders, there will be another series of Period 6 intervention sessions running – these will be more open for all students to attend as this is the final push in the final 2 months before the exam series begins in May. However, students who should be attending will be targeted and communication in several ways will invite them to attend specific subject sessions (letters to parents, emails, via form tutors and assemblies and subject lessons). These will begin at the end of March and there are at least 12 potential sessions that can run up until the end of the first half term of the summer term in May.

Detailed QLA of mocks will take place after the March mock results have been uploaded and department heads will identify the key concepts and curriculum areas that need to be revisited in each subject area in the final weeks of preparation. This analysis will be discussed in Line Management meetings and will also form the basis of planning for Period 6 sessions offered to support ongoing Year 11 revision and preparation. Heads of English, maths and the Head of Year 11 will also meet again with the parents and students of the key students who attended the evening run in February before the mocks to examine how students got on and offer further support and resources for these key students.

Operations and Site Update

Sarah Powell, operations manager is working closely with the community over the engagement plans for the new astroturf pitch. The timeline is to engage with the community over the next few months, ready to apply in January 2024. If the application is accepted, building work will take place in Summer 2024.

Recruitment for teaching posts continues to be a challenge. There are several vacancies to fill for September 2023. We will be actively recruiting between now and May.

Number on Roll Update & Projections for September 2023

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
March 2023	177	175	179	176	176			883
January 2023	176	174	178	174	177			879
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

Projected NOR for September 2023

Please include details of offers made for Year 7 on National Offer Day

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
March 2023	185	177	175	179	176			892

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	2	4	3	8	3			20
Leavers in spring term 2023 to date	1	1	1	1	1			5

Total number of Leavers 2022-23	3	5	4	9	4			25
Joiners in autumn term 2022	3	8	3	10	0			24
Joiners in spring term 2023 to date	1	1	2	3	0			7
Total number of Joiners 2022-23	4	9	5	13	0			31

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22	2	0	1	1	0			4
EHE Autumn term 2022	1	1	2	2	0			6
EHE Spring term 2023 to date	0	0	0	0	0			0
EHE YTD 2022-23	1	1	1	2	0			5

There are 2 EHE applications in progress. At the time of writing – these have not been confirmed. However, the Attendance Lead is in contact with the families.

Analysis and Commentary:

Any Other Academy Matters

The school are oversubscribed for September 2023, our PAN is 180. We have agreed to over admit this year, with 185 offers made to Y6 students within catchment areas. Our wider catchment areas have not hit the criteria for admission this year, which has led to some issues for siblings, and we are expecting some appeals to the LA as a result.



LGC Member Visit Record

Name	Kate Tarlow
Date of Visit	20 January 2023
Focus of Visit	Pupil Premium, particularly suspensions
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> <p>1. Discussion with Clive Crisford</p>	
<p><i>What I have learned as a result of my visit</i></p> <p>1. <u>Overview of suspensions of PP students at CVC</u></p> <p>The number of suspensions at CVC has increased since this time last year. Suspension rates are higher for PP students than for students as a whole: 49 of 110 suspensions were of PP students. The suspensions are concentrated around a small number of students: five PP students account for 60% of suspensions of PP students and 11 Students have two or more suspensions. 85% of PP students have not received a suspension.</p> <p>Mr Crisford attributed the increase in suspensions to robust behaviour systems that are picking up behaviour concerns more effectively. The pastoral team meets every day to review the behaviour log and ensure the correct action is taken.</p> <p>2. <u>How CVC supports pupils who have been suspended or are at risk of suspension</u></p> <p>Assistant Heads of Year meet 1:1 with all PP students each half term to identify any issues that the pupils are having difficulty with, and to review behaviour, attendance and attitude to learning. Targeted support is introduced where needed. This has included access to off-site counselling and work experience.</p> <p>CVC has employed a new Behaviour Manager, who provides 1:1 coaching for some pupils, including playing sport, cards games as well as developing a relationship through regular conversations. The Behaviour Manager has visited Longsands Academy, which has employed a Behaviour Manager for some time, to learn from their experience.</p> <p>When suspended students return to school, they are met by a member of the pastoral team to help them re-integrate into the school.</p> <p>When these school-based strategies are not effective, a Pastoral Support Plan (PSP) is put in place, as expected by Cambridgeshire County Council, which says that “PSP should be used when school-based support systems appear to be having little or no effect on a student’s behaviour and the student is at risk of permanent exclusion.” PSPs are a structured 16-week intervention designed to support students at risk of permanent exclusion by looking at all aspects of the student’s life to that new strategies and support mechanisms can be developed. The PSP identifies targets for the student as well as reasonable adjustments to the behaviour policy. At the end of the 16 weeks, students may be taken off the plan,</p>	

repeat the process, or if no improvement has been made, the school may request a managed move, which will be discussed with the Local Authority Education Inclusion Officer. Five students are on a PSP. There have been no managed moves out of CVC this academic year and CVC has accepted managed moves from other schools.

Positive comments about the focus

As always, I was warmly welcomed at school. The atmosphere in the corridors was calm and the students were polite.

My Crisford has recently taken on the SENCO role in addition to leading on PP. He was very open and transparent and has high ambition for all students.

Aspects I would like clarified/questions I have

Mr Crisford and I will continue to review the impact of behaviour strategies on behaviour and exclusions for PP students.

Ideas for future visits

PP link governor to meet Clive Crisford next term to review:

- outcomes for PP students
- curriculum development and evidence for consistently high expectations of PP students

Any other comments

None.

Signed (committee member):

Kate Tarlow

Signed (link staff member):

Clive Crisford



LGC Member Visit Record

Name	Vicky Ellaway-Barnard, Paula Ray, Beverley Halliwell
Date of Visit	24 February 2023
Focus of Visit	SENDCo / Deputy SENDCo handover
Classes/staff visited	N/A – Teams meeting
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i></p> <p>Paula and I met with Beverley via Teams to discuss her plans and priorities for the transition to the new SENDCo / Deputy SENDCo (when appointed) team, as well as the support required in the interim period.</p>	
<p><i>What I have learned as a result of my visit</i></p> <ul style="list-style-type: none"> - The Deputy SENDCo role has now been advertised - BH has created (and continues to add to) a handover document to support the new SENDCo / Deputy SENDCo - Training is required for an in-house access arrangements assessor as this currently has to be outsourced to an assessor from another school in the trust - BH is meeting with PW in relation to the Y6 to Y7 transition - Jenny Machin visited for 1.5 days last term and 1 day this term – she is supporting BH to prepare for a potential Ofsted visit - BH’s priorities before the end of term include: Y10 annual reviews, Form 8s for access arrangements, updating strategy sheets, plus continuing to support individual students - There are several areas that require SLT support (more information below) 	
<p><i>Positive comments about the focus</i></p> <p>Paula and I would like to thank Beverley for her time in meeting with us, and her continued commitment to supporting (and currently leading) the SEND team at CVC. Our meeting was very productive, and highlighted several areas that require prioritisation ahead of the new team coming into post.</p>	
<p><i>Aspects I would like clarified/questions I have</i></p> <p>Paula and I will be meeting with Clive Crisford in a week’s time to discuss the areas of priority for the SEND team. These include:</p> <ul style="list-style-type: none"> - Transition to new SEND team, including a possible visit from the new SENDCo and access to handover notes - Access arrangements - Supporting the SEND team (capacity and morale) 	

Ideas for future visits

Future visits will include meeting the new SENDCo and Deputy SENDCo.

Any other comments

Further comments from BH post-meeting to also raise with Clive:

- EP hours
- ASDAN

Signed (committee member):

VLEB

Signed (link staff member):

BH