

COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 22 May 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	CVC Risk Register to be completed	ZA/CW	Agenda item 7
20.03.23	Future agenda item: <ul style="list-style-type: none"> • Curriculum • Behaviour policy 2023-24 • Reading 		Agenda item 5 3 July 2023 3 July 2023
20.03.23	School visit reports to be sent to Clerk for presentation to the committee	WH	22 May 2023

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 20 March 2023	Papers attached (pp3-8) - Chair
4	20 mins	Principal's Update	Papers attached (pp 9-37) - Principal
5	10 mins	Curriculum update	Principal
6	5 mins	School visits and risk <ul style="list-style-type: none"> • KT – PP and attendance 16/05/23 • VC – Fundraising 18/04/2023 	Oral item/Papers attached (P36-40) Chair
7	5 mins	Chairs update	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 3 July 2023	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair



**COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE**

HELD ON

MONDAY 20 MARCH 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) Jo Myhill-Johnson; Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter; Clive Crisford		
	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	22 May 2023
23.01.23	School visit reports to be sent to the Clerk for presentation at the next LGC meeting	KT	Complete: Item 8
20.03.23	School visit reports to be sent to Clerk for presentation to the committee	WH	

1) Introductions and Apologies

There were no apologies for absence.

The Chair welcomed all attendees and introductions were given.

Ms Ellaway-Barnard was congratulated on the safe arrival of her baby.

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 23 January 2023 were ratified electronically on 27 February 2023 and adopted by the committee.

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

CVC Behaviour policy was reviewed, and published following consideration around procedures in the Reset Base.

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
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- SEF and ADP update
- Year 11 Maximising Achievement Update
- Operations and Site Update
- Number on Roll Update and Projections for Sept 2023

In light that work on the CVC pitch is not scheduled to take place until Summer 2024, the Chair questioned whether the temporary patching will serve its purpose in the meantime.

The Principal confirmed the patching may need further work before the longer term pitch is installed. Further investment is highly likely to be necessary to keep the pitch in use. The Operations Manager is collaborating with the Central Team on the pitch project.

Ms Myhill-Johnson informed the committee the Trust are currently in the process of appointing a Cambridgeshire Estates Officer to lead on Cambs academies estates projects.

Behaviour and Culture

In response to the Principal reporting a positive impact of behaviour policies in reducing the number of negative behaviour events at CVC, Mr Hall suggested this was not reflected in the graph data.

Mr Crisford explained that the CVC Behaviour policy was reviewed and updated in January 2022. Astrea Behaviour Culture Framework routines have been implemented so far over the course of 2022/23. As a result, there has been an increased focus on behaviour expectations. Whilst CVC has recorded a higher number of negative behaviour points in the 2023 spring term compared to the 2022 autumn term, Mr Crisford explained this is attributed to more consistent reporting in January. The data now captures all behaviour incidents i.e. C1, C2s, C3s.

Ms Ray questioned whether CVC has changed its expectations of what staff are to report regarding behaviour.

Ms Goudie explained that CVC has communicated its expectations of staff to record behaviour in fine grain detail. The increase in recording behaviour events now provides CVC with an accurate picture of all events facilitating a more in-depth analysis enabling problem areas to be addressed more rapidly.

The Principal reassured the committee of the focus on actions in response to behaviour is not only reliant on the data, but what is seen in practice.

Acknowledging CVCs plans for suspension reduction, Ms Tarlow questioned what CVC have in place to support and protect students at risk of being permanently excluded (PEX).

Mr Crisford explained where a student is at risk of a PEX, a Pastoral Support Plan (PSP) is put in place. Support is laid out, with input from student, parents/carers, HODs, Assistant HOY and the SENCo. The plan will include strategies for the student to work towards which are reviewed weekly. Where SLT and the LA Exclusions Officer evidence signs of improvement, the student is then taken off the PSP.

Ms McKeand supports with students Early Health Assessments, which CVC work with outside agencies to offer support to the student in assessing their needs and reducing the risk of a PEX.

Ms Tarlow questioned whether this approach is proving successful.

Mr Winter reassured the committee that reintegration meetings with the student and parent(s)/carer(s) provide an opportunity to set out behaviour expectations in support of improvement being made.

The Chair referred to the Astrea 2025 Theory of Change and questioned in light that CVC are above the national average for suspensions, what measures do CVC have in place to avoid suspensions.

Mr Crisford informed the committee that CVC have submitted its Suspension Reduction Plan to the Trust. This outlines the use of Individual Behaviour Plan's (IBP), PSP and use of the Reset Base, as detailed in the Principal's Report.

Ms Ellaway-Barnard questioned whether CVC has communicated the Suspension Reduction Plan to all stakeholders.

Mr Crisford explained there has been no change to expectations in the classroom, but changes in expectations in the Reset Room have been communicate to parents, students and staff, which have been received well.

With regard to an increased focus on higher behaviour expectations, Ms Tarlow suggested this might cause anxiety in well behaved children who are receiving behaviour sanctions for small breaches. And questioned how CVC address behaviour expectations whilst demonstrating a warm but strict approach.

Mr Winter reassured the committee that students have been told they can speak to staff if they experience any concerns. CVC holds assemblies to emphasise a positive narrative and communicate the rewards achievable for positive behaviour. Student Voice sessions have taken place giving opportunity to hear and respond to student views.

Ms Tarlow questioned whether any significant anxiety/concerns have been reported.

Mr Winter reassured the committee that students continue to use the 'raise a concern' process and reported there are no significant issues relating to anxiety being reported. Mr Crisford informed the committee that 66% of students responded to last Student Survey undertaken.

The Principal informed the committee that there is no current trend in parents raising concerns that their children are suffering as a result of the new Behaviour and Culture Framework implemented under the Behaviour policy.

Ms Ray questioned how students are made aware they have earned positive behaviour points.

Mr Winter explained that parents have access to MCAS (My Child at School) app where positive behaviour points are recorded. CVC awards and praise cards are communicated through assemblies. Ms Goudie informed the committee that the staff professional day in April will focus on examples of scenarios how to narrate positive rewards.

Mr Crisford informed the committee the Trust have introduced a Trust wide Behaviour policy to be presented at the next CVC meeting. CVC plan to implement the Trust Behaviour policy from September 2023.

Attendance

Student attendance is currently 91.5% for all students to date this academic year.

The Principal was thanked for their report.

5) Curriculum 2023-24

The Principal presented CVC Curriculum 2023-24 proposal currently being considered by CVC and the committee were invited to offer their views.

This item was recorded in Part B as a confidential item as proposals are not yet finalised. CVC Curriculum 2023-24 will be published once finalised.

6) Student absence trends

The Principal informed the committee that Sally Bagwell has been appointed as the new Attendance Officer at CVC.

The Principal informed the committee CVC are expected to report weekly attendance rates to the DfE.

Currently student attendance is 90.5% average for secondaries nationally and 90.7% is in the Eastern region. CVC student attendance is currently 91.5% for March 2023 and for this academic year to date.

In light that the national picture reported shows SEN/PP students have lower attendance, CVC is working with Heads of Year (HOY) and Assistant HOY's to identify reasons for SEN/PP student absence and address issues.

7) Activities week

Mr Crisford informed the committee regarding the upcoming CVC activities week, explaining that students have the opportunity to take part in activities they might not have experienced before. An exciting week is planned with residential trips, 25 day trips, a variety of school activities and is set to be an enjoyable and memorable week for CVC students.

Mr Crisford informed the committee that PP students have been offered their first choice of a places on trips and financial costs have been covered by PP funding.

The Chair questioned whether Year 10 student work experience is taking place.

Mr Winter explained that Year 10 work placements are to go ahead and guidance has been communicated to students and parents/carers. Whilst CVC have some links with work placements, students are expected to organise their own placement. The Principal thanked Mr Winter for taking on the lead for Careers until a longer term plan can be organised from September 2023.

8) School visits and risk

School Visits

Ms Tarlow visited CVC in their role as Link Lead for Pupil Premium on 23 January 2023 and met with Mr Crisford. Ms Tarlow gave an account at the last meeting; the visit report was shared with the committee in advance of the meeting.

Mr Hall visited CVC in their role as Link Lead for Safeguarding visit, gave an account at the last meeting. **Action: Mr Hall was asked to send their visit report to the Clerk for sharing with the committee.**

Ms Ellaway-Barnard visited CVC in their role as Link Lead for SEN on 24 February 2023 and met remotely with Paula Ray and Beverley Halliwell. The visit report was shared with the committee in advance of the meeting.

The committee noted the progress made with regards to transition planning and a Deputy SENCo has been appointed to start after Easter. Mr Crisford informed the committee that Access Arrangements actions from the visit have been completed. All SEND students EHCP's have been reviewed and ADPR's updated. ADPRs and strategy sheets are due to be reviewed on 22 March 2023.

Questions were invited.

The Chair questioned whether supply staff have access to SEN student's strategy sheets.

Ms Goudie confirmed laptops are made available for all supply staff to access student information through Bromcom, including strategy sheets.

Ms Tarlow, Ms Ray and Ms Ellaway-Barnard were thanked for their reports.

The Chair thanked Ms Cantrill as Fundraising Link Lead, who has secured £150 funding for STEM books from Tilia Homes.

9) Chairs update

The Chair informed the committee that Rowena Hackwood, CEO recently visited CVC who saw a calm environment and well-behaved students.

10) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **22 May 2023**.

Future agenda items:

- Curriculum update – Summer 1
- Reading – Summer 2
- Trust Behaviour policy 2023-24

11) Any Other Business

Attendees were thanked for their input and left the meeting.

In light that developments in technology mean artificial intelligence language processing tools (e.g. ChatGPT) are available to students, Mr Hall questioned how CVC assess student's answers to essay questions in consideration of plagiarism.

Ms Goudie acknowledged CVC are aware that students have a variety of resources when completing schoolwork at home. Resources are made available for students and CVC hold debates to raise awareness of CVC expectations when students are presenting their work. CVC support students to understand school work must be their own and that these tools are not available when students come to take their exams.

Ms Parker explained that extended writing tasks tend to take place in lessons under supervision rather than as homework.

The Clerk thanked those who have recently taken part in Exclusion Review panels and invited governors who haven't yet had the opportunity, when available to offer support.

The Chair in response to the St Ivo Forum questioned whether CVC have seen any negative impact on staff by way of resignations or recruitment.

The Principal reassured the committee that whilst CVC has seen a lower number of applications, this is in line with the national picture for teaching staff recruitment.

The Principal informed the committee that Rowena Hackwood, CEO and Jo Myhill-Johnson, Regional Education Director, visited CVC this week and spoke directly with staff to address any questions they may have had.

The committee gave thanks to CVC SLT and CVC staff for all their hard work.

The meeting finished at 20.11pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 2 May 2023



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term One

2022-2023

Cottenham Village College

Zoe Andrews

Contents

Item	Contents	Page
1	Safeguarding	10
2	Curriculum	12
3	Teaching and Learning	12
4	Behaviour and Culture	13
5	Attendance	18
6	Year 11 Maximising Achievement Update	20
7	Review of Catch Up Programmes	25
8	SEND Update	26
9	Pupil Premium Update	27
10	HR, Operations and Site Update	28
11	Number on roll and projections update	29
12	Transition Update	30
13	Any other academy matters: to include enrichment and community	31

Safeguarding

Introduction and contextual information about the school:

CVC is a fully inclusive 11-16 school with 883 students on roll. While self-harm and EBSA continue to be issues the school faces, we are supporting a small group of Y9 and Y10 boys who are displaying potentially risky behaviours by using the local authority Which Way Now programme run by YPWs. CCE (specifically county lines due to the proximity of one of the villages we serve that also has a direct train line to London) is a local safeguarding risk and therefore this 6-week course aims to help young people to gain knowledge and skills that builds their capacity and resilience to manage risks, solve problems and make positive choices.

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	Ongoing work with Net Support DNA alerts.		Support for CVC IT Team to get this completed. How this works in other secondary schools to be shared with them to support their work.
Trends in School	Self-harm (girls) especially in KS3.	Nessie workshop for parents/carers is organised for June. Self-harm and EBSA information shared with HOYS. Some parental information has been shared with the pastoral team for them to pass on if needed in supporting families.	
Summary of referrals made	4 EHA completed and 1 section 47 1 request from social care for information	All completed	
Ofsted Qualifying Complaints	1 complaint	n/a	n/a

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	Previous Report (Spring HT2)	This time last year
Number and % of PP	148 – 17.37 %	155 – 18.19%	
Number and % of LAC	5 - .59%	4 – 0.45%	
Number and % of young carers	4 - .47 %	5 – 0.59%	
Number and % of students privately fostered	1 - .12 %	1 - .12%	
Number and % of students with CP plan	0	0	
Number and % of CIN	1 - .12%	3 - .34%	
Referrals made for early help	4 - .47%	4 - .47%	
Family support assessments conducted	1 _ .12%	0	
Proportion meeting threshold	1 - .12%	0	
CP meetings attended	0	0	0
Number and % of students with an EHCP	47 – 5.52%	45 – 5.07%	
Number and % of students with serious medical conditions	23 – 2.59%	23 – 2.59 %	
Number and % of students receiving external support: CAMHS	2 - .23%	3 - .34 %	
Number and % of students receiving external support: behaviour support	4 - .47%	5 - .56%	
Number and % of students receiving external support: S and L	0	0	
Referrals to Channel	0	0	

SCR Scrutiny:

Scrutiny of SCR with HM on 20/04/23. Some clarification sought from the central team regarding the update of job roles which has now been updated. Formatting of dates was checked, and updates made.

Scrutiny by ZA and HM on 26/04/23 using SCR checklist. ZA contacted HM to ask for clarification on use of initials to validate documentation seen and check if references should be directly linked or in separate HR file.

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
Prevent Lead training	25/04/23	1	Cambridgeshire County Council

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	12	10	13
Racist Incidents	4	4	7
Cyber Bullying	3	2	3
Homophobic Bullying	4	3	7
Transphobic Bullying	0	0	3

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	0	1		0
Verbal:	0	0		0
Physical:	0	1		0

Curriculum

Key Stage 3 Curriculum

Our work with subject leaders over the past 6+ years and our current QA systems and processes that focus almost exclusively on curriculum and what that curriculum looks like in the classroom means that we are confident that the curriculum is sequenced appropriately and rigorously.

Teaching and Learning

Next Steps:

We are continuing to focus on TLAC strategies that are around 'checking for understanding' and embedding the modelling and Do Now techniques that we introduced in the Autumn and Spring term.

We have developed additional training events to target colleagues at different career stages, including new staff to CVC and ECTs (e.g. behaviour management seminars). We have used CPD time to provide a suite of readings, linked to strategic priorities e.g. use of time in lessons) that teachers can self-select from in order to develop their practice.

With our new SENCO and Assistant SENCO now in post we have recently had a focus on how we support SEND students and are inclusive in our practice. This has been the focus of subject leader QA activity, alongside learning walks and book scrutiny activity carried out by Kath Goudie and Judith Chipps. This information is about to be analysed and will inform our forthcoming work. Judith Chipps is also leading some T and L briefing sessions specifically focused on good SEND practice.

We have adapted our electronic feedback form to make it useable by all members of staff, building on the culture of an 'open door' to all classrooms. This will be piloted after half term.

Behaviour and Culture

Implementation of the Core Routines and B&C Framework:

We have continued to embed the Core Routines and B&C Framework through regular briefings, Curriculum, and Pastoral Development times after school.

- Areas of strength include using research to further embed the thinking and ideas with staff (i.e. Tom Bennett *Running the Room*, CPD reading groups on thinking around routines from Lemov, Strickland, Bennett)
- Training day behaviour session focused on consistency around the application of the behaviour policy. Consistency had been something identified by students and staff. Feedback was that this training was positively received. To build on this, we are building on the EEF advice to ensure there is dialogue provided around behaviour. This has been supported through staff approaching members of the pastoral team, and the behaviour manager, to discuss reasoning around sanctions.
- Waves of QA focus have provided insight into where further support needs to be provided – specifically we have been focusing on the transition routine to ensure a wider staff presence in the school. We have seen an impact in high levels of consistency around transition routines, recognised in student surveys and SLT walkabouts.
- We have continued to embed the Astrea Ascent into form times so that there is regular discussion around framework. Age-appropriate resources have been provided to provide a whole school focus on one topic. These have further linked to our Morning Address and Assembly rota.

Our key next steps:

- Focus on the use of the Reset Base in line with Astrea behaviour policy – if a student has been removed from a 2nd lesson they will then be removed from lessons for a 24-hour period.
- To continue dialogue around behaviour, ECT training is being opened to all staff to discuss ways to respond to low level behaviour issues. This training is being structured around feedback from line managers who are identifying areas of concern.

Summer Term Reboot:

Our reboot has focused on developing pride in our school by focusing on the legacy of Henry Morris, who developed the Cambridge Village College system. This approach offered the structure to deliver key messages around being kind, working hard, having pride in CVC, and developing a legacy.

Students were given practical examples of what this would look like in practice:

- Be kind – reminding students of tellus@ rather than Report a Concern, students were introduced to sanctions regarding inappropriate language.
- Work hard – encouraging student participation in their schoolwork, as well as extra-curricular activities, celebrating that students have started their own clubs.
- Pride in CVC – a reboot focusing on uniform and how uniform creates a sense of community which we can be proud of considering our royal heritage with the Queen Mother opening the school
- Legacy – how our school opens with a focus on community and how one individual changed ideas for many for the better. How can all students contribute to this vision.

The reboot was supported through the continued use of Be Kind, Work Hard mornings in form time which this term have allowed us to deliver a behaviour curriculum focusing on principles of the Astrea Ascent. So far this term we have focused on:

1. What are my easy wins? (Focusing on avoiding negative sanctions)
2. What should I be recognised for?
3. How can we build trust?
4. How do we ensure a great future?

The final weeks will focus on:

- What are the values which define me?
- Rewards and recognition

Behaviour Data:

In whatever format you find easiest, please provide a summary of the data for logged behaviour incidents.

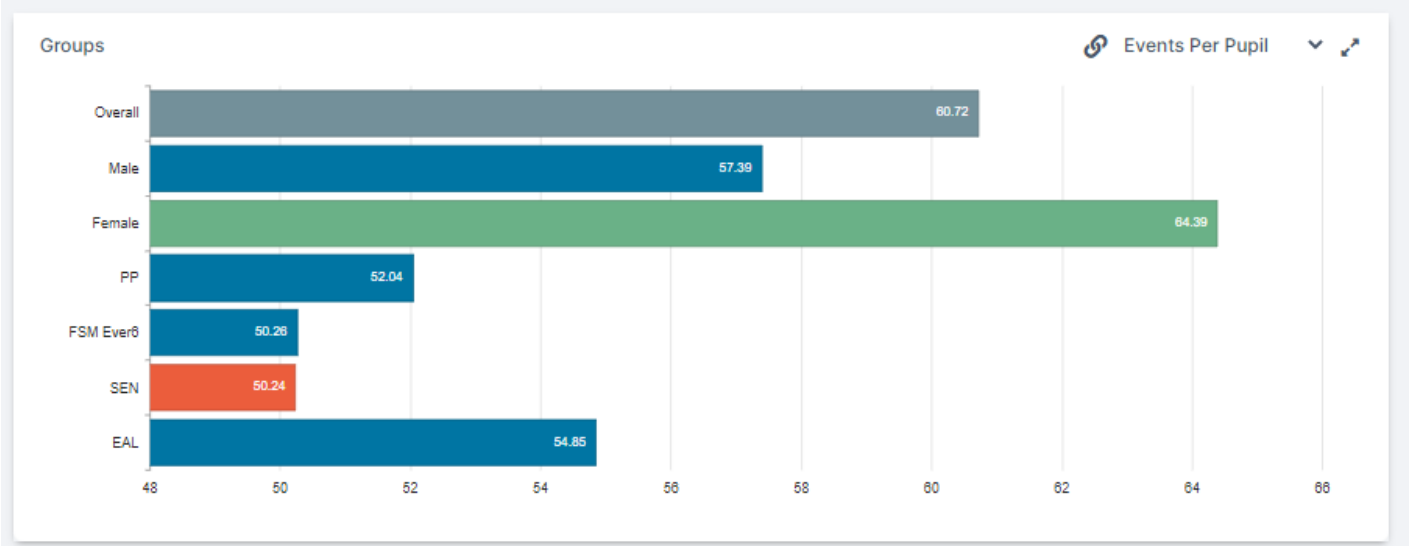
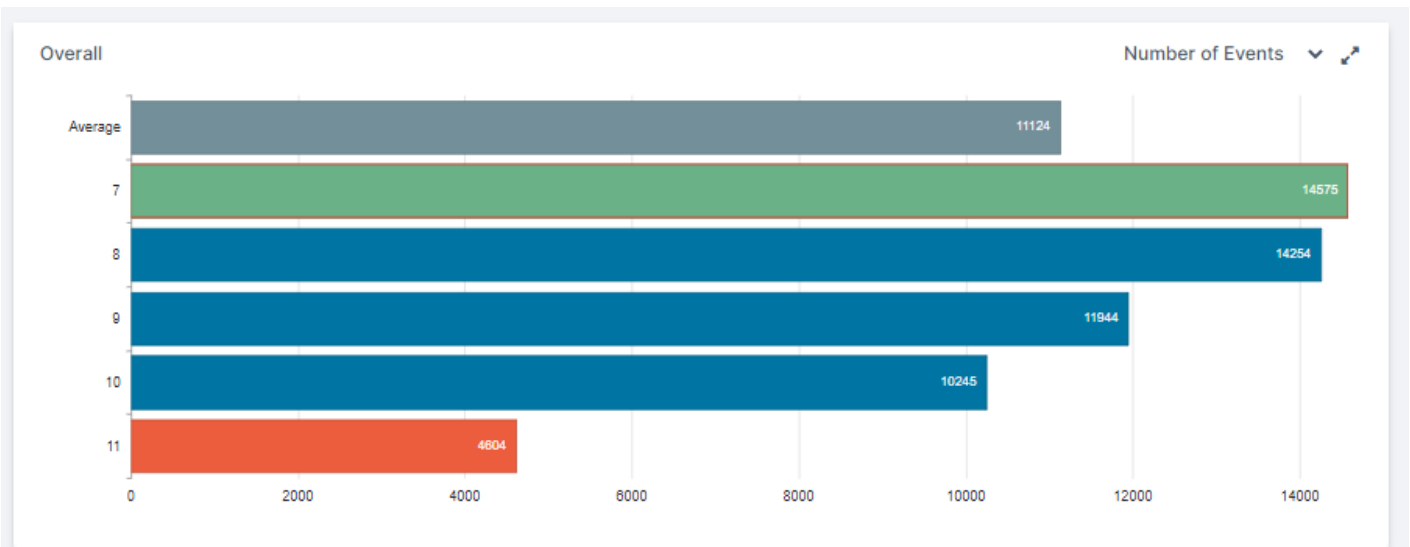
Please provide a narrative around:

- What is working well?
- What is the climate for learning like within the academy?
- What plans are in place to tackle any challenges that the data identifies.

The school continues to be calm and purposeful during lessons with a focus on disruption-free learning.

Positive events

Positive Behaviour (28/08/2022 - 08/05/2023)			
Events	Events per pupil	Points	Points per pupil
55622	60.72	68909	75.23



Negative events

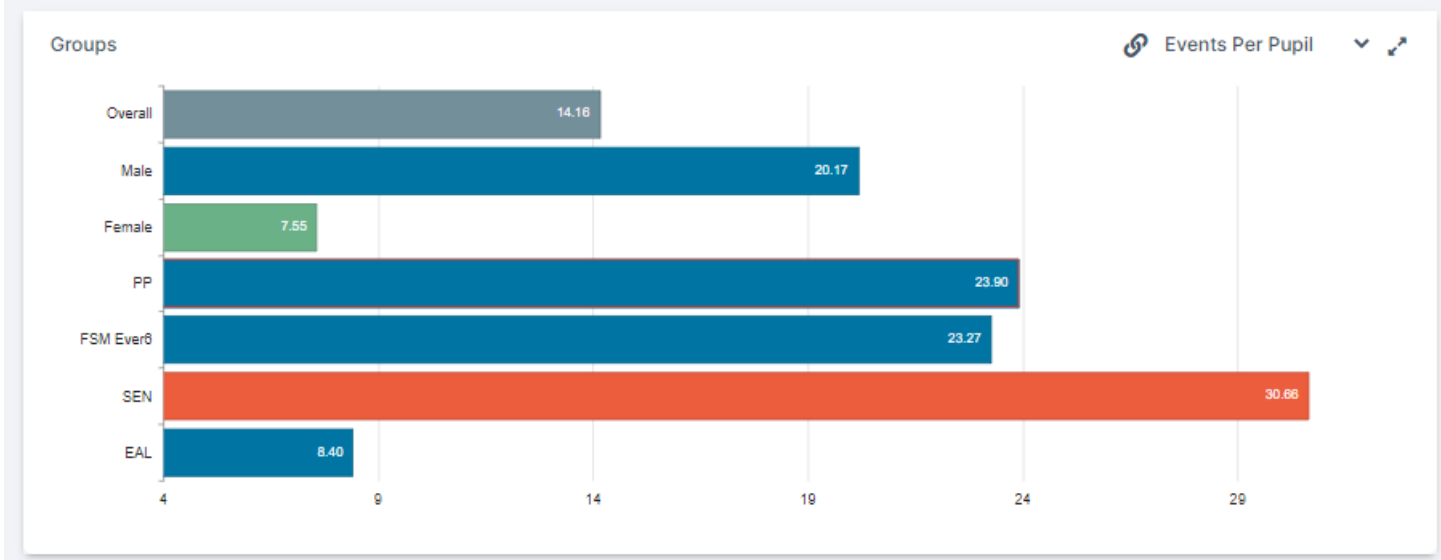
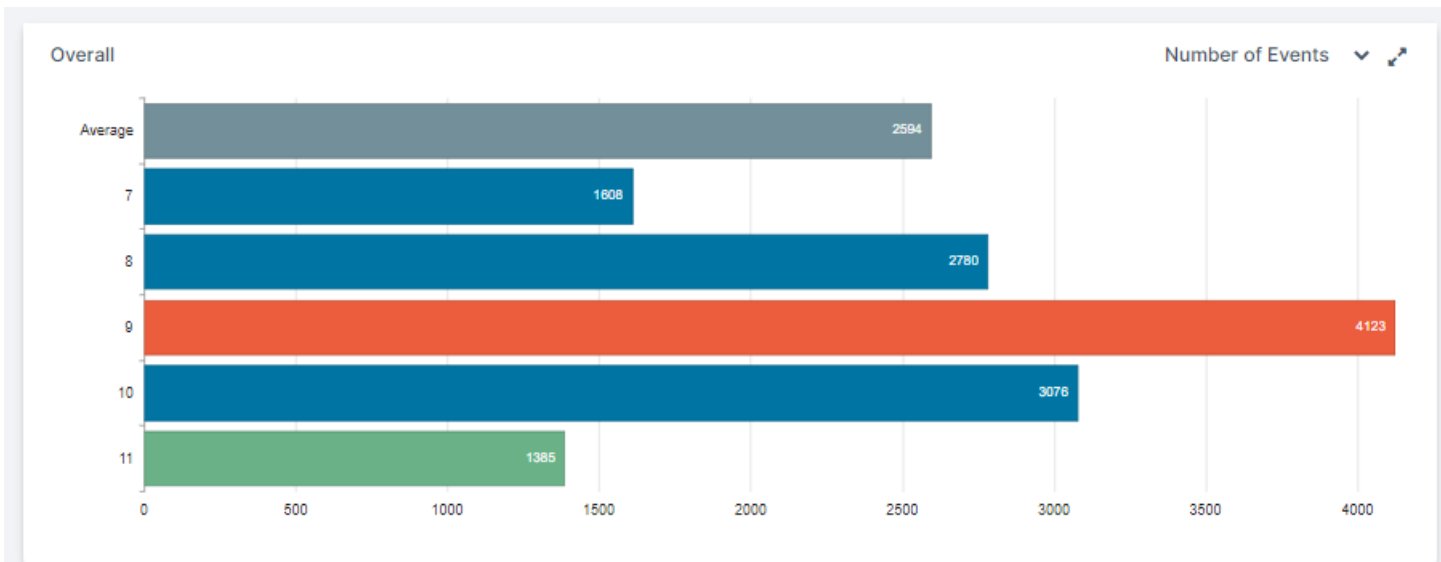
Negative Behaviour (28/08/2022 - 08/05/2023)

Events
12972

Events per pupil
14.16

Points
23952

Points per pupil
26.15



Next steps:

- Please note scales on the graphs suggest that the issues/gaps are greater than they actually are.
- The pastoral team will be working with the SEND team to support the continuing closing of the gap between the SEN/PP/FSM/EAL and the overall events per pupil.
- The pastoral team will also be carrying out focus groups with teachers, and students to explore the difference in average number of events between male and female, and also to understand the lower number of events for year 11. These focus groups will inform training day materials in September.

Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11
Number of Suspensions	211	106	107	26	22	86	51	26
% rate	24	70	109	15	13	48	29	15
Total Days	349	178	158	36.5	43.5	123.5	89	56.5

Suspension analysis and commentary:

The number of suspensions in Year 9 has been disproportionately high this academic year. This is primarily due to 2 students, both students are PP and one of these students has an EHCP. Student A has received 17 suspensions this academic year and student B has received 15 suspensions this academic year. These two students account for 37% of all suspensions in Year 9. If removed, then the suspension rate for Year 9 would drop from 48% to 30%. The most common reasons for suspension were refusal to follow reasonable instructions and persistent disruption to learning.

Suspension Reduction:

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT
Start the process of students reflecting on their behaviour.	<ol style="list-style-type: none"> Reset Base Reflection – students to complete the reflection task 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. 	<p>Reduction in C3 events</p> <p>Reduction in internal truancy</p> <p>Reset Base to be aligned with protocols as set out in the suspension reduction framework.</p>
The Reset Base has the highest standards possible	<ol style="list-style-type: none"> Layout of Reset Base Communication of expectations Clarity on next steps – flow chart Reset base register Clarity of running the reset base for all AHOYS who are on duty 	<p>Reduction in the number of behaviour events recorded in the Reset Base via the internal tracker.</p> <p>Feedback from AHOYS who staff the reset base.</p> <p>Reset Base to be aligned with protocols as set out in the suspension reduction framework.</p>
IBP and PSP -	<ol style="list-style-type: none"> Implement thresholds for Tutor/HOY/IBP and PSPs Review the number of PSPs we currently have in place, ensure all students that meet the new threshold are then placed on a PSP 	<p>Increase the number of students on PSPs from 5 to approx. 12</p> <p>HOYs to use the thresholds to ensure that students are on the appropriate level of support.</p>
Provision and Intervention Matrix	<ol style="list-style-type: none"> HOYS to implement the provision and intervention matrix. Wave 1, Wave 2 and Wave 3 Interventions should be used, with impact 	<p>Wave 1, Wave 2 and Wave 3 interventions to be used by HOYS, their impact reviewed.</p>

	<p>reviewed, to support with breaking the cycle of repeat suspensions.</p> <p>3. It is extremely important that this Intervention Matrix is implemented with rigour and closely tracked.</p>	<p>HOYs to track the interventions used to support students.</p> <p>Pastoral Log to include this tracking information.</p> <p>W1,2,3 to be aligned to the suspension reduction framework.</p>
Consider alternatives to suspension.	<p>1. Consider the use of multiple ISR days as an alternative option, if appropriate, to a single day FTS.</p>	<p>Reduction in FTS and increase in ISR.</p>

The colour coding is RAG rating to show the actions that are fully/partially embedded.

Attendance

National: 90.5%

Regional: 90.8%

	Key Attendance Target	This time last year	Year to date Inc leavers	Year to date Exc leavers
Whole School	95%	91.1%	91.5%	92.0%
Pupil Premium	90%	84.5%	84.4%	85.9%
SEND	90%	81.3%	77.9%	79.2%
Maximum % of pupils who are PA:	15%	25.4%	19.7%	
% of PP pupils who are PA:	20%	49.0%	40.8%	
% of SEND pupils who are PA:	23%	51.5%	42.3%	

Please also provide details of:

- the attendance for students at AP

We currently have 19 students on AP, 12 of which are Year 11. Only one student is dual registered. There were two new additions to the AP register this term. One is an interim measure while waiting on a managed move. Taking attendance up to 28/04/23, the average AP attendance, which includes authorised absences which is protocol for AP, is 78.7%. For those students who are struggling to engage with their provision, mental health and anxiety continue to be the main obstacle. Just before the Easter holidays, we had a successful reintegration into mainstream which is incredibly positive as this was a challenging case.

- the number of students moving off roll to EHE: 8 to date.

Provide details below of the progress made to date on areas of your Attendance Action Plan.

Objective	Key Actions	Update and summary of impact to date
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.	Sally Bagwell has completed training with the Astrea Central Lead: Andy Holmes. Sally is also attending training for Cambridgeshire LA as well as working in a Cambridgeshire Attendance group with other Astrea Schools.

<p>To raise the profile of attendance at CVC so that all staff have a part to play in increasing student attendance</p>	<p>Attendance training at BASI took place before half term for the pastoral team. Attendance Officer is regularly monitoring staff input for interventions.</p>	<p>Staff training has taken place around the processes for registers, attendance, and how to report any missing registers. This has meant that all staff have been informed of the importance of registers.</p> <p>Pastoral information is also being developed to ensure clarity and consistency amongst form tutors regarding attendance. This is also being developed with the AHOYs and HoYs to offer strategic direction for the individual year groups.</p>
<p>Continuing to tighten the register process for form time / lessons to support staff with timely and accurate register taking.</p>	<p>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.</p>	<p>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.</p>
<p>To reduce the persistence absence of PP and SEND students who are not in AP.</p>	<p>Attendance Officer monitoring attendance of PP and SEND students, as well as the interventions that are taking place for them.</p>	<p>Please see next steps.</p>
<p>Responding to the safeguarding and attendance audit</p>	<p>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</p>	<p>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</p>

Next Steps:

Paddy Winter is working closely with Judith Chipps (SENCo) and Andy Holmes (Central Astrea) looking at sharing best practice from different schools within the Trust around a reduction of PA amongst the PP and SEND students. This will involve some of the following strategies to support the students, families, and teachers:

- Focus groups with students and families to ensure clarity on cause of PA and then how to plan appropriate interventions between the SEND, attendance, and pastoral teams.

- Continue to develop relationships with families and students from the pastoral and SEND teams to support communication, and therefore appropriate intervention when flagged earlier.
- Consider possible incentives for students – depending on feedback from students
- Attendance team to work with SEND team so that we have appropriate, meaningful data which we can usefully respond to. Paddy is leading on this with the Central Team.

Year 11 Maximising Achievement Plan

Year 11 Mock Exams-Spring Term:

The mock analysis from the February mocks was shared with the Regional Director of Education at the end of March. A hyperlink to the report shared is here: [Y11 mock analysis March 2023](#).

Year 11 Maximising Achievement Plan:

Context and Intent
<p>Context of the Year 11 cohort and position of the Academy, including reference to Summer 22 outcomes</p> <p>Overarching objective of the plan, including year 10 Mock performance position</p> <p>There are 176 pupils in Year 11. The cohort has the following context:</p> <p>M – 95 F – 81 LPA – 28 MPA – 82 HPA – 55 N/A – 13 PP – 21 EHCP – 14 SEN Support – 5 EAL – 14 LAC – 1</p> <p>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.</p> <p>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.</p> <p>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.</p>

FFT5 targets for this cohort mean the following headline and key measures targets for the college for the 176 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 March progress reports for Year 11 students:

Attainment/Progress 8 Summary

Measure	Total
Average Total Attainment 8	54.44
Average Attainment 8 Grade	5.44
Average KS2 Prior Attainment	106
Average Estimated A8	54.15
Average Total Progress 8	0.13
P8 Upper Confidence Interval	0.35
P8 Lower Confidence Interval	-0.09
Pupils Included (Progress 8 Coverage)	164
Pupils with Adjusted Progress 8 Scores	7
Average Total Progress 8 (Unadjusted) 7	0.08

These projected grades were informed by students' mock results and their progress over time across Year 11: the estimated Average Total Progress 8 is 0.13.

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

Basics 9-5

Measure	Total	%
Students Achieving 9-5 in English and Maths	105	59.7

Basics 9-4

Measure	Total	%
Students Achieving 9-4 in English and Maths	146	83.0

At the moment, according to projected grades from March, we are 1% below our target of 84% 4+ Basics, and 7% 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.

Provide details below of the progress made to date on areas of your 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 – this visit has been affected by disruption to the term (teacher strikes and a series of training days/Bank Holidays which have limited the ability for staff to visit – particularly given the recruitment being carried out at the moment in school).</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</p>

		<p>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	<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 and November mock 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>
Crossover students not projected to attain Grade 4 in English or maths	<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.</p> <p>Crossover student names have been shared with subject leaders so they can target them with colleagues in each department.</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 and March mock exams – subject leaders have analysed the topics/questions that need focusing on this year and amended teaching and learning planning as needed.</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>

Year 11 Runway:

A mock results afternoon went ahead in March which captured the flavour of the results day in August. Students were motivated and found the event useful – both if they did well or if they were disappointed.

Training time with middle leaders was used to share the data analysis document for the whole-school results and key names of maths and English crossover students were shared so that all leaders are aware of the students on the list.

Targeted intervention sessions are running for Year 11 every week in English, Maths, Biology, Chemistry, Physics, Geography, French, Spanish, RE, PE. These are focused on closing gaps in knowledge and address misconceptions/improving key concepts and/or skills. These sessions have been running since before the Easter holidays and will continue to run once the exam season has started in May.

Detailed QLA of mocks has allowed department heads to identify the key concepts and curriculum areas that need to be revisited in each subject area in the final weeks of preparation. This analysis has been discussed in Line Management meetings and formed the basis of planning for Period 6 sessions offered to support ongoing Year 11 revision and preparation.

Further support and study opportunities have been offered. Design Technology, Music, Drama and Art all ran days of revision and preparation during the Easter holidays. An English study day ran on April 29th – 90 students (half the year group) voluntarily attended. The sessions were carefully planned and delivered to target the key high leverage knowledge and understanding for the Literature exams.

A revision guide and planner was also given to students in form time before Easter to support students – they have given feedback via tutors that this has been helpful for them.

Next Steps:

We will continue to offer revision sessions for students, tutors are sharing the programme of subjects on offer so students can target their revision.

We will begin to look at Year 10 students to identify those students we need to work with to help them maximise their time left before GCSE exams. Assessments at the end of the year will support with this identification.

Review of Catch Up and Intervention Programmes

In whatever format you find easiest, please provide an update of the intervention and catch up programmes taking place in your academy. Please include the following if used:

- Fresh Start – no students currently qualify for the Fresh Start programme.
- Corrective Maths – this is not running in the school this academic year.
- My Tutor – a targeted programme of 10 hours of 1:1 interventions sessions for students in Year 11 in English Literature and Maths was offered. This programme has now ended and students are invited to attend the regular Period 6 revision sessions being offered across a range of subjects.
- Any other programmes used within the school – there are some reading interventions offered by our SEN department for students in KS3 who have lower reading ages.

Next Steps:

NGRT testing will continue to be used to identify able readers and those who need further support to improve their reading and access the curriculum fully. The new SENCO will be reviewing the intervention programmes running in the SEN department and using QA processes to explore where provision can be tweaked to have even more impact.

SEND Update

SEND Executive Summary:

	Number of students	% of cohort
Number of students on Roll	884	
Number of students with an EHCP (E)	42	4.8
Number of students with SEN Support (K)	54	6.1
Breakdown by Year Group:		
Year 7	E: 4 K: 19	E: 2.6 K: 6.9
Year 8	E: 4 K: 10	E: 2.6 K: 5.6
Year 9	E: 6 K: 19	E: 3.4 K: 10.7
Year 10	E: 14 K: 8	E: 7.9 K: 4.5
Year 11	E: 14 K: 7	E: 7.9 K: 3.9
Breakdown by Gender:		
Boys	E: 23 K: 32	E: 4.9 K: 6.9
Girls	E: 19 K: 22	E: 4.5 K: 5.3
Breakdown by Type:		
Cognition and Learning	E: 6 K: 36	E: 14.3 K: 66.7
Communication and Interaction	E: 14 K: 5	E: 33.3 K: 9.3
Social, Emotional and Mental Health	E: 13 K: 13	E: 30.9 K: 24.1
Sensory and/or Physical needs	E: 9 K: 0	E: 21.4 K: 0

Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	91.5%	77.9%	93.2%
PA YTD	19.7%	42.3%	16.8%

Suspensions:

	All Students	SEND Students	Non-SEND Students
Number of Suspensions YTD	72	23	49
1+ FTE YTD %	35	11	24
Perm Ex	0	0	0

Please outline within this section of the report:

- Key areas of strength and improvement and the impact
- Key areas of development and improvement and the intended impact

- Access planning and arrangements
- Parental engagement
- Any other relevant information regarding your SEND provision
- New AP/SENCO (JC) and Assistant SENCO (KB) in post. Introductory meetings held with JMA (Astrea SEND lead), accessed SENCO training sessions and Astrea SEND cluster meeting.
- JC has carried out SEND focused learning walks, alongside KG and HoDs, with a focus on EHCP students and the provisions in place in their lessons. This is being used to highlight areas of good practice and to inform CPD priorities. Students are being well supported through QFT across different areas of the school.
- Developing a series of whole school SEND teaching and learning briefings to deliver additional CPD with a SEND focus. The first session focused on how to identify students' emerging needs and teachers' responsibilities in the identification process. The next session will be looking at best practice around strategy sheets. JC and KB developing a CPD programme for TA meeting times to develop the skills of the team in areas identified through staff voice and through learning walks.
- JC & KB visited SENCO at Longsands to discuss approaches to APDR, TA deployment, interventions, and QA for SEND, and this has helped to confirm our priority areas for improvement.
- We are evaluating the CVC approach to APDR and looking to trial some changes this term following our visit to Longsands, with a view to a full roll out for September. The aim is to work more closely with parents and families, and to develop greater consistency in the quality of the strategy sheets and how they are applied in the classroom.
- We are currently reviewing our systems for TA timetabling in order to enable closer working between teachers and the TA team, and greater consistency for students.
- Looking at the impact of SEND interventions this year and identifying evidence-based approaches for successful interventions. Aiming to increase the clarity around the purpose of interventions in place, how students are identified for interventions and how progress is measured.
- All parents have received a copy of their child's updated strategy sheets, and we have worked more closely with a number of parents to evaluate the strategy sheets in more depth. Communication between the SEND team and parents has been positively received.
- JC planning a SEND parents afternoon/evening allowing parents of K/EHCP students in each year group to book an online appointment to share their views and allow parents to be involved in the discussion around changes to APDR. Looking ahead to next year, each parents evening would include the opportunity for parents of K/EHCP students to book an appointment with the SENCO to discuss their child's progress.
- KB is intending to take the level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) so that we are able to continue assessing students' access arrangements for exams – in the interim, we are investigating the possibility of using support from other Astrea schools in Cambridgeshire.

Pupil Premium Update

Our current strategic plan for Pupil Premium students aims to:

- Improve attendance for disadvantaged students
- Behaviour – ensure that pupils engage positively with their teachers and lessons
- Improved attainment outcomes for disadvantaged pupils, especially in maths and English
- Well-being – increase in self-esteem and engagement with learning and school

Each half-term the pastoral team meets with the Pupil Premium students on a 1:1 basis to discuss their progress, focusing on the three key areas of attendance, behaviour and attitude to learning. Barriers to success are identified and interventions put in place. These interventions are again tracked to ensure the desired impact is achieved.

The table below provides an overview of our Pupil Premium student’s attendance, behaviour, and attitude to learning and is linked to the interventions that the Pastoral Team have put in place. The thresholds used to RAG rate are:

Behaviour: Red – over 30 negative behaviour points, Orange – a score between 15-30 negative behaviour points, Green – under 15 negative behaviour points.

Attendance: Red – below 90% attendance, Orange – attendance between 90-95%, Green – attendance above 95%

Attitude to learning: Red – ATL score is a concern in 5 subject areas, Orange – ATL score is a concern in 3-4 subject areas, Green – ATL is a concern in 2 areas or below.

Year Group	% RAG	Half term 1			Half term 2			Half term 3			Half term 4			Half term 5			Half term 6		
		Attendance	Negative Behaviour	ATL C	Attendance	Negative Behaviour	ATL C	Attendance	Negative Behaviour	ATL C	Attendance	Negative Behaviour	ATL C	Attendance	Negative Behaviour	ATL E&G	Attendance	Negative Behaviour	ATL C
Year 11	% Red	29	0	0	67	10	0	38	14	38	5	0							
	% Amber	29	10	5	19	5	5	19	0	24	5	0							
	% Green	43	90	95	14	86	95	43	86	38	90	100							
Year 10	% Red	28	12	0	56	24	0	44	16	60	8	4							
	% Amber	24	8	0	20	4	0	12	12	8	12	4							
	% Green	48	80	100	24	72	100	44	72	32	80	92							
Year 9	% Red	26	14	0	51	23	0	51	14	46	23	3							
	% Amber	23	6	3	23	9	0	17	14	11	14	3							
	% Green	51	80	97	26	69	100	31	71	43	63	94							
Year 8	% Red	25	6	0	50	6	0	25	9	44	13	0							
	% Amber	22	6	3	13	16	0	6	13	25	13	0							
	% Green	53	88	97	38	78	100	69	78	31	75	100							
Year 7	% Red	25	0	0	42	3	0	19	3	33	6	0							
	% Amber	14	3	0	19	0	0	14	3	11	3	0							
	% Green	61	97	100	39	97	100	67	94	56	92	100							

HR, Operations and Site Update

Site Projects:

After recently completing a refurbishment of the admin corridor staff toilets and professional painting in the main hall, we are looking forward to further site improvements within the next couple of months:

- Completing an upgrade to the Science room gas systems in May
- Completing fire door remedial work in May
- Professional decorating of the Sports Hall over the Summer holiday

3G Pitch:

Over the recent Easter holiday, a Pre-Construction Information Survey was undertaken by MGAC who are working with the Football Foundation as their official project, cost and construction management consultants. Following this we have moved into the Invitation to Tender stage of the process, and CVC’s Operations Manager has been conducting site visits with potential suppliers and contractors. Alongside the technical side of the project, work continues on our Community Engagement Project to demonstrate the benefits of this new pitch to students and the local community. Meetings are taking place with Governors, Clubs, Living Sport and other locally

interested parties to ensure that the project accurately represents the wishes of our local community and captures the voice of Cottenham Village College and The Centre School.

Number on Roll Update & Projections for September 2023

Please provide updates below of current NOR and updated projections for September 2023.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
May 2023	177	177	177	177	176	884
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 the update of offers/places accepted for Year 7 since National Offer Day.

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
May 2023	184*	177	177	177	177	892
March 2023	185	177	175	179	176	892

*Appeals hearing scheduled for summer term, which may result in increase of numbers.

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Leavers in autumn term 2022	2	4	3	8	3	20
Leavers in spring term 2023	2		2	2	1	7
Leavers in summer term to date 2023		3				3
Total number of Leavers 2022-23	4	7	5	10	4	30
Joiners in autumn term 2022	3	8	3	10		24
Joiners in spring term 2023	2	5	2	6		15
Joiners in summer term 2023 to date	1	1				2

Total number of Joiners 2022-23	6	14	5	16		41
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Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
EHE 2021-22	2	0	1	1		4
Autumn term 2022	1	1	2	2		6
Spring term 2023	1		1	1		3
Summer term 2023 to date		1				1
EHE YTD 2022-23	2	1	2	3		8

Analysis and Commentary:

CVC are over-subscribed for September 2023 and for the first time in many years are running an appeals process. We have already admitted over PAN to 186 to accommodate students in the local catchment area.

During the year we have received many in-year admissions, particularly in years 8 and 10. The reason for the increase of in-year admissions is due to the capacity of Cambridge city schools being full. We have accepted a number of students who live in Cambridge City, who now use the public bus to make a journey to school. We are the closest school to the city with spaces.

The parental choice to remove a student from full-time education is one which we strongly steer away from as a school. Our approach to this suggestion from parental choice is to engage parents in a meeting with firstly the pastoral team, then a member of the senior team and then followed up by a letter from the Principal on the importance of full-time education. For parents who have made this decision this academic year, there have been a variety of reasons for this decision including: SEMH issues that parents feel are better met at home and not through school or alternative provision; EHCP needs cannot be met by the school so awaiting new LA provision; parents who do not support diversity in staffing.

Transition Activities

Year 6 to 7:

Include updates on activities to date and plans around transition for Year 6 – Year 7

- 19th June: 6-7pm Year 6 Progress Information Evening
- 3rd and 4th July: Year 6 Step up day
- Paddy Winter, SLT lead on Transition, along with Judith Chipps, is working closely with the primary schools to develop our transition programme and ensure that there are suitable arrangements in place. Communication with primary schools is being shared as we continue to build relationships with our new year 7s.

Any Other Academy Matters

Activities Week Programme 2023

All students are expected to take part in the Activities Week programme, either on a residential trip or the non-residential programme. Students who are not going on a residential trip during Activities Week 2023 will be expected to take part in a programme of activities that has been put together for the week; these activities vary in cost and type of trip.



The full programme including 4 residential has now been shared with families (please see below for further details).

Residential Trip	Year group(s)	Number of places available	Cost per pupil
The Lake District, Cumbria	All	30	£350
Ferry Meadows, Peterborough	Year 8 only	48	£225
PGL Caythorpe Court, Lincolnshire	Year 7 only	60	£330
PGL Bawdsey Manor, Suffolk	Year 9 only	60	£370

Date	Day Trip	Year group(s)	Nos available	Cost per pupil
Monday 10 th July	Madame Tussauds	All	70	£35.00
	Go-Ape	All	70	£35.00
	Duxford Air Museum	All	60	£15.00
	Fortitude Fitness Assault Course	All	60	£35.00
	Ninja Warrior	All	70	£35.00
	In school activities – Multi Sports	All	25	Free
	In school activities – Creative Design	All	25	Free
Tuesday 11th July	Go-ape	All	70	£35.00
	Kempston Outdoor Centre	All	70	£55.00
	Cadburys World	All	70	£30.00
	Natural History Museum	All	70	£20.00
	Dulham Stud	All	30	£20.00
	In school activities – Multi Sports	All	25	Free
	In school activities - Cooking	All	25	Free
	In school activities – Creative Design	All	20	Free
In school activities – Digital Design	All	20	Free	
Wednesday	Alton Towers	All	70	£40.00

12th July	Colchester Zoo	All	70	£25.00
	Aqua Park Milton	All	60	£35.00
	Adventure Nene	All	70	£55.00
	Go Karting and Inflatable Fun	All	60	£65.00
	In school activities – Multi Sports	All	25	Free
	In school activities - Cooking	All	25	Free
	In school activities – Creative Design	All	20	Free
Thursday 13th July	Alton Towers	All	140	£40.00
	Woburn Safari Park	All	70	£20.00
	Botanical Gardens	All	30	£15.00
	Ice Skating and Bowling	All	70	£25.00
	In school activities – Multi Sports	All	25	Free
	In school activities - Cooking	All	25	Free
	In school activities – Performing Arts	All	20	Free
In school activities – Creative Design	All	25	Free	
Friday 14th July	Adventure Nene	All	70	£55.00
	Fortitude Fitness Assault Course	All	60	£35.00
	Ninja Warrior	All	70	£35.00
	National Space Centre	All	70	£30.00
	Kempston Outdoor Activity	All	70	£55.00
	In school activities – Creative Design	All	25	Free
	In school activities – Multi Sports	All	25	Free

Summer Enrichment Programme

Sports and Physical Health		aimed at developing resilience, self-esteem, collaboration and fitness
Well Being and Mental Health		aimed at developing mental wellness, resilience, self-esteem, collaboration, communication and calmness
Expanding Horizons		opportunities to develop a range of skills: teamwork, communication skills, problem solving, work ethic, flexibility, interpersonal skills
Creativity and The Arts		aimed at developing confidence, communication, creativity, self-esteem and critical thinking
Additional Study		aimed at supporting student with embedding and expanding their current skills and understanding in a range of subject areas
SUMMER Enrichment Programme 2023		
	Lunchtime	After School 3.10pm to 4pm
Monday	Art studios are open at lunchtimes for year 10	Carnegies award shadowing - library. Starting Mon 1st May Year 7 Fitness Club - by invite only
Tuesday	Mindfulness Club, Mindful colouring, puzzles and origami to lift your mood, relax and help decrease anxiety. 1.30 to 2pm (in study) Mrs Plews, Mrs Kaby Art studios are open at lunchtimes for year 10 Geography - Young Geographers Club (H3a)	Summer sports - Cricket, Rounders, Tennis, Athletics Year 7, 8 & 9
Wednesday	Library Book Group, including Carnegies award shadowing Art studios are open at lunchtimes for year 10 Geography - The Wider World Lecture Club (H6)	Homework Club (TA run) Girls Football Club
Thursday	Sentencebuilders club in ICT1 - Mrs Bishop (an opportunity to complete languages homework in school) Key Stage 3 Art club with Miss Sabasian (for the month of May) Art studios are open at lunchtimes for year 10 3D Modelling/Animation Yr9 (IT4)	Homework Club (TA run) IT3 Dance - Year 7, 8 & 9 Badminton - Year 9 & 10 Fitness - Year 10 & 11 GCSE (revision) Philosophy Club Miss Le Roux
Friday	Art studios are open at lunchtimes for year 10	

- Community Engagement and Events

We marked the coronation of King Charles III with a charity day, raising funds via non-uniform of and a cake sale raising funds of approximately £500. The charity chosen by the students is TBC.

We planted a tree on site to mark the occasion, we hope it will withstand the test of time and remain on the CVC grounds for 60 years, as has the tree which was planted by the Queen Mother in 1963 to celebrate the opening of the Village College.





LGC Member Visit Record



Name	Kate Tarlow
Date of Visit	16 th May 2023
Focus of Visit	Attendance including Pupil Premium focus
Classes/staff visited	Mrs Bagwell, Attendance Officer Clive Crisford, Vice Principal Paddy Winter, Assistant 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. Review of attendance figures and strategy 2. Discussion 	
<p><i>What I have learned as a result of my visit</i></p> <ol style="list-style-type: none"> 1. <u>Overview of Attendance figures at CVC</u> <ul style="list-style-type: none"> • Attendance is currently 91.4% overall, which is 0.7 percentage points above last year's figure, and 0.8 above the national average. It is in line with pre-covid figures. The school is aiming for 95% and above. • Persistent Absence (students whose attendance is 90% or below) is 19.1%, which is 7.1 percentage points lower than last year and 7.9 points lower than the national average. • There is an attendance gap between disadvantaged and non-disadvantaged students and closing this gap is a priority for the school. The attendance for Pupil Premium students is 84.3%, and 78% for SEN (Special Educational Needs) pupils. • A large proportion of the 50 children with EHCPs (Educational Health Care Plan) attend Alternative Provision (AP), which affects the overall SEND attendance figure. Students are engaging with AP: attendance at AP session is 78.7% 2. <u>Attendance strategy</u> <ul style="list-style-type: none"> • The school has high expectations for every pupil's attendance and communicates these expectations clearly and consistently to students and families. • CVC's strategy is to focus attention on attendance across the whole school and to engage closely with students and their families where attendance is a challenge. Teaching staff have been trained on the attendance process and the pastoral team have been trained on a range of strategies to support students and their families. Further CPD is planned for form tutors. The pastoral team has expanded, including Assistant Heads of Year, and meets daily to capture and act on issues as they emerge. • With the support of the Astrea central team, CVC has improved its understanding of its attendance data. The school has systems to ensure that attendance is always recorded accurately. It systematically analyses attendance data to identify patterns and trends uses this analysis to target their actions, both for individuals and at a whole-school level. 	

- Engagement with families of absent students, including home visits, is done by the pastoral team, not just the attendance officer, which helps to build **strong and supportive relationships**. Staff aim to understand the individual circumstances surrounding students' absences and design targeted interventions, which range from 1:1 conversations with tutors and Assistant Heads of Year to attendance plans and short-term part-time timetables.
- **Attendance plans** give a clear and structured process for increasing attendance over 6-8 weeks. They are led by the pastoral team and identify what the school, student and family can each do to improve the student's attendance.
- **Part-time timetables** are designed as a short-term intervention lasting a couple of weeks, for example to help manage a student's anxiety about attending school. The timetable is agreed in conversation with the parents and helps to capture the student's voice, helping them to be heard and feel supported.
- Work is planned for the second half of the summer term and September to implement a **more proactive approach to attendance**. The school is planning outreach activities both within school and in the community, such as coffee mornings, to support families for whom attendance may be becoming an issue, rather than waiting until it has reached a certain trigger point. This will also increase the school's presence in and links with the Cottenham community, as part of its role as a Village College.

3. Pupil premium students' attendance

- Improving attendance is a **priority strategy for closing the attainment gap** for pupil premium students.
- For about 30% of PP students, attendance is a concern, that is student's attendance is 90% or less.
- Pupil premium students are given an **extra layer of support** in addition to the attendance interventions described above. Assistant Heads of Year meet all PP student every half term to review their attendance, behaviour and attitude to learning and aim to identify and overcome any barriers to attendance, including support with the costs of school busses, bicycle repair and uniform.
- The Pupil Premium strategy also focuses on **making school a positive experience**, both through the curriculum and through enrichment activities. For example, PP students receive a 35% discount on Activities Week.

4. Suspensions

- Reducing suspensions will contribute to improving attendance.
- CVC has developed a suspension reduction plan (see Principal's report for the LGC Summer 1 meeting) as part of its constant evaluation of the effectiveness of its strategies.
- How students' return to school is managed after a suspension has been identified as a key factor in the success of re-integration. In the past, this has been through a meeting with the student on the morning of their return. The school is trialling a 'fresh start' where students on their second or more suspension spend their first day back in the internal suspension room (which will be re-named the 're-set base' from September), with coaching with the behaviour manager to help address the causes of their suspension.

Positive comments about the focus

- As always, I was warmly welcomed by the reception staff, who were helpful and efficient. I saw them helping students who were ill, and encouraging students who were nervous about their exams. All the students I saw were polite, in the right uniform and behaving well.
- Mr Winter, Mr Crisford and Mrs Bagwell provided me with relevant data and accompanying analysis and helpfully talked through the links between attendance, the PP strategy, and the PD curriculum.

Ideas for future visits

- Explore the role and effectiveness of the anticipated new behaviour strategy in improving outcomes for PP students.

Any other comments

I would like to thank Mrs Bagwell, Mr Crisford and Mr Winter for their time and effort in covering the topic so thoroughly in a short visit.



LGC Member Visit Record

Name	Vikki Cantrill (LGC member) and Cerian Webb (LGC Chair)
Date of Visit	18 April 2023
Focus of Visit	Fundraising – setting up collaborations between CVC and LGC
Classes/staff visited	Sarah Powell, Operations Manager
<p>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</p> <p>Discussions with Sarah Powell, Operations Manager at CVC. This was an initial meeting because Vikki is new to both the LGC and the fundraising link role.</p>	
<p>What I have learned as a result of my visit</p> <p>1. Fundraising and grants</p> <p>Schools are under increasing financial pressure year on year. Fundraising in all its forms is a valuable way in improve and enrich the educational experience for all pupils and is crucial in the current economic climate.</p> <ol style="list-style-type: none"> a. Grants. There are several active projects within the school that Sarah is currently working towards. She is particularly keen to secure funding for the new 3G pitch and the application is in progress. b. Grants overview. A survey to CVC HODs and librarians is needed to collate information about current external funding levels and potential future funding streams to assist Sarah. Cerian and Vikki will prepare a suitable survey. c. Grants committee. A committee to monitor income and ensure expenditure from grants and donations to be set up. Consider meeting half-termly/termly. Vikki and Sarah to action. d. Donations. Donations can be received by independent payment or through easyfundraising. Donations are strictly ring-fenced for use at CVC. There is a need to raise awareness of this within our community of families. Vikki will assist Sarah here. <p>2. PTFA</p> <p>CVC is looking to set up a PTFA in the very near future. A PTFA would benefit the school, pupils, and communities that CVC serves. The school is always keen to increase engagement with the local communities; a value that is central to the school’s ethos.</p> <ol style="list-style-type: none"> a. A call to action is needed to identify members of the community and school staff who wish to get involved with the PTFA. Vikki will assist Sarah here. b. Interested parties will be invited to attend an initial meeting to set up the PTFA and establish its remit and operating framework, with a view to full operation starting September 2023. Cerian, Vikki and staff from CVC will coordinate and facilitate the initial meetings. 	

<p>Positive comments about the focus</p> <p>I was very warmly welcomed to the school. Sarah was very keen to engage with us both. We had open and transparent discussions about school funding and the potential benefits from successful fundraising. Sarah has some excellent ideas and ambitions, and it will be great to see these come to fruition over the next couple of years.</p>
<p>Aspects I would like clarified/questions I have</p> <p>Sarah will investigate how best to track income and expenditure from fundraising. We will review procedures at our next meeting.</p> <p>Clarification is needed whether it would be possible for the PTFA to become a charitable body, so that it could benefit from gift aid and grants that would otherwise be unavailable.</p>
<p>Matters to discuss at committee (e.g. proposed agenda items) and future visits:</p> <p>Progress on setting up/progress of the following: PTFA, fundraising webpages, grants survey to staff, grants currently in preparation, forming a grants committee to regularly review income and expenditure.</p>
<p>Any other comments</p> <p>None</p>

Signed (committee member): Vikki Cantrill

Signed (link staff member): Sarah Powell