COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 3 July 2023

To be held at 5.45pm

In conference through Microsoft Teams

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

Clerk: Melanie Basson

	Summary of action required	By whom	Status
22.05.23	Year 11 – Spring Mock Grades vs Projected Grades – GAP Analysis to be sent to the Clerk for circulation to the committee	AP Clerk	Complete
22.05.23	CVC Pupil Premium Strategy to be shared with the Clerk, to circulate to the committee	CC Clerk	Complete
22.05.23	Governors to complete the National College module: Guidance for Governors: Meeting Statutory Duties in Suspensions and Permanent Exclusions	All	

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 22 May 2023	Papers attached (pp3-10) - Chair
4	40 mins	Principal's Update	Papers attached (pp10-31) - Principal
5	5 mins	Proposed Subject presentation schedule 2023-24	Oral item - Principal
6	5 mins	School visits and risk • SEND Link Lead visit - VEB	Papers attached (pp34) -Chair
7	5 mins	Chairs update	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates	Oral item - Chair

		Date of next meeting:
		 • 2023-24 LGC meeting dates: TBC
		      o 25 September 2022 (CVC)
		      o 20 November 2022 (remote)
		      o 29 January 2024 (remote)
		      o 29 April 2024 (CVC)
		      o 24 June 2024 (CVC)	

9	2 mins	Any Other Business	Oral item - Chair

COTTENHAM VILLAGE COLLEGE

LOCAL GOVERNANCE COMMITTEE

HELD ON

MONDAY 22 MAY 2023

At Cottenham Village College

MINUTES

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

	Summary of action required	By whom	Status
23.01.23	CVC Risk Register to be completed	ZA/CW	Complete - Agenda item 7
20.03.23	Future agenda items: • Curriculum • Behaviour policy 2023-24 • Reading		Complete - 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	20 June 2023
22.05.23 Item 4	Year 11 – Spring Mock Grades vs Projected Grades – GAP Analysis to be sent to the Clerk for circulation to the committee	AP Clerk	20 June 2023

22.05.23 Item 5	CVC Pupil Premium Strategy to be shared with the Clerk, to circulate to the committee	CC Clerk	20 June 2023
22.05.23 Item 9	Governors to complete the National College module: Guidance for Governors: Meeting Statutory Duties in Suspensions and Permanent Exclusions	All	3 July 2023

1) Introductions and Apologies

Apologies for absence were received from Ms Ray and these were accepted by the committee.

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 20 March 2023 were ratified electronically on 2 May 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
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- Year 11 Maximising Achievement Update
- Review of Catch Up Programmes
- SEND Update
- Pupil Premium Update
- HR, Operations and Site Update
- Number on roll and projections update
- Transition Update
- Any other academy matters: to include enrichment and community

Student attendance is currently 91.5% for all students to date this academic year, above last year at 91.1%. The National average is 90.5% and regional average is 90.8%.

Safeguarding
Ms McKeand gave the committee an update regarding Safeguarding, to include:

- Staff CPD training
- Online safeguarding recruitment searches for candidates are recorded on the Single Central Record
- Parent Forum focussed on Year 7 safeguarding issues
- Online safety communicated to all students
- 'NESSie' provide targeted positive mental health support for students identified needs
- The report a concern system has been replaced with a dedicated CVC email box: tellus@astreacottenham.org,. The new reporting channel has been promoted to students during assemblies and posters are displayed around the college, to encourage students to report their concerns.
- Anonymous report a concern options have been removed - the national safeguarding lead for Astrea highlighted that anonymous reports with insufficient information could not always be followed up and may increase risk of safeguarding issues being missed due to the assumption by the notifier that they had provided sufficient information.

The Chair enquired whether CVC feel students are confident to report their concerns.
Ms McKeand reassured the committee that students are aware and able to report issues themselves or on behalf of another student and that all reports will be investigated confidentially.

SEND
Ms Chipps gave the committee an update regarding SEND, to include:
- Key areas of improvement identified for SEN department
- Learning walk observations, practices in the classroom.
- All SEN students have an individual SEN profile sheet
- Assess, Plan, Do, Reviews are in place for each SEN student.
- CVC to hold an online parental consultation for parents/carers with a SEN student. Parental feedback invited and a parent/carer SEN coffee morning is scheduled for next term.

Behaviour and Culture
The Principal has communicated to staff regarding the academy's back to basics approach by way of refreshing and reminding staff around CVC behaviour expectations. CVC continue to identify where staff need further support in application of its behaviour and culture framework.
CVC are currently focussing on reducing student external suspensions, and consider its approach in dealing with some students who, post Covid, persistently refuse to comply with following instructions.

Mr Crisford informed the committee that CVC has seen some reductions in suspensions in the last five weeks compared to earlier in the academic year. Reintegration meetings with parents/carers and students are proving effective. On the day a student returns from a suspension, they attend CVC internal Reset Base which provides coaching where students get an opportunity to meet with a member of the Pastoral team, to reflect on their behaviour with a view to addressing any issues and preventing further suspensions.

The Chair enquired whether the Reset Room restorative approach has had an impact on staffing capacity.
Mr Crisford reassured the committee that there has been no effect on staffing capacity.

The Principal informed the committee that CVC promote a celebratory culture, encouraging students to share personal achievements for out of school pursuits and sporting awards as well as in school achievements.

Mr Winter informed the committee regarding the rewards in recognition of the students meeting CVC behaviour expectations. The committee were informed that a student easter egg hunt was a success, and a cake sale conducted as part of the Coronation Celebrations raised over £400. Funds raised were distributed to local charities; Arthur Rank Hospice and Cambridgeshire Deaf Association and national charity: Cancer Research UK.

CVC continue to build a reward culture with awards to include Star of the Lesson, Form Tutee of the week, Year 11 Celebration Awards, 100% attendance and Year 10 pizza/Krispy Kreme treats.

Ms Tarlow questioned whether students are made aware at the time they receive a recognition reward.
Mr Winter explained CVC practice in school is to let students know their efforts have been acknowledged and awarded a recognition reward.

Mr Hall highlighted it would be useful for the committee to receive data showing behaviour events over time, for comparison.
Mr Winter agreed to present an overall picture of historic comparisons for behaviour events, in future Principals reports.

Noting that SEN students appear to receive less positive behaviour points, Ms Ellaway-Barnard questioned what CVC have in place to improve this.
Ms Chipps explained that strategies to ensure that SEN students to earn recognition rewards for positive behaviour were resulting in an increase in the number of positive behaviour points for SEN students.
The Principal explained that daily reminders are communicated to staff to award SEN students with positive behaviour points where opportunity arises, based on individual achievement abilities.

Ms Parker presented information regarding Year 11 spring mock grades vs projected grades. **Action: Ms Parker to send Year 11 – Spring Mock Grades vs Projected Grades – GAP Analysis to Clerk following this meeting, to circulate to the committee for information.**

The Chair questioned whether CVC has identified lessons to take on board for next year regarding timing of interventions that support academic progress
Ms Parker explained CVC aim to have identified gaps earlier and implemented more structured interventions at an earlier stage with the aim that interventions will not be required into Year 11 MyTutor offers one to one sessions for a small number of students enabling focussed support where required.
The Principal explained that for the next academic year a meeting with CVC Year 11 parents will be held early in the academic year to enable the school to communicate strategies to support students in rectifying any gaps in understanding.

Ms Tarlow questioned how CVC identify which students require extra support, in time to put targeted interventions in place.
Through mock examination result analysis Subject Leaders can identify which students are not on target and identify concerns. Head of Departments, Ms Parker and the Principal analyse this and identify who to target and what strategies need to be put in place.

Ms Tyrell informed the committee of other education settings running a program where students hand in their mobile phones, making a commitment not to use their mobile phones for the six week period of examinations. <u>Ms Tyrell questioned what advice CVC offer to students to support them through the examination period and whether they might consider this approach.</u>
The Principal explained that CVC offers advice through newsletters, around distractions including limiting the use of mobile phone and how to revise effectively. CVC hold PHSE sessions to encourage students to adopt a healthy lifestyle, by eating healthily and getting enough sleep. Support is available for any student who is struggling through the examination period.

The Principal was thanked for their report.

5) Curriculum Update

Regarding CVC KS3 curriculum, Ms Goudie informed the committee that CVC engages subject leaders decisions around the KS3 curriculum offer. CVC current quality assurance systems and processes in place focus almost exclusively on curriculum and what that curriculum looks like in the classroom. CVC are confident the curriculum is sequenced appropriately and rigorously quality assured. Curricular alignment forms a centralised bank of resources which can be adapted and reflected upon, to establish best practice.

<u>Ms Tarlow questioned how the KS3 relate to the KS4 curriculum.</u>
Ms Goudie explained that CVC KS3 curriculum is a course in its own right, providing students with specific knowledge framework. This needs to be sequenced over five years to avoid repetition, but KS3 offers a distinct course of study educating students for each subject. Some students may not go on to further study some KS4 subjects but will have obtained a knowledge base in KS3.
KS4 builds upon the knowledge base taught in KS3 enabling students to study deeper and extend their knowledge further in the subject.

<u>Ms Tarlow enquired what sequencing meant with regards to the curriculum.</u>
Ms Goudie explained that each subject is structured differently, as to what content is taught at which stage and when it is sequenced. Some subjects have a hierarchy of knowledge where students need to learn facts in stages before further knowledge can be taught. Other subjects are cumulative, so students learn about different topics, but knowledge of examples within differ. Such as History where students will be taught the fundamentals of international relations, but will study facts from a range of historical events.

When making curriculum decisions, Ms Goudie explained the CVC apply rigour, sequencing, coherence and scope with regard to learning content and the timing of delivery.

<u>The Chair questioned in line with Trust plans for curriculum, do CVC foresee any substantial changes in how CVC delivers its curriculum.</u>
Ms Goudie explained that whilst CVC acknowledge the need to follow the Trusts curriculum model, CVC can determine the pace and how changes will be executed at CVC. Ms Goudie explained that CVC are working with the National Leads for each subject's curriculum, as it will differ for each subject.

Ms Myhill-Johnson explained the Trust's focus for the development of the curriculum. Where one size will not fit all and rollout will go at the appropriate pace for each subject at each academy. National subject Leads will work in collaboration with curriculum leaders in all academies.

The Chair enquired whether CVC remain in control of their curriculum.
Ms Goudie reassured the committee that CVC are free to adopt and/or adapt the Trusts curriculum vision to best suit its students and staff.

The Chair questioned whether CVC curriculum proposal considers the curriculum offered by feeder primary schools.
Ms Goudie reassured the committee CVC has strong links with feeder primary schools and is aware of what content has been covered by Year 6 students transitioning to Year 7, across the range of subjects. Generally, reading ages and grammar abilities are high, so CVC reading is pitched at the right level and resources are available to suit student's abilities.

Pupil Premium (PP) and SEN

Mr Crisford gave an update regarding attendance, behaviour and attitude to learning for students identified as PP and SEN.

Action: Mr Crisford to share CVC Pupil Premium Strategy with the Clerk following this meeting, to circulate to the committee for information.

The Chair enquired whether CVC has any staffing concerns for the next academic year.
The Principal explained the window for staff resignations closes on 31 May 2023, for September 2023, but there are no concerns regarding staffing at this time.

Pupil Admission Numbers (PAN)

The Principal informed the committee CVC has a PAN of 180, with a maximum of 32 per class.

CVC have offered 183 places for admissions into Year 7, in September 2023. This year CVC catchment was a 3.5mile circumference of CVC and due to PAN, CVC were unable to offer places a small number of students with a sibling attending CVC, living out of catchment.

The committee acknowledged the effect on CVC PAN in light of significant local housing developments and the Principal has communicated this to the Local Authority. The Local Authority admissions appeals process starts tomorrow.

The Chair enquired whether Pupil Premium (PP) students have fair opportunity to take part in activities week trips and visits.
Mr Crisford reassured the committee all PP students were offered their first choice in trips and visits, and available funding arrangements were communicated to parents/carers.

Acknowledging the increase in extra-curricular activities, the Chair enquired whether students have opportunity to attend a STEM Club.
Ms Goudie explained that extra-curricular activities are dependent on staff capacity to put clubs together, which staff do so out of school hours. The Principal explained that risk assessments, resources and work life balance needs to be considered when planning extra-curricular activities.

The Chair suggested whether CVC could engage the local community to establish whether support might offer resources to support extra-curricular activities.
The Principal agreed to consider this with a view to inviting local community support opportunities in September 2023.

6) School visits and risk

School Visits

Ms Tarlow and the Chair visited CVC to meet the Astrea Specialist Lead for Attendance, Andy Holmes, who explained how he was supporting CVC with analysing attendance data.

Ms Tarlow visited CVC in their role as Link Lead for Pupil Premium on 16 May 2023 and met with Sally Bagwell - Attendance Officer, Clive Crisford - Vice Principal and Paddy Winter – Assistant Principal. Ms Tarlow gave an account at the last meeting regarding the visit which focussed on attendance and the report was shared with the committee in advance of the meeting.

Ms Cantrill, in their role as Link Lead for Fundraising, and The Chair visited CVC on 18 April 2023 and met with Sara Powell – Operations Manager . Ms Cantrill gave an account at the last meeting regarding the visit and the report was shared with the committee in advance of the meeting.

Ms Cantrill informed the committee the HOD staff survey deadline was extended to allow time to prioritise what fundraising is required. The Principal agreed to share the survey with the Pastoral Team for their contribution.

Questions were invited and Ms Tarlow and Ms Cantrill were thanked for their reports.

7) Chairs update

The Chair invited the committee to consider Ms Myhill-Johnson proposal that CVC LGC meetings start from 5.30pm next academic year, as with other academies in the Trust, to accommodate senior leaders working late to attend. The committee acknowledged need for SLT work life balance, but determined governors would struggle to attend meetings before 6pm due to work commitments. The committee agreed meetings would start from 6.00pm but hold alternate meetings online and in person.

8) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **3 July 2023.**

Future agenda items:
- Reading
- Trust Behaviour policy 2023-24
- 2023-24 LGC meeting dates

9) Any Other Business

Ms Cantrill was thanked for supporting the Clerk with 15+ day Exclusion Reviews.
The Clerk invited all governors to take part when able and to complete the Guidance for Governors: Meeting Statutory Duties in Suspensions and Permanent Exclusions training module. **Action: Clerk to send details of the training module to the committee.**

Attendees were thanked for their input and left the meeting.

The meeting finished at 7.55pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 20 June 2023

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term Two

2022-2023

Cottenham Village College

Zoe Andrews

Contents

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:

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	NetSupportDNA has taken place for IT technicians and DSL and DDSL	HM and HS to meet with IT to create users/operators and add contextual words and phrases	Further training for the IT technicians
Trends in School	Self-harm	NESSie parent/carer workshop which should have taken place on 19/06/23 has been moved. Date to be confirmed. As well as advertising the new date to all families, any student with a history of self-harm, their parents/carers will be contacted individually by AHOYs	NA

Update on significant cases (anonymised)	1 Prevent referral but appears as no further action from this. 1 Section 3 continuation 1Section 47 assessment 1 Section 17 assessment	Monitoring	NA
Summary of referrals made	See above	-	-
Ofsted Qualifying Complaints	0	-	-

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (Summer HT1)	This time last year
Number and % of PP	152 – 17.18 %	148 – 17.37 %	
Number and % of LAC	5 - .56%	5- .59%	
Number and % of young carers	4 - .45%	4 - .47 %	
Number and % of students privately fostered	0	1 - .12 %	
Number and % of students with CP plan	1 -.11 %	0	
Number and % of CIN	2 -.23%	1 - .12%	
Referrals made for early help	4	4 - .47%	
Family support assessments conducted	0	1 _ .12%	
Proportion meeting threshold	0	1 - .12%	
CP meetings attended	0	0	
Number and % of students with an EHCP	46 – 5.20 %	47 – 5.52%	
Number and % of students with serious medical conditions	24 – 2.70%	23 – 2.59%	
Number and % of students receiving external support: CAMHS	3- .34%	2 - .23%	
Number and % of students receiving external support: behaviour support	4 -.45%	4 - .47%	
Number and % of students receiving external support: S and L	0	0	
Referrals to Channel	0	0	

SCR Scrutiny:

ZA and HM did an SCR scrutiny on 5/6/23. Staff have been updated on procedures for regular visitors and what safeguarding measures need to be undertaken.

A new Trust template has added in additional information and was updated on 12/5/2023 to include:

- Online Search check fields added on the Employee and Volunteer tabs.
- Clarity note added under the Overseas EEA checks field on the Employees tab – this is now a historic check that would only apply to employees who were employed prior to January 2021.
- A Letter of Assurance field has been added to the Agency & Third Party and Contractor tabs.
- The column previously entitled "Disqualification Regulation" within the School Employee and Governors tab is now referred to as "Self-Declaration". Previously, people working in schools could be disqualified **by association** if they lived with someone who was disqualified. Since August 2018, disqualification **by association** no longer applies to schools. Therefore, employees should **not** be asked about cautions or convictions of someone living or working in their household. The Trust requires that a self-declaration form be completed by all staff to whom the regulations apply, and this is managed through the annual September Inset Self-Declaration process. Details of how the self-declaration process is coordinated (for new starters and annually) can be found within the updated Trust SCR Guidance.

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Online Safety	27/06/23	1	Cambridgeshire County Council
Self-harm	27/06/23	1	Cambridgeshire County Council

Bullying:

Aspect	Current number of incidents	Previous report
All Bullying Incidents	6	12
Racist Incidents	1	4
Cyber Bullying	0	3
Homophobic Bullying	1	4
Transphobic Bullying	0	0

Analysis and Next Steps
• Based on trends identified with both the safeguarding and pastoral teams, assemblies have been focused on issues specific to the year groups (for example – year 7: unkind behaviour, year 9: body shaming, year 10: 'banter') • Focus to be given within the pastoral programme to support student knowledge around bullying and reporting bullying. Plans to build local context specific examples into the PSHE and form time programme (i.e. you see situation x in the corridor, how would you respond?). Guidance notes to be provided to staff to ensure students all students reach a set understanding of expectations of what counts as a behaviour incident, a bullying incident, and the appropriate ways to report and respond to the scenario. • Development of resources to be used in the ISR by students who have carried out incidents listed above. These online resources will allow us to build a programme to explore student responses to these issues and add a more nuanced process. It will show whether students *know* the appropriate responses to situations. If students then repeat any bullying/racist incidents we will be able to see how to respond: is it an education or sanction process. • We are continuing to work with the pastoral team and the behaviour team to ensure that we are reducing risks around potential behaviour incidents/bullying in the corridors. We will be onboarding new students/rebooting current students around our corridor frameworks. This will be done through assemblies and also offer a reboot opportunity for staff as well.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	1 current investigation of a historic incident disclosed this term	0	n/a
Verbal:	0	0	
Physical:	1	0	

Analysis and Next Steps
• The current investigation is of a historic disclosure rather than an incident this term.   • We are continuing with our current provision and working with our new PSHE team, as well as the behaviour team to support student understanding of processes of disclosure, as well as education around what is defined as sexual harassment.   • Where appropriate, we are exploring how to develop and enhance the restorative resources we are able to offer when working with any perpetrators of sexual harassment (either physical or verbal)

Curriculum

Curriculum Planning and Model for 2023-24

The focus for this report will be curriculum planning for 2023-24.

CVC final curriculum model for 2023-24 for all key stages.

	Eng	Maths	Sci	History	Geog	RE	MFL	Art	CS	PD	Drama	Music	DT	PE	
7	7	8	7	3	3	2	5	2	2	2	2	1	2	4	50
8	7	7	7	3	3	2	6	2	2	2	2	1	2	4	50
9	8	7	7	3	3	2	6	2	2	2	1	1	2	4	50

	Eng	Maths	Sci	PD	PE	RE	A	B	C	D	
10	7	7	9	1	2		6	6	6	6	50
11	7	7	9	1	2		6	6	6	6	50

Our evaluation of the extended day with a compulsory KS4 P6 on a Monday was that although additional teaching time was available, there were problems with the students' motivation within this final lesson of the day and that this lesson did not feel as productive as other lessons in the week. There were also pockets of truancy, with students (and parents!) opting for students to return home with bus 1 to attend wider clubs and activities that take place outside of school. Staff meetings were a challenge due to this meeting slot not being available and the removal of this after-school slot also led to no-same day detentions and no clubs and activities. On balance, we felt it preferential to return to the same compulsory school hours for all students for September 2023. However, the caveat here was finding a curriculum model to match the 50-hour fortnight. The compromise has been to reduce KS4 core PE from 4 lessons a fortnight to 2. To mitigate some of the lost curriculum time we will look to find other ways to provide more opportunities for KS4 students to engage in PE, such as clubs.

- an update on CLFP and any impact of the curriculum model demands.

The CLFP shows that we have specialist staffing in place for majority of our lessons to be delivered by subject specialists. However, there are a small number of areas where staff may need to teach

second subjects, where we have more surplus staffing (PE and Geography). We continue to have a teaching vacancy in English and are looking for solutions to this.

CVC overview of final Extended Day Plan

Due to the evaluation of the extended day pilot in 2022/23 we will not be planning an extended day for 2023/24. However, we will continue to use P6 opportunities to add enrichment, clubs and additional study sessions for students to sign up to and will continue to provide a bus to facilitate this (at a cost of approximately £50k a year for 2 buses after p6).

CVC overview of final plan for structure of the school day

In line with the Trust directive, as part of the framework for curriculum for 23-24, we are developing a new model for the school day to incorporate a 25-minute daily reading slot in addition to tutor time. The proposal for the new timings for the day is shown below as model B. (DEAR - drop everything and read was the acronym we used before knowing the title of Astrea Reads)

Structure of the school day –model B (55-minute lessons) implementing 'Astrea Reads' across entire KS3

Time	Activity	Duration
08.30-08.40	Students to arrive – through dining room	10 mins
08.40– 09.10	AM registration including morning welcome (weather permitting), equipment check,	30 mins
09.10 – 10.05	Period 1	55mins
10.05 – 11.00	Period 2	55 mins
11.00 – 11.20	Break	20 mins
11.20 – 12.15	Period 3	55 mins
12.15 – 13.10	Period 4	55 mins
13.10-13.50	Lunch	40 mins
13.50 – 14.15	DEAR	25 mins
14.15-15.10	Period 5	55 mins
15.10/15.20	End of day/ Buses depart	
15.10-16.10	Extra-curricular clubs/Detentions	60 minutes
16.10/16.20	End of session/ Additional Buses depart x 2.	

Review of CVC's engagement with stakeholders (consultation/sharing/presentation of plans)

Once full details of the Astrea Reads programme are available and planned in detail for CVC, this will be cascaded with middle leaders and then wider staff. The latest documentation is a strategic overview of the principles underpinning programme design (shared as an attachment for governors). There is a training day for all Astrea reading leads on Thursday 6th July at AAW. The CVC INSET programme for the two days in September will then be influenced by the training needs required for staff to implement the new sessions in September 2023, once we know the full details of these. There will not be an opportunity for a whole-staff in person update prior to the end of term, as the last day will be Friday 7th July and the timescale prevents this. The SLT will look to hold some meeting time on Friday 7th to discuss the findings from the training day. To keep staff informed as early as possible, we will look to publish a staff handbook for the end of term, Friday 14th July, where we can outline the main components for the new academic year and include the details for how this will work and where possible, we will share copies of the relevant texts with staff members before the summer break, to allow them time to read the literature before the delivery of the sessions.

Teaching and Learning

Next Steps:
Our weekly staff T&L briefing helps staff to understand our strategic priorities and any strategies in the classroom to support these. We have used the last 6 weeks to focus on cementing our TLAC strategies around 'checking for understanding', meeting the needs of SEND learners in the classroom and safeguarding updates. These 3 themes will continue into 2023-24.

The calendar for T&L is being finalised. The emphasis will be on time being spent on curricular development, not administration. Disaggregated training time and 'Directed Time' will align to our strategic priorities for 2023-24.

The Academy Improvement Plan priorities around Quality of Education include SEND provision, effective resourcing and an ongoing focus on active participation of our students in lessons. This is where we will continue to draw on TLAC strategies to support classroom practice.

Subject leaders are carrying out QA on our classroom environment ready for September to improve the learning environment across the school. They are also updating the curricular information for our website for 2023-24 to make sure that this information is accurate for 2023-24.

The Pastoral Development (PSHCE team) for 2023-24 have met and set the strategic direction about ways of working for the new team, in conjunction with Charlotte Cooper (PD Lead at the Trust).

Our Induction Day for new staff has an emphasis on making sure new staff are well-supported and conversant with our key T&L and curricular principles that underpin our practice.

From September 2023 we are piloting booklets in PD across KS3 and 4 and parts of the curriculum in other subjects (e.g. Maths in Year 7). James Rawlins from the Central Team met with Kath Goudie in June 2023 about the nature and role of booklets at CVC and we shared a range of booklets that we have developed here to support our curriculum for him to take away and review. This was the start of a promising and successful collaboration.

All of our ECTs are on track to meet the Teachers' Standards at the end of the year and move on with their ECT programme or to finish their ECT programme. Our ECT provider will be changing to Ambition Institute in 2023-24. Details of how this change will work in practice is forthcoming. Next year, we have recruited one, new ECT Year 1 in Art.

For 2023-24 we will continue to hold close ties with the University of Cambridge PGCE and support trainees in a wide range of subjects. Two mentors have just completed their Stage 2 Mentoring Course and next year we will be supporting a new mentor in Geography. This builds on our existing strong mentoring culture at CVC.

Behaviour and Culture

Implementation of the Core Routines and B&C Framework:
Evaluation/summary of the implementation/embedding of the Core Routines/B&C Framework/B&C curriculum

- Strengths and impact of implementation

- We have developed an embedded behaviour curriculum model which staff have responded to positively. The consistency of delivery of key pastoral and behavioural messages has supported staff in setting students up for the day.
- Students have highlighted that they can see a consistency of approach around the site when responding to situations and behaviours, both in and out of lessons.
- Areas for improvement in the effective implementation
  - The development of consistency continues to be refined while we look to address how different departments and year groups enact the core routines.
  - We need to review how regularly we revisit the pastoral and behavioural curriculum. Currently we are making strategic use of pastoral development time, once a half term (i.e. launching the form tutor strands in the most recent after school pastoral CPD). An area of improvement is how to make use of regular staff briefings, or through quizzes in bulletins etc to explore staff responses to possible situations.
  - We are offering staff drop-in sessions for staff to talk to the senior team about behaviour – this could be expanded to a drop in on daily debrief, on a meeting with the wider pastoral team, or increased to more than once a half term.
- Key learning and next steps
  - Mirroring the developments in the PSHE model, we are looking to develop a more sustained focus on contextual issues around behaviour. To support this we are looking to build on the behaviour data of the different cohorts. i.e. if chewing gum is an issue in year 7, this could be developed into a contextual issue to address through the Be Kind, Work Hard tutorial sessions.
  - Development and refinement of the provision of data to the pastoral team, and the form tutors will enable more nuanced responses to the specific behaviour needs of their year group. This will enable the heads of year/departments to respond appropriately. To support this we will be asking HoYs to consider the behaviours of their year group and consider which of the menu of the routines will best respond to these challenges. i.e. were uniform to be an issue for year 9, we could focus our work with the HoY, the tutor team, and the year 9 teachers on the threshold routines.

Summer Term Reboot:

Summary of the key aspects and priorities of your Summer Term Reboot.

- Zoe Andrews led a reboot of the values of the College through a focus on having pride in our community, celebrating our successes, and showing gratitude for our students and staff
  - This supports the work led by Paddy Winter about the values of the Trust at the start of the summer term, and how these continue to embody the values of Henry Morris as a Village College.
  -

Behaviour Data:

Positive Behaviour (28/08/2022 - 19/06/2023)

Events	Events per pupil
66088	71.60

Negative Behaviour (28/08/2022 - 19/06/2023)

Events
15651

Events per pupil
16.96

Behaviour and Culture Analysis and Next Steps

• What is working well?
    ○ Staff are clearly engaging with positive praise to recognise student achievements.
    ○ Staff use a range of warm strict approaches in their classroom, including non-verbal communication.
• What is the climate for learning like within the academy?
    ○ As the above data suggests – it's a positive, hard working environment where staff recognise and reward students for the work they do, and the effort they put in.
• What plans are in place to tackle any challenges that the data identifies.
    ○ Reviewing data, we can see that a next step is to develop consistency in all staff using the positive behaviour process. The pastoral team are developing plans to address how all staff can do this. A key next step is to build on the positive feedback from the January training day and deliver a similar scenarios-based training session.
    ○ We need to do more to reward our students – there are 'large ticket items' such as trips to Alton Towers, trips to Bowling and Films in Cambridge, or Amazon vouchers. However we need to work to ensure that we are recognising a more consistent approach to rewards. The pastoral team will be looking at how we can embed small scale rewards on a more consistent basis. For example: queue jumps, plus ones to jump the queue, book vouchers, PlayStation lunch time competitions, pizza parties, free house stationery prizes.

Suspensions:

	All Students	PP Students	SEND (K) Students	SEND (E) Students	Year 7	Year 8	Year 9	Year 10	Year 11
Number of Suspensions	256	126	55	68	27	24	105	69	31
% Of Cohort	29.2	82.89	105.77	147.83	15.34	13.79	58.99	39.66	17.61
Total Days	428.5	214	90	100	38.5	45.5	154	124	66.5

Suspension analysis and commentary:

The number of suspensions for term 1 and term 2 have been higher this year compared to the last academic year, however, over the summer term we have seen this trend reversing as illustrated in the table below. We have worked hard to ensure that our expectations have not been lowered and that we continue to work in line with the school behaviour policy. However, the work we have completed on the suspension reduction plan, as well as some focused work for a small number of students who have had a high number of suspensions has resulted in the overall trend going down when compared to the same time last academic year.

2021-2022 vs 2022/2023 number of suspensions per week and half term								
Week No.	2021/2022	2022/2023	Difference		Week No.	2021/2022	2022/2023	Difference
1	0	0	0		25	Half Term	Half Term	Half Term
2	1	3	2		26	1	6	5
3	2	4	2		27	7	13	6
4	4	2	-2		28	2	9	7
5	0	6	6		29	5	7	2
6	4	8	4		30	12	7	-5
7	2	10	8		31	8	10	2
8	7	11	4		1/2 Term Total	35	52	17
1/2 Term Total	20	44	22		32	Easter	Easter	Easter
9	Half Term	Half Term	Half Term		33	Easter	Easter	Easter
10	2	6	4		34	2	4	2
11	7	7	0		35	8	5	-3
12	5	10	5		36	5	3	-2
13	4	6	2		37	11	3	-8
14	3	19	16		38	8	7	-1
15	6	3	-3		39	11	10	-1
16	1	7	6		1/2 Term Total	45	32	-13
17	0	4	4		40	Half Term	Half Term	Half Term
1/2 Term Total	28	62	34		41	12	5	-7
18	Christmas	Christmas	Christmas		42	10	6	-4
19	0	4	4		43	9	5	-4
20	2	7	5		44	6		
21	3	7	4		45	5		
22	5	12	7		46	19		
23	4	10	6		47	5	(AW)	
24	9	14	5		48	0 (AW)		
1/2 Term Total	23	54	31		1/2 Term Total	66		

Suspension Reduction:

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT
Start the process of students reflecting on their behaviour.	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.	Reduction in C3 events Reduction in internal truancy Reset Base to be aligned with protocols as set out in the suspension reduction framework.
The Reset Base has the highest standards possible	1. Layout of Reset Base 2. Communication of expectations 3. Clarity on next steps – flow chart	Reduction in the number of behaviour events recorded in the Reset Base via the internal tracker. Feedback from AHOYs who staff the reset base.

	4. Reset base register 5. Clarity of running the reset base for all AHOYS who are on duty	Reset Base to be aligned with protocols as set out in the suspension reduction framework.
IBP and PSP -	1. Implement thresholds for Tutor/HOY/IBP and PSPs 2. Review the number of PSPs we currently have in place, ensure all students that meet the new threshold are then placed on a PSP	Increase the number of students on PSPs from 5 to approx. 12 HOYs to use the thresholds to ensure that students are on the appropriate level of support.
Provision and Intervention Matrix	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.	Wave 1, Wave 2 and Wave 3 inverventions to be used by HOYS, their impact reviewed. HOYs to track the inverventions used to support students. Pastoral Log to include this tracking information. W1,2,3 to be aligned to the suspension reduction framework.
Consider alternatives to suspension.	1. Consider the use of multiple ISR days as an alternative option, if appropriate, to a single day FTS.	Reduction in FTS and increase in ISR.

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

Attendance

|	Key Attendance Target	This time last year	Year to date
Whole School	95%	90.5%	91.3% (exc. Leavers 91.8%)
Pupil Premium	90%	83.3%	84% (exc. Leavers 85.6%)
SEND	90%	78.6%	77.8% (exc. Leavers 79.7%)
Maximum % of pupils who are PA:	15%	27.2%	22.5%
% of PP pupils who are PA:	20%	51.0%	44.0%
% of SEND pupils who are PA:	23%	54.9%	45.2%

Details of:
- The attendance for students at AP – As of 16/06/23, average attendance for AP students is 78.6%. This includes authorised absences which is protocol for AP.
- the number of students moving off roll to EHE

Details below of the progress made to date on areas of CVC's Attendance Action Plan.

Objective	Key Actions	Update and summary of impact to date
Continuing to engage with the LA attendance team and build relationships with the Astrea attendance officers	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.
	Sally Bagwell to coordinate an Astrea Attendance conference at CVC to meet and network with other Attendance leads and share best practice with central team	Has been coordinated and impact will be shared once the meeting has taken place.
To raise the profile of attendance at CVC so that all staff have a part to play in increasing student attendance	Attendance training at BASI took place before half term for the pastoral team. Attendance Officer is regularly monitoring staff input for interventions.	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. 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. Development of a new daily pastoral debrief document which includes information regarding safe and wellbeing calls. This focus has meant that we are sharing more attendance data regarding attendance throughout the pastoral team. The impact of this has been the development of more face-to-face contact with families to support individual needs.
Reduction of PA next academic year	The attendance team to identify key students and families who need support in the coming year. Offering early support, in conjunction with the safeguarding team, will lead to an overall reduction in our PA	The team have identified key students who need intervention.
		Working with the pastoral team the ongoing process of meeting with families and having the dialogue of support is, at the time of writing, ongoing.

We are very proud to have achieved the FFT award for excellent attendance, top 10% nationally for the Spring term 2023. Over 10,000 schools nationally use this tracker to provide weekly statistical analysis on school attendance.
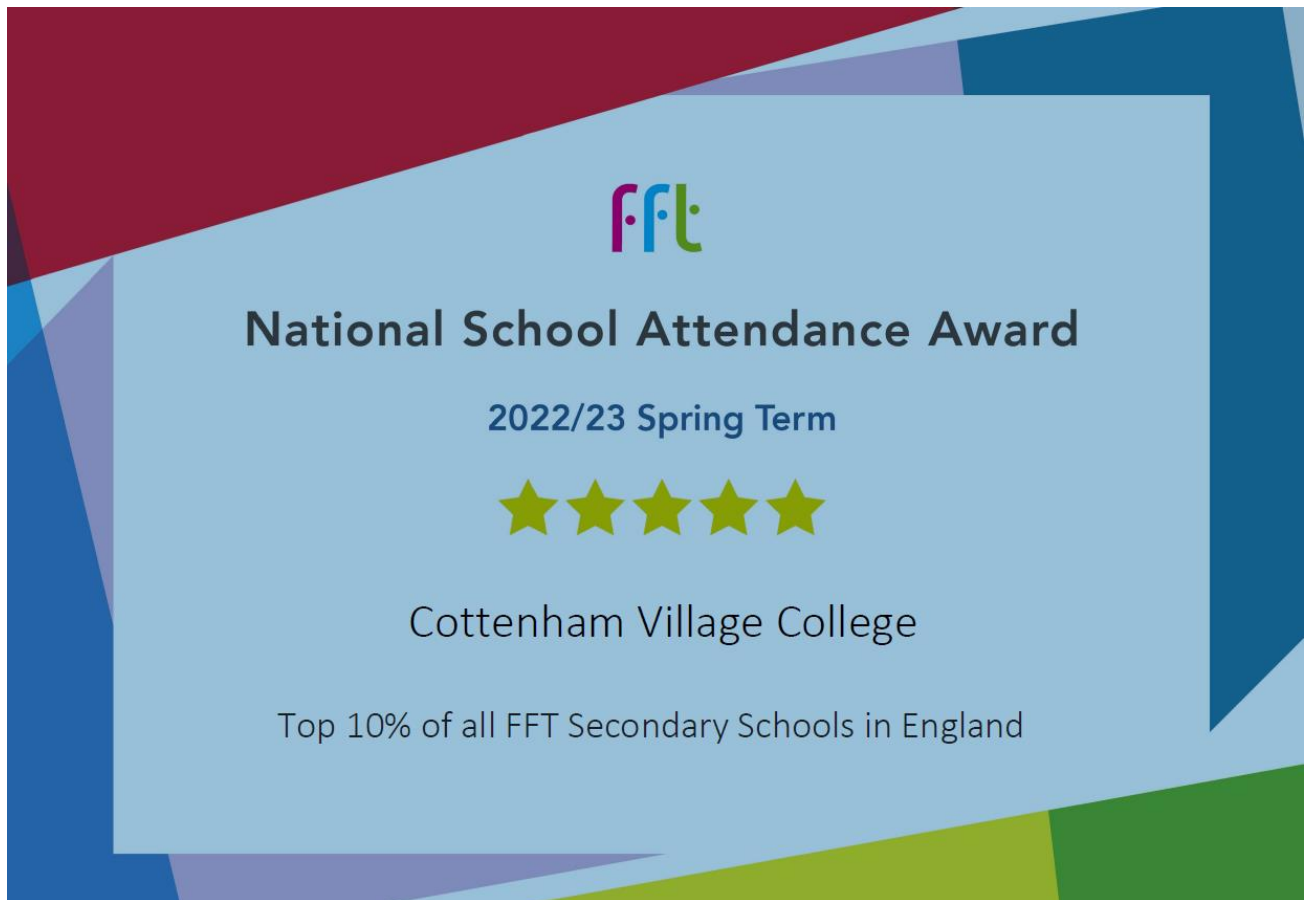
360 Attendance view
Cottenham Village College (8734038)

Download PDF

Time period: Year To Date
Comparator: FFT National

fft

Attendance Headlines — YEAR TO DATE — 05/09/2022 – 09/06/2023

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
93.4% ●	93.8% ●	93.1% ●	89.0% ●	94.1% ●	19.8% ●

Weekly Attendance

School ■ | FFT National ■

Attendance breakdown — YEAR TO DATE — 05/09/2022 – 09/06/2023
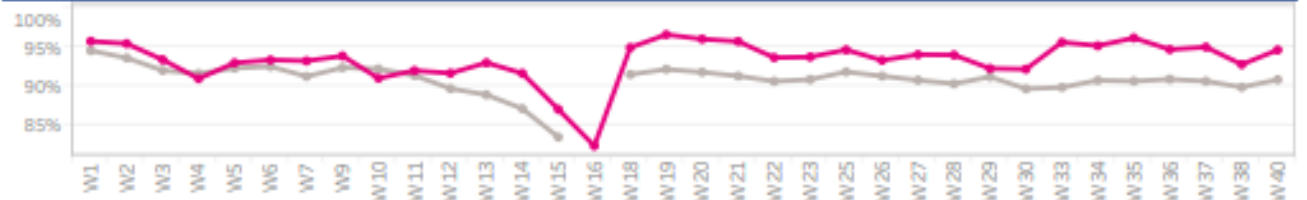
All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All Pupils	871	School	93.4%	95.0%	93.8%	93.2%	92.8%	92.0%
		FFT National	90.8%	93.1%	91.4%	90.4%	89.7%	89.3%
		Difference	+2.6% ●	+1.9% ●	+2.3% ●	+2.9% ●	+3.1% ●	+2.8% ●
Gender			All	Year 7	Year 8	Year 9	Year 10	Year 11
Female	410	School	93.8%	95.8%	93.7%	93.9%	93.2%	91.6%
		FFT National	90.5%	93.2%	91.3%	89.9%	89.2%	88.7%
		Difference	+3.3% ●	+2.6% ●	+2.4% ●	+4.0% ●	+4.0% ●	+2.9% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Male	461	School	93.1%	94.0%	93.8%	92.5%	92.6%	92.4%
		FFT National	91.1%	92.9%	91.6%	90.8%	90.2%	89.8%
		Difference	+1.9% ●	+1.0% ●	+2.2% ●	+1.7% ●	+2.3% ●	+2.6% ●
FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	126	School	89.0%	92.2%	90.6%	87.6%	84.4%	88.4%
		FFT National	85.5%	89.3%	86.6%	84.7%	83.3%	82.7%
		Difference	+3.5% ●	+3.0% ●	+4.0% ●	+2.9% ●	+1.1% ●	+5.7% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	745	School	94.1%	95.5%	94.3%	94.3%	93.9%	92.4%
		FFT National	92.7%	94.6%	93.3%	92.4%	91.9%	91.3%
		Difference	+1.4% ●	+1.0%	+1.0% ●	+1.9% ●	+2.0% ●	+1.1% ●
SEND			All	Year 7	Year 8	Year 9	Year 10	Year 11
Support	49	School	89.2%	93.5%	90.8%	86.5%	86.4%	81.4%
		FFT National	86.0%	90.0%	86.9%	85.1%	83.6%	83.3%
		Difference	+3.2% ●	+3.5% ●	+4.0% ●	+1.4% ●	+2.8% ●	-2.0% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
EHCP	40	School	84.9%	85.3%	80.1%	80.8%	89.6%	82.9%
		FFT National	82.9%	87.1%	84.0%	82.1%	80.6%	79.5%
		Difference	+2.0% ●	-1.8% ●	-3.9% ●	-1.3% ●	+9.0% ●	+3.4% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not SEND	782	School	94.1%	95.4%	94.2%	94.0%	93.4%	93.1%
		FFT National	91.9%	93.9%	92.5%	91.5%	90.9%	90.5%
		Difference	+2.2% ●	+1.5% ●	+1.7% ●	+2.5% ●	+2.4% ●	+2.7% ●

YTD Persistent Absenteeism (% of persistently absent pupils)

School PA ■ | FFT National PA ■

	All	Year 7	Year 8	Year 9	Year 10	Year 11
School PA	20%	13%	19%	22%	24%	21%
FFT National PA	27%	20%	26%	29%	30%	30%
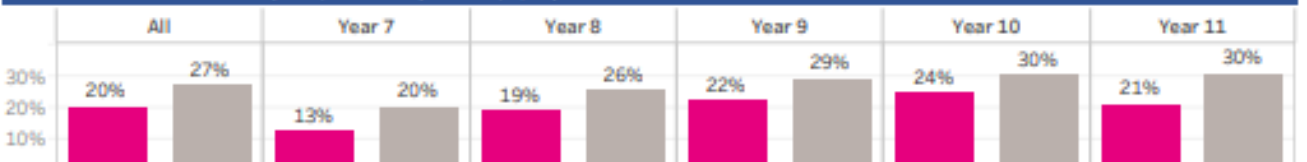
Attendance Next Steps:

Our next steps continue to be the focus on reduction of absence within the SEN and PP students. 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 10 Maximising Attainment Plan

Year 10 Mock Exams-Summer Term:

Summary of analysis of the Year 10 data from the recent mock examinations.

- At the time of writing, the Year 10 exams were still taking place, and therefore Year 10 data analysis is not possible to be shared at this point.
- Data will be input ahead of the central Trust deadline of Friday 14 July.
- In addition, Year 10 exam results will be shared with Year 10 students and families in the end of year reports which are shared in July and will inform the projected grades awarded by staff.
- Year 10 data will be analysed by subject leaders and discussed in LM meetings and will inform the planning for teaching and learning of Y11 units in the first half-term of Year 11, ahead of the October/November mock examinations.

Year 10 Context and Intent
Context of the Year 10 cohort and position of the academy, including reference to Summer 22 outcomes
Overarching objective of the plan, including Year 10 Mock performance position
There are 177 pupils in Year 10. The cohort has the following context:
M – 103
F – 74
LPA – 33
MPA – 76
HPA – 53
N/A – 15
PP – 27
EHCP – 14
SEN Support – 8
EAL – 1
LAC – 2
In addition, the reading age scores from the start of Year 9 in 2021 identified that of 157 current pupils in this year group who sat the NGRT, 72 had a reading age of 17/17+ (adult age) – this is 46% of the year group tested. In contrast, 14 students were below secondary reading age – this is 9% of the year group tested. New reading tests are being run with the Year 10 cohort at the end

of June to allow us to capture an up-to-date understanding of the reading profile of this year group.

The summer 2022 outcomes saw us attain a P8 score of 0.45 and A8 score of 57.9.

Our maximising achievement plan for Year 10 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 177 pupils in Year 10. 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	54.45 ↑
Average Attainment 8 Grade	5.44 ↑
Average KS2 Prior Attainment	105.5 ↑
Average Estimated A8	52.91 ↑
Average Total Progress 8	0.56 ↑
P8 Upper Confidence Interval	0.78
P8 Lower Confidence Interval	0.34
Pupils Included (Progress 8 Coverage)	154

Based on SISRA and FFT5 targets, the Basics target measures for pupils in Year 10 are as follows:

Basics 9-7

Measure	Total	%
Students Achieving 9-7 in English and Maths	39	22.5 ↑
Students Achieving 9-7 in English	50	28.9 ↑
Students Achieving 9-7 in Maths	54	31.2 ↑
Students NOT Achieving 9-7 in English or Maths	108	62.4 ↑
Students Achieving 9-7 in English but NOT Maths	11	6.4 ↑
Students Achieving 9-7 in Maths but NOT English	15	8.7 ↓

Basics 9-5

Measure	Total	%
Students Achieving 9-5 in English and Maths	116	67.1 ↑
Students Achieving 9-5 in English	133	76.9 ↑
Students Achieving 9-5 in Maths	117	67.6 ↑
Students NOT Achieving 9-5 in English or Maths	39	22.5 ↑
Students Achieving 9-5 in English but NOT Maths	17	9.8 ↑
Students Achieving 9-5 in Maths but NOT English	1	0.6 ↑

Basics 9-4

Measure	Total	%
Students Achieving 9-4 in English and Maths	148	85.5 ↑
Students Achieving 9-4 in English	153	88.4 ↑
Students Achieving 9-4 in Maths	148	85.5 ↑
Students NOT Achieving 9-4 in English or Maths	20	11.6 ↑
Students Achieving 9-4 in English but NOT Maths	5	2.9 ↑
Students Achieving 9-4 in Maths but NOT English	0	0.0 ↑

CVC Year 10 Maximising Attainment plan:

Priority area	Strategic Intent and Specific actions	Lead	Evidence of impact	Actioned by
PP and SEN attainment	To ensure that we continue to target closing the gap between PP and SEN 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 (question level analysis) at subject leader level 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	APA/KGO/CCR/JCH	Improving PP and SEN outcomes Improving evidence of effective inclusive practice in classrooms Teaching and support staff (TAs) able to identify and articulate effective strategies for students to ensure supportive progression through the curriculum	SLT (particularly through effective LM and CPD/training), subject leaders and teaching staff
Grade 7-9 attainment	To increase the attainment of our students at the top end. Historically, results have been successful, but we have not pushed as many students into the 7-9 band as our	APA	Improving Grade 7-9 outcomes	SLT (particularly through effective LM

	prior attainment and reading data would suggest we could. To achieve this we will be: • Analysing successful scripts from the 23 summer exam series in key subject areas and QLA from subject leaders • Using subject examiner reports for information on successful answers in subjects • Visits to successful schools in the local area and beyond (particularly looking at subject areas where we need to see improvement) to explore how they target and attain high grades for students • Curriculum revisiting and re-planning in light of results in summer 2023				and CPD/training), subject leaders and teaching staff
Staffing challenges in core subjects	Where recruitment has been challenging in English – an ongoing recruitment drive early in the Autumn term to focus on recruiting high-quality English teachers to complete the new team Ready to respond to any other absences in key subject areas	APA		Subject specialist teaching in core subjects Effective and targeted recruitment drive to address gaps in staffing – filling gaps in English as early as possible in the new academic year with **high quality** staff	SLT and key subject leaders involved in recruitment processes
Crossover students not projected to attain Grade 4 in English or maths	Using the set of data from Year 10 projected grades and cross-referencing this with, initially, Year 10 exam results and then Y11 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 • information and intervention evenings with families and students to discuss how to support at home	APA		Raising crossover students to attain 4+ in both maths and English	APA, HoD English, HoD maths, LMs for core subjects
Focus on low-performing subjects	This will be achieved by: • strong LM structures and discussions; • developing new/recently new teaching staff;	APA		Improving outcomes in lower-performing subjects	SLT (particularly through effective LM and

	• 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			CPD/training), relevant subject leaders and relevant teaching staff

Other plans:

- An advertised, targeted revision schedule following each set of mock exams – inviting key students in each subject running revision sessions and focusing on key units/topics/questions based on mock results and analysis
- Subject revision days where we think this has impact and supports students to develop knowledge and attain at a higher grade
- CPD provision for developing teaching staff e.g. training days, curriculum development time, intellectual preparation, morning T&L briefings, twilight projects and appraisal subject targets, voluntary sessions such as the professional reading group – all focused on developing individual and subject teaching and learning practice/curriculum reflection and improvement and contributing to quality-first teaching
- Increased visibility, focus and training from SENCo in light of new appointment – focusing specifically on supporting an inclusive approach in all classrooms to support all students to attain
- Sharper focus on reading data and interventions with the newly appointed Reading and Literacy Co-ordinator – improved literacy and reading ages for the 25% who arrive with lower than secondary reading ages will further support all students to access the curriculum in each subject and to make progress.

SEF and AIP Review and Planning for 2023-24

SEF Update:

Summary below of any changes/developments to how CVC are currently self-evaluating your school.

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness		GOOD	
Quality of Education		GOOD	
Behaviour and Attitudes		GOOD	
Personal Development		GOOD	
Leadership and Management		GOOD	
Sixth Form		N/A	

AIP Update: the school AIP is attached. During July, the senior team will do the final review of the year and look at which items need to remain on the AIP for the next academic year and which areas can be removed as priority areas.

Academy Improvement Plan for 2023-24

At the time of writing this report, the AIP for the next academic year has not been produced (21/6/23). There are plans for the SLT to review this in July, once the end of year assessment data is available.

CPD Planning for 2023-24

At the time of writing the report, this information has not been finalised. (21/6/23)

HR, Operations and Site Update

Staffing:
- We have appointed the following staff to start in September 2023:
    - Niamh Jennings – Head of History
    - William Gimson – Head of Music and Head of Year
    - Maria Gonzalez Morales – Second in Charge of MFL
    - Samantha Wynn – Second in Charge of English
    - Lisa Bearpark and Sally Ibrahim – Teacher of Maths
    - Sian Watson – Teacher of Science
    - Gemma Cook – Teacher of Art
    - Ben Harper our current Behaviour Manager has been appointed as a Pastoral Year Leader for September.
    - We have vacancies to start in September for: Teacher of English and Teaching Fellow.

Number on Roll Update & Projections for September 2023

Current NOR and updated projections for September 2023.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	NOR
June/July 2023	**176**	**178**	**179**	**177**	**176**	**886**
May 2023	**176**	**177**	**178**	**176**	**176**	**881**
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
1st September 22	175	170	179	171	180	875
October 21 Census	169	178	174	179	173	875

Projected NOR for September 2023

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
June/July 2023	**183**	**177**	**178**	**179**	**177**	**894**
April/May 2023	**184**	**177**	**177**	**177**	**177**	**892**
March 2023	**185**	**177**	**175**	**179**	**176**	**892**

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	1	4	1	1		7
Total number of Leavers 2022-23	**5**	**8**	**6**	**11**	**4**	**34**
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	3	3	1		8
Total number of Joiners 2022-23	**6**	**16**	**8**	**17**		**47**

Elective Home Education:

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

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.
  - This was well attended, and families gave positive feedback about the event. A survey is being sent to all families, along with key information and booklets, to support the ongoing development of the transition process. Anecdotal feedback is that the evening was useful and alleviated most concerns or worries that Y6 parents may have had around transition to a larger school.
- 3rd and 4th July: Year 6 Step up day
  - At the time of writing, timetables have been shared with staff regarding the days and many thanks go to the PE department for their offering off a PE festival!
- 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 residentials 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 10th 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 12th July	Alton Towers	All	70	£40.00
	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

LGC Member Visit Record

Name	Vicky Ellaway-Barnard, Cerian Webb
Date of Visit	16 June 2023
Focus of Visit	SEND
Classes/staff visited	Judith Chipps, Clive Crisford

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. Meeting with JC and CC to discuss SEND priorities now that the new SENDCo and Deputy SENDCo are in post.
What I have learned as a result of my visit - One priority for this term has been introducing a new process for staff to flag students (who are not already receiving SEND support) to the SEND team for early identification of need / support. JC has delivered training to staff on the new process, which has been received well. - A second priority for this term has been creating one page profiles for all students receiving SEND support (moving information from existing strategy sheets) to ensure that relevant information is easily accessible by staff. The one page profiles are being created with input from students and their parents, and so far there has been positive feedback from parents and staff about their use. JC is planning further training for staff on how to best use the one page profiles to inform classroom practice. - JC has also been liaising with the SENCOs in local primary schools regarding the incoming Year 7s. - In addition to a recent successful Years 7-10 event for parents of students receiving SEND support, JC plans to run regular coffee mornings.
Positive comments about the focus A big thank you to JC and CC for putting aside the time to meet with myself and CW – it was great to hear that so much has been happening in such a short space of time.
Aspects I would like clarified/questions I have n/a
Ideas for future visits It will be great to return in the new school year to see how the priorities identified here are being embedded into day-to-day practice.
Any other comments n/a

Signed (committee member): VLEB   Signed (link staff member): JC