

COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 20 November 2023

To be held from 5.45pm

In conference via Teams

Membership: C Webb (Chair); Z Andrews (Principal); V Ellaway-Barnard; A Bigglestone-Widdows; V Cantrill; K Tarlow; A Tyrrell.

In attendance: Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter; Clive Crisford; Sarah Powell; Judith Chipps

Clerk: Melanie Basson

	Summary of action required	By whom	Status
25.09.23	Determine when Link Trustee, Peter Burrows is due to visit CVC.	Clerk	Complete – Clerk to feedback in matters arising
25.09.23	Arrange publishing of CVC LGC statutory information on CVC website.	Clerk	Complete
25.09.23	Academy to publish policies: <ul style="list-style-type: none"> • CVC 2023-24 Safeguarding policy • Acceptable Use policy for students 	Principal	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies <ul style="list-style-type: none"> • New LGC member - ABW 	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 25 September 2023	Papers attached (pp3-9) - Chair
4	40 mins	Principal's Update	Papers attached (10-26) - Principal
5	5 mins	CVC School admissions criteria	Oral item – Principal
6	10 mins	School visits and risk <ul style="list-style-type: none"> • CW School Visit – SCR – 19.09.23 • VEB School Visit – Safeguarding – 12.11.23 	Papers attached (pp27-28)- -Chair
7	10 mins	Policies <ul style="list-style-type: none"> • CVC Attendance policy 2023-25 	Papers attached – Chair (pp29-51)

		<ul style="list-style-type: none"> • CVC Recording and Reporting policy 2023-25 (to note – as electronically ratified) • RSE policy 2023-25 (to note – reviewed -no changes) 	
8	5 mins	Chairs update	Oral item - Chair
9	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 29 January 2023	Oral item - Chair
10	2 mins	Any Other Business	Oral item - Chair



**COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE
HELD ON
MONDAY 25 SEPTEMBER 2023
AT
COTTENHAM VILLAGE COLLEGE**

MINUTES

Members Present:	Cerian Webb (Chair); Zoe Andrews (Principal); Vikki Cantrill; Vicky Ellaway-Barnard; Andrea Tyrrell.
In Attendance:	Melanie Basson (Clerk) Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter; Clive Crisford; Sarah Powell; Judith Chipps

	Summary of action required	By whom	Status
03.07.23	Define Trust expectations of subject presentations and inform subject leaders.	Clerk	Complete - Item 4
25.09.23 Item 3	Determine when Link Trustee, Peter Burrows is due to visit CVC.	Clerk	24 October 2023
25.09.23 Item 4	Arrange publishing of CVC LGC statutory information on CVC website.	Clerk	24 October 2023
25.09.23 Item 9	Academy to publish policies: <ul style="list-style-type: none"> • CVC 2023-24 Safeguarding policy • Acceptable Use policy for students • Fire Evacuation procedure 	Principal	24 October 2023

Prior to this meeting CVC DSL, Helen Stearn delivered a Safeguarding training session for Governors. Governors not present (KT) were asked to complete the Safeguarding/Child Protection 2023-24 training module, through the National College, no later than October half term.

1) Election of Chair

The meeting started at 6.00pm.

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

2) Introductions and Apologies

Apologies for absence were received from Kate Tarlow and Jo Myhill-Johnson and these were accepted by the committee.

The committee acknowledged the resignation of Will Hall, as of 19 September 2023 and Paula Ray as of 25 September 2023. Letters have been sent on behalf of CVC and the Trust, acknowledging their valued contributions during their term as a CVC governor.

The Chair welcomed all attendees.

3) Committee Terms of Reference and Governance Scheme of Delegation

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

Action: The Clerk was asked to establish when Link Trustee, Peter Burrows is due to visit CVC.

4) Annual Declarations of interest

In advance of the meeting, LGC member declarations were reviewed, updated and confirmed.

Action: Clerk to arrange publishing CVC LGC statutory information on CVC website.

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

5) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 3 July 2023 were ratified electronically on 21 July 2023 and adopted by the committee.

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

The Clerk defined Trust expectations of content for Head of Department subject presentations to governors to include:

- Overview of department
- Staff structure
- Curriculum
- Performance

In light that CVC reduced the PE curriculum to one PE lesson in KS4, the Chair enquired whether CVC had experienced any feedback in response.

The Principal reassured the committee that CVC has not experienced any issues around the change to KS4 PE lesson provision. The committee acknowledged the variety of after school sport activity available for students and were reassured student uptake of after school physical activity clubs is being tracked.

The Chair enquired whether Richard Tutt, Head of Secondaries has visited CVC recently. The Principal confirmed CVC has not received a visit from Richard Tutt this term as yet but a number of central team colleagues are scheduled to visit CVC in the next few weeks.

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

6) Principal's Update

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

- Safeguarding
- Examination outcomes 2023: analysis and review
- Year 11 Maximising Achievement Plan
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- AIP Priorities for 2023-24
- Pupil Premium Plan for 2023-24
- Marketing for 2023
- Astrea Reads
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community
- List of acronyms used

Attendance

The committee noted student attendance at CVC was 89.8% for all students for the last academic year. They noted that there was a national dip in attendance in weeks 15 and 16 which was also observed at CVC and attributed to an increase in winter viruses circulating in the population including covid-19.

Safeguarding

Ms McKeand updated the committee with developments regarding safeguarding data since the Principal's report was written.

Ms Goudie informed the committee CVC are developing an 'It stops now' program, using materials supplied by the Astrea Central team, to tackle the culture of students using discriminatory language when speaking among their peers. An annual survey for students to complete has been launched to include obtaining attitudes to sexual harassment and use of language. A Student Voice session was held today around derogatory language.

Examination results

In advance of the meeting, CVC examination outcomes 2023: analysis and review were shared with the committee. The Chair congratulated CVC for a good set of results this summer and thanked all staff for their hard work through the school year.

Ms Parker expanded on the Principals report regarding the submission of a number of examination papers re-marked for Year 11 examination papers. At the time of the meeting CVC were still waiting for responses for 18 examination reviews. Priorities for submitting scripts for grade review were maths, English Language and English Literature. The subjects with a significantly higher number of reviews/students one or two marks away from the next grade up or with unexpectedly low grades

were English Language (36 students' papers submitted for review) and English Literature (25 students' papers submitted for review). Ms Parker informed the committee that so far, 27 of the examination papers sent for review returned with an increased grade change.

Noting that CVC examination 7-9 grades dipped so that they were at rather than above (as seen in 2022) national average this summer, the Chair enquired of CVC plans to inspire the current Year 11 students to maximise their outcomes.

Ms Parker informed the committee CVC are taking a forensic focus on targeting students with predicted to achieve 7-9 grades. With a particular look at English, CVC are working with other local educators and examiners to establish CVCs approach on sequencing, focus and curriculum plans.

The Chair suggested obtaining student voice from successful students from the 2023 cohort to establish what they found helpful to achieve higher grades. Ms Parker stated CVC are focussing on where the gaps are at the top level, and addressing critical thinking.

Ms Ellaway-Barnard questioned whether CVC has considered curriculum subject options offered to the current year 9, following this year's student destinations.

The Principal explained that, based on KS2 results, the ability profile for students transitioning from primary school is reducing. CVC continue to explore options to offer students a broad and balanced curriculum offer, with a view to achieving the results they need to go on to their preferred Post 16 destination. CVC recognise the change in landscape of available opportunities in the local area and needs to offer students curriculum which supports students to access their preferred supplier of post-16 education.

The Principal informed the committee that the current Year 11 will sit two sets of mocks, November 2023 and February 2023, in line with the rest of the trust. The Trust has appointed a new Director for Assessment and Curriculum, Matt Carnaby. Booklets containing revision advice have been issued to Year 11 students ahead of the autumn mocks. CVC are also offering advice to parents on how to support their child through year 11.

Gaps in learning, identified through the year 10 mocks for the current Year 11 are being addressed, targeting specifically SEN and PP students.

The Chair asked whether Year 11 mock examinations are to take place in the main hall.

The Principal explained the Year 11 November mocks will take place under the same arrangements as the June 2024 examinations, and confirmed these are due to take place in the main hall.

Ms Ellaway-Barnard enquired whether the trust offer financial support for examinations, in the event CVC are required to appoint extra invigilators and laptops for students.

The Principal informed the committee the cost of invigilators and laptops for students is funded from CVC budget.

The committee acknowledged CVC inspiration to achieve FFT 5 in June 2024 examination results.

Curriculum and Teaching and Learning

Ms Goudie reported CVC continue to support staff to deliver effective teaching and learning and use time in a proactive and supportive way.

Ms Goudie reported feedback from SLT is positive regarding class observations where new staff are in post.

Matt Carnaby, National Lead for curriculum and learning and Jo Myhill-Johnson hosted a learning walk with local primary Headteachers and central team colleagues. Initial feedback was that learning behaviours were exemplary.

Ms Ellaway-Barnard enquired how National Leads offer staff support.

Ms Goudie reported the trust aspires to recruit good subject leads who offer CVC Head of Subject Leads valuable advice, best practice and teaching support. In addition, CVC continue to use their own network and links.

The Chair enquired how staff are adapting to the reduced lesson time (60 minutes to 55 minutes) for subject lessons resulting from the implementation of the Astrea Reads programme

Ms Goudie reported although it is too early to offer qualitative data at this stage, the impact on the curriculum is minimal and student transition has improved between lessons. None of the subjects with a practical element have reported any issues with the slightly shorter lesson slots.

Behaviour and culture

Mr Crisford reported a very positive start to the year, with a significant decrease on student suspensions compared to last year. The trust appointed Tim Blake as Lead for Scholarship and Culture, who has visited CVC this academic year.

CVC Suspension Reduction Plan continues to embed behaviour expectations and changes to the Reset Room are proving beneficial, resulting in a decrease in internal truancy.

Ms Ellaway- Barnard questioned whether CVC has seen an increase in positive behaviour points for CVC SEN student cohort

Mr Crisford reported CVC continue to work with staff and promote the need for issuing rewards for SEN students through staff bulletins.

The Chair enquired whether students are asked what rewards they would like to see in recognition of their behaviour and culture achievements.

Mr Winter explained CVC are obtaining students voice as to what rewards they would like to aspire to receive.

Astrea Reads

Ms Parker informed the LGC that reading assessments have taken place for Years 7, 8 and 9 to identify the cohort for Fresh Start testing. Ms Parker is meeting this week with Bec King, Phonics Lead. Student reading abilities will be tested twice a year, next scheduled for July 2024. Once students reading ability reaches 17+, CVC is no longer required to test reading ability. Last academic year CVC had no students meeting the criteria for the Fresh Start program. Relevant staff are to receive re-training for delivery of the Fresh Start program this autumn.

Ms Cantrill enquired how the reading program is progressing.

Ms Goudie reported Astrea Reads program is off to a good start, there have been a few tweaks, but overall a successful launch, staff are being supportive.

Students are given bookmarks and are actively following the text read out at pace by Form Tutors and teachers. CVC recognised some students may have read some books before, but the book choice was chosen carefully so the whole year group are reading the same literature at the same time.

Ms Goudie informed the committee in some cases audio books are being used.

Ms Ellaway-Barnard questioned the criteria for measuring and evaluating the success of the reading program.

Ms Goudie informed the committee there is a trust framework for the 'Astrea Reads program'. CVC plan to evaluate impact in due course, once the program is embedded. Qualitative teacher data, student data offering an indication of whether they have enjoyed and understood the book, NRGT results and reading ages should offer comparisons longer term.

Enrichment

The Chair questioned whether CVC has identified why PP student cohort attendance at school trips and visits remains lower than other cohorts.

Mr Crisford informed the committee CVC continue to encourage PP students to attend school trips and visits and to identify barriers. Mr Crisford reassured the committee there is no financial barrier for PP students to attend, as CVC can offer support.

Lettings

In light of CVC plans to partner with a specialist school lettings company for the future management of hiring out its sports facilities, the Chair questioned whether the community will be able to access sports facilities.

Ms Powell explained the use of the Sports Centre is under negotiation through a tender process, and reassured the committee that pre-existing community arrangement bookings will be honoured.

Students on roll

The committee acknowledged there were 179 student admissions to year 7 in September 2023. The Principal explained all Year 7 students living in catchment were offered a place at CVC, however they were unable to offer a place to all siblings of current students who are not in catchment.

The Principal was thanked for their report.

7) Subject presentation schedule 2023-24

The Principal proposed Heads of Departments are not invited to present an overview of their department directly to the committee as part of an annual cycle of presentations. Instead suggested governors would receive an overview as part of learning walks and visits to the college.

8) School visits and risk

The committee reviewed Link Lead responsibilities and agreed the following roles for 2023-24.

Pupil Premium LGC Link Lead: Kate Tarlow
CVC SLT member: Clive Crisford

SEND - LGC Link Lead: Vikki Cantrill
CVC SLT member: SENCO: Clive Crisford

Safeguarding and Behaviour: LGC Link Lead: Vicky Ellaway-Barnard
Safeguarding CVC SLT member: Hanan McKeand
Behaviour CVC SLT member: Paddy Winter

Teaching and Learning – (PHSCE & SRE) LGC Link Lead: Cerian Webb
CVC SLT member: Kath Goudie

Curriculum and Assessment - LGC Link Lead: vacant
CVC SLT member: Amelia Parker

Fundraising: Vikki Cantrill
CVC SLT member: Sarah Powell

Governors were invited to make contact with their respective SLT lead with a view to arranging autumn Link Lead Visits.

9) Safeguarding

The following policies have been reviewed and updated and circulated to the committee in advance of the meeting, which governors acknowledged:

- CVC 2023-24 Safeguarding policy (Astrea Trust policy)
- Acceptable Use policy for students (CVC policy)
- Fire Evacuation procedure (Astrea Trust policy) – not published publicly – staff only.

Academy to arrange publishing of the above policies.

10) Chairs update

The committee discussed Section 106 funding with regards to local housing developments which are likely to affect potential projections for secondary school student places. The Principal informed the committee that CVC cannot currently accommodate additional students above PAN. Sarah Powell, has raised concerns with Trust COO and the trust are putting together consideration points.

11) Future agenda items and confirmation of forthcoming dates

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

- CVC school admissions criteria

12) Any Other Business

Ms Cantrill informed the committee that formation of CVC Parent Forum (PTA) is underway. A meeting has taken place but membership of the core committee is yet to be formalised. Ms Cantrill will work with Sarah Powell, Operations Manager to arrange suitable dates and meeting rooms. Ms Cantrill will liaise with the Principals PA, to determine the requirements of DBS checks for PTA members.

The committee acknowledged the sad news of the recent loss of a CVC student and passed on their condolences to the family, staff and students.

Attendees were thanked for their input and retired from the meeting.

The meeting finished at 7.51pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 18 October 2023.



Principal's Report
Autumn Term Two
2023-2024

Cottenham Village College
Zoe Andrews

Contents

Item	Contents	Page
1	Safeguarding	11
2	Year 11 Maximising Achievement Plan Update	13
3	Curriculum	14
4	Teaching and Learning	15
5	Behaviour and Culture	15
6	Attendance	20
7	Catch Up & intervention programmes update	22
8	HR, Operations and Site Update	23
9	NOR Update	23
10	List of acronyms/terms used in this report	25

Safeguarding

Introduction and contextual Information about the school:

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

Summary Update:

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

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit			
Trends in School	Vaping Self-harm	Vaping training has been delivered to staff. DSL attended self-harm training. Nessie referrals. We have a self harm workshop for the Pastoral team being delivered in school on the 23/11/2023	
Update on significant cases (anonymised)			
Summary of referrals made	Section 17	Awaiting outcome from Social care	
Ofsted Qualifying Complaints	No		

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 (Autumn 1)	This time last year
Number and % of PP	167 – 19%	167 – 19%	
Number and % of LAC	4 - 0.46%	4 - 0.46%	
Number and % of young carers	6 – 0.68%	6 – 0.68%	
Number and % of students privately fostered	0	0	
Number and % of students with CP plan	2 - 0.23%	0	
Number and % of CIN	1 - 0.11%	4 – 0.46%	
Referrals made for early help	3 -0.34%	1 – 0.11%	
Family support assessments conducted	3 - 0.34%	0	
Proportion meeting threshold	0	0	
CP meetings attended	2 – 0.23%	0	

Number and % of students with an EHCP	33 - 3.75%	33 – 3.75%	
Number and % of students with serious medical conditions	25 - 2.84%	25 – 2.84%	
Number and % of students receiving external support: CAMHS	3-0.34%	3-0.34%	
Number and % of students receiving external support: behaviour support	4 – 0.46%	4 – 0.46%	
Number and % of students receiving external support: S and L	0	0	
Referrals to Channel	0	0	

SCR Scrutiny:

Ofsted reviewed the SCR during the visit on 17th October. The SCR was found to be excellent with no suggestions or actions.

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Self-Harm	2/10/2023	1	CCC
Prevent	18/10/23	1	CCC

Bullying:

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

Analysis and Next Steps

- The safeguarding and behaviour team have been working with the pastoral and PD team focusing on the 'It Stops Now' campaign.
- Students have been reminded of school policy through their assembly programme focusing on Anti Bullying. This will be reinforced through the PSHE tutorial programme, and the behaviour curriculum taught through form time. Key will be a reminder to students as to how these matters are investigated.

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:	1	0	1	0
Verbal:				
Physical:	1	0	1	0

Analysis and Next Steps

The Sexual Harassment Survey suggests that there is a clear understanding from the vast majority of respondents (30% of school) about what counts as sexual harassment. Where there is less

certainty about this it is usually surrounding verbal comments that could be viewed as ‘banter’. This fits with other student voice data from the Summer Term 2023 that suggests that a small minority of students have experienced or seen this sort of verbal comment happen in school or on the bus. We intend to embed our ‘It Stops Now’ campaign around stamping out discriminatory language this half term to continue to provide support around the issue of sexual harassment in schools and more generally in our community and wider society.

Year 11 Maximising Achievement Plan Update

As we write this report (w/b 30th October 23) our Y11 students begin their first mock fortnight. The results will be available at the end of November, when we can update on our plans for next steps, using the data from the mock exams. We will amend and update the maximising achievement plan using this information.

During Autumn term 1, the Y10 mock data from the summer was analysed by each HoD, along with the GCSE results of summer 2023 to identify any trends or areas of the curriculum that may be a concern. Once we have reliable data from Y11, we will return to this to look at the projected outcomes of the year group and where adaptations are needed to class curriculum time and identify where they may be a need to consider additional interventions outside of class time.

Key Performance Targets				
Attainment 8 score: ALL: 5.26 SISRA PP: 4.9 SEND: 4.0 (support) 4.9 (EHCP)	Grade 5+ Eng & Maths: 66% FFT5	Grade 4+ Eng & Maths: 83%	% of students entered for EBacc 45.8%	Progress 8 score target: ALL: 0.5 PP: 0.0 SEND:0.2

Next Steps:

- Standardisation and moderation activities in subject areas to support high quality marking and accuracy
- Use of data from the mock exams at whole-school level and at subject level to inform planning and support
- Subject leaders and departments to work on question level analysis to inform planning and how to target they key topics/gaps/questions that the mocks show are areas of priority for attainment
- A series of targeted after-school sessions in subject areas which are aimed at the key topics/gaps/questions identified by the question level analysis – students to attend the ones that apply to them
- Key students identified and shared with y11 teaching staff
- Updated Y11 Maximising Achievement Plan – latest version is attached with highlighted sections in yellow to show focus Autumn term 1.

Curriculum

Key Stage 4 Core Curriculum

Subject	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the Curriculum and Assessment secondary team
English	Consistently used the same exam board so existing staff know texts.	New staff team need leadership and support to develop the implementation of the KS4 delivery.	Evaluate the impact of re-sequencing the curriculum at KS4. Focus on extended writing/exam technique.	Support visit from LJ on 16 November to identify priorities for immediate work from Ofsted feedback.
Mathematics	Strong leadership. Strong outcomes.	Newer teachers have needed informal support and coaching/observation.	Consider level of consistency in terms of mathematical processes and resourcing. Continue to support new staff with KS4 groups.	We will welcome support from the new NL in mathematics.
Science	Well-sequenced curriculum. Strong leadership Strong outcomes at KS4.	Very. Strong staff team with detailed knowledge of strengths and areas for development for science staff.	Continue to support by sharing best practice. Develop our enrichment offer for students at KS4.	We will welcome support from the new NL in science.
Geography	Well-sequenced curriculum. Increasingly strong leadership. Positive outcomes.	Developing the secure implementation of the curriculum to match the strength of the new curriculum intent.	Continue to work with the geography team on sharing best practice in geography subject community to inform delivery across the team.	Continued support from NL in Geography – further visits focused on classroom delivery.
History	Strong new leader. Clear curriculum sequencing in place across KS4.	Staffing changes over past 2 years mean that the new team is developing strong practice rapidly.	Milestone formative assessments to be improved to increase the rate of progress for Year 11. Review of Ely visit and SOW in response to outcomes.	Visit from NL for history interrupted by Ofsted but has been useful in ensuring leader is secure in understanding of current curriculum and challenges.
MFL	Strong outcomes Strong leadership Clearly sequenced curriculum. Work recognised with hosting national conference.	Rapidly increasing levels of confidence cemented with new team. Becoming more secure.	Continue to induct new 2 nd in MFL. Continue to refine KS4 curriculum materials to ensure outcomes remain high as numbers increase overall.	We are looking forward to working with the NL when appointed.

	Rapidly improving numbers at KS4 (51% - 66%).			
Personal Development	Developing new leadership Strong strategic team. Clear, sequenced curriculum.	Small, subject-specialist team meeting regularly to build confidence in delivery.	Continue to evaluate and review the implementation of the KS4 booklets.	NL been excellent in preparation of KS4 resources and support for how our curriculum tackles challenging issues in PD.
RE	Strong curricular model. Strong leadership. Strong outcomes.	Very. Strength of knowledge of specification and of dialogic teaching underpins strong outcomes.	Reconsider the KS4 curricular model in the light of the changes to the school day.	No NL in place.

Teaching and Learning

Next Steps:

Summary of next steps to improve the quality of teaching and learning in school:

Continue to use T and L Deliberate Practice sessions to refine use of Means of Participation Strategies.

Continue to develop staff knowledge and understanding of how to support students with SEND in classrooms, in liaison with the SENCO and TA team.

Continue to focus on subject specific priorities in the Raising Achievement Plans for each subject (these are based on the school and Trust priorities).

Build on our suite of pedagogical strategies to develop long-term memory with a consideration of the outcomes of our audit on Knowledge Organisers and consider how we could adapt the exemplar provided by the Trust in our context.

Continue to support colleagues who are newer to the school to meet the expectations at the highest level.

Behaviour and Culture

Behaviour Data:

Positive Behaviour Events

	2022-2023							2023-2024		
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	Difference
All	68628	13714	13569	10817	11737	11955	6836	68628	23511	9797
PP	9798	1933	1900	1526	1667	1729	1043	9798	3969	2036
SEND (all)	6048	1212	1152	1001	1051	1013	619	6048	2041	829
SEND E	2328	469	440	406	412	386	215	2328	626	157
SEND K	3720	743	712	595	639	627	404	3720	1415	672
Boys	34015	6924	6638	5385	5822	5945	3301	34015	12210	5286
Girls	34613	6790	6931	5432	5915	6010	3535	34613	11301	4511
Year 7	18934	3150	3623	3005	3522	3304	2330	18934	5392	2242
Year 8	18068	3522	3543	2723	2898	3125	2257	18068	5934	2412
Year 9	14804	3180	3054	2252	2227	2701	1390	14804	4395	1215
Year 10	12029	2403	2378	1859	2245	2300	844	12029	4909	2506
Year 11	4793	1459	971	978	845	525	15	4793	2881	1422

Negative Behaviour Events

	2021-2022					2022-2023							2023-2024		Difference
	Total	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total HT 3-6	HT1	
Disruption to learning - C1	3376	866	950	849	711	4192	736	807	697	628	762	562	2649	1226	490
Disruption to learning - C2	536	124	183	130	99	708	115	112	129	141	121	90	481	186	71
Disruption to learning - C3	127	16	26	33	52	327	44	58	61	57	66	41	225	113	69
Failure to complete homework	615	157	197	145	116	915	194	219	134	177	115	76	502	211	17
Inappropriate language (Swearing)	21	4	5	6	6	80	7	10	32	38	12	15	97	53	46
Lack of equipment/PE Kit/Books	484	107	127	99	151	623	199	125	110	118	71	44	343	62	-137
Lateness to lesson	1438	118	439	496	385	1327	260	176	221	331	339	174	1065	77	-183
Lateness to school	434	199	111	85	39	113	29	18	15	26	25	13	79	19	-10
Missed Detention	441	94	116	123	108	236	65	56	33	47	35	14	129	56	-9
Mobile phone used, seen or heard	70	15	12	20	23	165	19	30	31	37	48	33	149	42	23
Refusal to follow reasonable instructions - C1	779	126	229	207	217	1855	252	273	309	372	280	279	1240	376	124
Refusal to follow reasonable instructions - C2	328	61	76	108	83	664	66	146	172	134	146	94	546	123	57
Refusal to follow reasonable instructions - C3	206	34	52	57	63	463	49	75	85	127	127	65	404	63	14
Refusal to follow reasonable instructions - C5	88	15	14	32	27	109	19	20	13	51	6	14	84	16	-3
Refusal to Work/Lack of effort - C1	451	100	113	117	121	458	88	85	112	78	95	67	352	118	30
Refusal to Work/Lack of effort - C2	107	13	40	19	35	89	18	15	10	37	9	16	72	33	15
Refusal to Work/Lack of effort - C3	45	8	8	12	17	75	17	15	15	15	13	11	54	8	-9
Truancing – external	2	0	0	0	2	19	4	5	4	6	0	0	10	0	-4
Truancing – internal	226	9	44	50	177	1320	129	185	351	249	252	222	1074	267	138
Uniform issue	662	105	179	156	222	289	25	46	90	72	56	67	285	121	96
Verbal abuse/Rudeness – adult - C1	80	13	22	14	31	127	22	25	27	37	16	19	99	20	-2
Verbal abuse/Rudeness – adult - C2	85	19	12	18	36	81	8	17	15	24	17	11	67	6	-2
Verbal abuse/Rudeness – adult - C3	47	16	16	3	12	65	8	9	24	23	1	12	60	7	-1
Verbal abuse/Rudeness – pupil - C1	71	14	20	19	18	51	7	17	10	8	9	5	32	5	-2
Verbal abuse/Rudeness – pupil - C2	24	3	5	10	15	19	1	3	4	5	6	5	20	2	1
Verbal abuse/Rudeness – pupil - C3	17	8	1	3	5	16	3	2	5	4	2	4	15	0	-3

Behaviour Data:

Whilst the number of negative events has gone up compared to the same point last year, the number of positive events has also greatly increased as well. We believe this is due to an increase in the level of consistency that all staff are now implementing. The climate for learning remains overwhelmingly positive. However, there remains a significant concern with a small minority of students, particularly around internal truancy that has led to a number of external suspensions. This half-term we have continued to focus on a culture that promotes excellent behaviour for learning. Every student has the right to learn in a disruption free environment. Every teacher has the right to teach without disruption. The following 10 areas have been addressed via staff training over the last half term.

1. Duty programme – enabling students to feel safe
2. Detention system – improving attendance thus reducing the numbers in ISR
3. Student uniform – ensuring consistency and developing pride in their uniform
4. Signal, pause, insist – a shared understanding and consistency of approach
5. Entry and Exit Routines – enabling students to feel safe
6. Morning Address – giving students the best start to the day possible
7. Attendance – registers, a safeguarding priority
8. Safeguarding – filtering and monitoring, a safeguarding priority
9. Do now – every second counts
10. How to effectively use the On Call system – every student has the right to learn in a disruption free environment

Suspensions:

The total number of suspensions for each half term.

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	280	45	61	54	54	31	35	24	21	3	0	0	0	0
PP	129	20	23	25	32	13	16	12	10	2	0	0	0	0
SEN All	135	22	31	29	28	13	12	14	12	2	0	0	0	0
SEN E	70	14	20	14	14	4	4	8	6	2	0	0	0	0
SEN K	65	8	11	15	14	9	8	6	6	0	0	0	0	0
Boys	236	31	54	47	47	28	29	20	18	2	0	0	0	0
Girls	44	14	7	7	7	3	6	4	3	1	0	0	0	0
Y7	27	6	10	7	3	1	0	3	2	1	0	0	0	0
Y8	36	8	4	3	7	2	12	0	0	0	0	0	0	0
Y9	114	14	23	25	25	11	16	6	5	1	0	0	0	0
Y10	72	13	13	11	15	13	7	7	7	0	0	0	0	0
Y11	31	4	11	8	4	4	0	8	7	1	0	0	0	0

The suspension rates for each half term.

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	30.43%	4.89%	6.63%	5.87%	5.87%	3.37%	3.8%	2.73%	2.39%	0.34%	0%	0%	0%	0%
PP	88.36%	13.7%	15.75%	17.12%	21.92%	8.9%	10.96%	7.1%	5.92%	1.18%	0%	0%	0%	0%
SEN All	132.35%	21.57%	30.39%	28.43%	27.45%	12.75%	11.76%	14.29%	12.24%	2.04%	0%	0%	0%	0%
SEN E	148.94%	29.79%	42.55%	29.79%	29.79%	8.51%	8.51%	23.53%	17.65%	5.88%	0%	0%	0%	0%
SEN K	118.18%	14.55%	20%	27.27%	25.45%	16.36%	14.55%	9.38%	9.38%	0%	0%	0%	0%	0%
Boys	49.06%	6.44%	11.23%	9.77%	9.77%	5.82%	6.03%	4.22%	3.8%	0.42%	0%	0%	0%	0%
Girls	10.02%	3.19%	1.59%	1.59%	1.59%	0.68%	1.37%	0.99%	0.74%	0.25%	0%	0%	0%	0%
Y7	14.84%	3.3%	5.49%	3.85%	1.65%	0.55%	0%	1.68%	1.12%	0.56%	0%	0%	0%	0%
Y8	19.25%	4.28%	2.14%	1.6%	3.74%	1.07%	6.42%	0%	0%	0%	0%	0%	0%	0%
Y9	61.96%	7.61%	12.5%	13.59%	13.59%	5.98%	8.7%	3.45%	2.87%	0.57%	0%	0%	0%	0%
Y10	38.71%	6.99%	6.99%	5.91%	8.06%	6.99%	3.76%	4.07%	4.07%	0%	0%	0%	0%	0%
Y11	17.13%	2.21%	6.08%	4.42%	2.21%	2.21%	0%	4.55%	3.98%	0.57%	0%	0%	0%	0%

Both the number of students suspended, and the suspension rates have slowly declined since January 2023. 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.

Suspensions for students with EHCPs – Students A,B,C and D account for 56 suspensions last academic year. Reducing the number of suspensions for E students to 14. Reducing the suspension rate to 31% from 149%.

2 of these students had an emergency annual review and now have a place in a special school.

1 student is on an external AP programme (a PTT was trialled but was not successful) – commissioned by Virtual School. Positive impact on relationships, no suspensions, no missing person reports.

Suspension Reduction:

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
Behaviour & Culture, Behaviour Curriculum	<ol style="list-style-type: none"> Continue to develop support for Quality First Teaching - using TLAC techniques for positive behaviour management, de-escalation – planning for and responding to behaviour. To be delivered through CPD sessions and INSET days Ensure the core routines are fully embedded to provide a secure foundation for classroom and school culture, staff training and support Corridor framework implemented to ensure transitions are calm and purposeful Significant reboarding process for students to be undertaken in September 2023 Training for staff focused on core routines, intellectual prep Increase use of positive reinforcement as a tool for promoting/enabling positive behaviour Behaviour Curriculum delivered through tutor time focusing on teaching behaviour and positive social norms Launch of the 'It Stops Now' campaign to support personal development and challenge antisocial behaviour / derogatory language 	<p>Disruption free learning, <u>calm</u> and positive environment, including transitions</p> <p>Establish clear social norms and ways of behaviour for students Staff well trained and effective in dealing with behaviour</p> <p>Normalise rewards and recognition, drive positive to negative ratio of behaviour events</p> <p>Enhanced approaches to teaching and learning evident in lessons</p>	<p>March June</p> <p>Ongoing</p>	<p>PW JC CC LY</p>	<p>CC, JC and KG</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>HOYs to use the thresholds to ensure that students are on the appropriate level of support.</p>	<p>March23</p> <p>Reviewed again in June 23</p>	<p>HOYS PW</p>	<p>CC</p>
SEND / PP	<p>Strategy / Approach:</p> <ol style="list-style-type: none"> Appointment of SENCO to strategically lead SEND and work closely with VP behaviour to reduce suspensions via intervention and support. SENDCo working closely with the pastoral team (HOYs) to provide support, <u>advice</u> and guidance SEND students have a key worker to support and improve behaviour, strategic placement of pastoral key workers to support <u>students</u> management behaviour effectively Ensure the core routines are full embedded to provide a calm and purposeful learning environment to support the most vulnerable students. Review one-page profiles and implementation of additional support plans for identified at risk students. Ensure all profiles reflect EHCP and needs, working closely with parents to ensure collective support. SEN team to work with identified pupils to offer sustainable strategies to reengage. Earlier intervention for students at early risk of repeated suspension. Earlier deployment of the waves of intervention for SEND students. Behaviour support via leadership wanders to lessons where escalation is most likely (including cover lessons). Restorative consistencies and least invasive intervention in place to ensure a consistent approach to enabling a student to make the right choice SENDCo to attend readmission meetings where required to aid SEND advocate, <u>advice</u> and intervention <p>Communication and sharing of information:</p> <ol style="list-style-type: none"> Daily pastoral briefing with subgroup focus Weekly BASI meetings conducted with the SENDCO in attendance to ensure SEND representation and advice Weekly SEND updates for staff <u>One page</u> profiles to include and highlight behaviour reasonable adjustments strategies for SEND students to support effective teaching practice 	<p>Enhance strategic leadership and understanding of SEND in relation to behaviour and suspensions</p> <p>SEND support and intervention identified, effective and having impact on reducing suspensions / reduce rate of recidivism</p> <p>Staff use least invasive intervention techniques effectively to pre-empt and deescalate behaviour</p> <p>Improve induction experience, and quicker acclimatisation to secondary school life for SEND students</p> <p>High-quality support and advice provided to pastoral staff to effectively support SEND</p> <p>Teaching practice reflects excellent SEND approaches further supporting access to the curriculum and reducing behaviour events</p> <p>Reasonable adjustments in place and effectively supporting promoting positive behaviour</p>	<p>March June</p> <p>Ongoing</p>	<p>JC KB</p>	<p>CC</p>

	<p>Intervention:</p> <ol style="list-style-type: none"> Reasonable adjustments for key SEND students in place, including lunch time detentions or alternative sanctions to support self-regulation and improve behaviour Increase capacity and range of interventions designed to support emotion regulation and de-escalation. This includes increasing emotional literacy provision and increasing the proportion of time that Pastoral support spend mentoring students. Bespoke behavior interventions for SEND students including – anger management, emotional literacy / social stories Strategic deployment of TAs to support SEND students in ISR to ensure better understanding and reflection of their behaviour following incidents Reading intervention via fix it and fresh start to support SEND students with low reading ages / behaviour to access the curriculum / lessons. Improve behaviour ‘transition’ support (for prospective Year 6 students) generally (and in targeted ways for students in challenging circumstances) so that students are better prepared for the change (and agreed ‘reasonable adjustments’ are more impactful, earlier). <p>Training and Development:</p> <ol style="list-style-type: none"> Further strengthen universal practice through Quality First Teaching and ensure all staff know how best to support SEND students effectively in lessons using individual plans and by making reasonable adjustments. All staff can access 1 Page Profiles. Staff training to support SEND in the classroom. Undertake review of collective good practice and share this with staff through CPD opportunities. ‘Behaviour in SEND’ session to be led by SENDO, <u>scenario based</u> situations linked to ADHD, reasonable adjustments and best practice TA training to enhance intervention program further– Lego therapeutic training – to develop cooperative social skills 				
Y9 into Y10	<ol style="list-style-type: none"> Additional assemblies focused on the behaviour of boys – in and out of lesson conduct Adaptation of the behaviour curriculum Use of BASI to address common themes Morning address used to enhance character education and address significant issues 	Improvement in behaviour and attitudes, reduced suspensions and behaviour incidents from identified students	<p>March23</p> <p>Reviewed again in Sept 23</p> <p>Ongoing</p>	LY	CC
Consider alternatives to suspension.	<ol style="list-style-type: none"> Consider the use of multiple ISR days as an alternative option, if appropriate, to a single day FTS. New ISR base introduced from September 2023 	Reduction in FTS and increase in ISR.	<p>March23</p> <p>Reviewed again in June 23</p>	HOYS PW	CC
Praise and Rewards	<ol style="list-style-type: none"> Raise the profile of and incentivise student Rewards (Certification and reward, Golden Tickets, Interform, Reward Assemblies, Recognition). Delivered through student reboarding in Sept, Jan, Form time activities, rewards assemblies staff training. Improve staff consistency and engagement with Rewards, through: training (commencing in Sept), a weekly ‘Rewards tutor time, 1:1 mentoring of staff where significant inconsistencies arise. Weekly QA and analysis of rewards trends 	<p>Increase in rewards and recognitions issued by teachers</p> <p>Normalise rewards and recognition, drive positive to negative ratio of behaviour events</p>	<p>Reviewed again in Sept 23</p> <p>Ongoing</p>	PW CC	CC

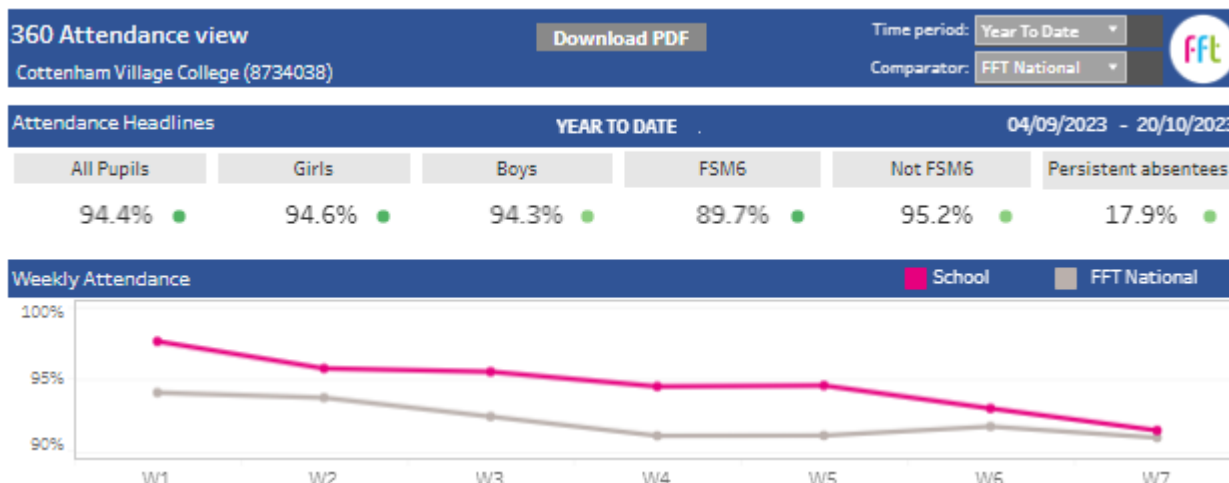
Behaviour and Culture Analysis and Next Steps:

Additional Support Plans are currently being reviewed and updated for students who remain a concern and have had more than 2 suspension this term. These ASPs aim to ensure that all support, differentiated measure and reasonable adjustments are in place, as well as a clear step by step approach for both students and staff to follow. This is particularly important for those students with SEN.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of Autumn half term one
Whole School	95%	95.1%	92.6
Individual Student	95%		
Pupil Premium	95%	94.9%	85.3% (166 students)
SEND	95%	93.5%	81.5% (98 students)
Maximum % of pupils who are PA:	95%	14%	19.8%
% of PP pupils who are PA:	95%	20.7%	39.1% (166 students)
% of SEND pupils who are PA:	95%	16.9%	34.6% (98 students)



Please note that the information from 'this time last year' excludes AP & leavers. The figures for this year to date include AP.

Please also provide details of:

- the attendance for students at AP

There are 9 students currently accessing all or some of their educational provision off-site. For the first half term (up to and including 20/10/23) the AP attendance was 93.4%. Authorised absences form part of this figure.

- the number of students moving off roll to EHE

Since the writing of the last report, there has been 1 more student who has moved off roll to EHE due to mental health concerns, after extensive conversation with family and pastoral teams focusing on support. To date, there have been 2 students who have moved off roll to EHE.

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of Autumn half term one
Whole cohort	95%	91.4%	89.7% (173 students)
Individual Student	95%		
Pupil Premium	95%	84.2%	71.3% (24 students)
SEND	95%	72.7%	73.8% (23 students)

Maximum % of pupils who are PA:	95%	22.2%	25.6%
% of PP pupils who are PA:	95%	31.8%	66.7% (24 students)
% of SEND pupils who are PA:	95%	60%	50% (23 students)

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

Action Plan (including year 11 focus)

Objective	Key Actions	Update and summary of impact to date
Improving SEN and FSM attendance across the school	Provision of meaningful data to SLT and HoYs to support intervention	<p>Attendance team process redesigned to support pattern spotting and promote early intervention. New process has gone live this half term.</p> <p>This will have significant implication for the early intervention for year 11 students. At the time of writing year 11 are in mocks and therefore the interventions will take place once they return to normal school.</p> <p>Where some students are off – ongoing support is being enacted by pastoral teams. For those with severe absence we are seeing positive steps of engagement with families.</p>
	Using data to promote intervention regarding SEN and FSM	<p>Worked with central team to develop the reporting process through Bromcom to allow for more nuanced intervention. Now able to analyze attendance data for wider range of SEN codes.</p> <p>New system live after half term. At time of writing data being reviewed for patterns. Next steps are to be discussed with SEN team to identify the key students for intervention. These steps then to be cascaded to the pastoral teams to enact the interventions with specific review times set.</p> <p><i>Analysis of nuanced data is working – student A has been consistently late to school. Use of data has highlighted a pastoral need which has now been addressed with reasonable adjustment to start of school day which is leading to improvement in attendance overall.</i></p>
Improving outreach programme	Carry out focus groups led by attendance teams and pastoral teams	<p>A range of students have been identified for attendance discussions.</p> <p>These will be carried out by the pastoral team and the attendance team.</p> <p>Discussion with the Safeguarding and BASI teams to explore the toolkit available for students with mental health concerns. For example, PTTT being considered for 2 year 11 students to support their improved attendance at school. At the time of writing, year 11 students are in mocks and</p>

		therefore this is being discussed for when they return to a normal timetable.
Development of rewards and attendance	Carry out student voice on attendance rewards	<p>Use of behaviour curriculum, assemblies, and student council to raise the profile of attendance and the possibility of systematic rewarding attendance.</p> <p>Working with the central team regarding the implementation of perfect week positive points for those who have good attendance.</p> <p>Student feedback will be implemented with:</p> <ul style="list-style-type: none"> • Immediate implementation (queue jump passes) • Short term implementation (recognition through celebration assemblies and 'form rewards') • Long term implementation (embedded repeated trips) <p>We have pre-empted what students might want to ensure that student voice is responded to in a timely manner.</p>
Development of early intervention strategies	Software CPD for Attendance Team	<p>Working with central team to develop team's ability to use Bromcom, Athena, and Excel to support the development of pattern spotting/analysis of whole cohort data.</p> <p>Year 11 behaviour and pastoral programme has been modified to build in response to student anxiety to reduce stress post mocks.</p> <p>Close work between the Attendance Team and the SLT lead on Maximising Achievement Plan to ensure that the right students are being approached with support.</p>

Attendance Next Steps:

Cottenham Village College was visited by Ofsted for a section 5 inspection on Tuesday 17th and Wednesday 18th of October. No discussion of the inspection outcome is possible until the publication of the final report.

Review of Catch Up and Intervention Programmes

From the NGRT reading tests that ran in September, a small cohort of students in Y7-9 were identified for Fresh Start testing (53 students: 24 in Year 7, 13 in Year 8 and 16 in Year 9). The indicators for Fresh Start assessment, were any students with a reading age of below 9.5 years or with a standardised age score (SAS) of 88 or below on NGRT.

Fresh start assessment took place in the calendared window from the start of October. Of the 53 students tested, 15 students qualify for Fresh Start assessment. Each student has had their starting module decided, based on their Fresh Start assessment. Based on the module they need to begin with, students have been placed in small groups or will receive 1:1 sessions – there are 4 different

groups (12 students) and 3 students who need 1:1 sessions. Sessions should run every day for 25 minutes – the reading tutorial time is being used for this provision in the first instance. With 2 trained members of staff and 8 staff needed to run daily sessions, we will use some lesson time for the delivery of the programme to try and increase capacity.

On 19 October, we had a Fresh Start development day where the two trained members of staff delivering Fresh Start, the SENCo and the AP overseeing Reading worked with our link from the Fresh Start company. This was a very productive day which included some modelling and coaching for the staff delivering the programme. The plans are to train up more member of the TA team so that we have more capacity. The Fresh Start training, provided by the Trust, is set for November 30 and December 7. This means we are staggering the starting point of intervention until we have more trained staff in place.

Other intervention is the Fix It programme – this will be for the students who do not need phonics intervention but do need support with their reading comprehension. Students who did not qualify for Fresh Start but have low reading ages will be working through this programme. This will run in the reading tutorial time and will be led by the SEN team, with TAs delivering the programme. When students graduate from Fresh Start they will automatically move onto the Fix It programme.

Next Steps:

- Currently trained staff and new staff to attend Fresh Start training.
- Groups to begin Fresh Start intervention sessions.
- Further coaching and support from Fresh Start link booked for Tuesday 30 January 2024.
- Fresh Start assessments to run in December to measure progress of students and also to reassess any students who might qualify for the programme (e.g. EAL students who have only just arrived in the country – this advice given by the Fresh Start specialist).
- Names of students to be shared with all teaching staff and TA staff so that teachers are aware of potential barriers in accessing the curriculum fully and to allow for strategies and scaffolding to be planned into lessons for students receiving Fresh Start or Fix It.

HR, Operations and Site Update

Staffing

We have had the following staff changes since the end of September 2023:

- Ms Waterton has started as the Reset Base Manager
- Ms Eade is working as Adult Learning Administrator

We are currently advertising for the following roles:

- DT Technician – planned to interview on 7.11.23
- Teacher of English to start after Easter 2024.
- Exam Invigilators to add to our bank of casual invigilators – planned to interview on 14.11.23
- Temporary Teaching Assistant to start in January 2024
- Internal vacancy for a temporary Assistant SENCO

Number on Roll Update & Projections for September 2023

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR

October 2023 Census	179	177	171	173	173	873
4 th September 2023	179	177	174	176	174	880
July 2023	176	178	179	177	176	886
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

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Leavers in autumn term 1 2023	0	0	5	2	1	8
Leavers in autumn term 1 2022	2	2	1	6	2	13
Joiners in autumn term 1 2023	0	2	0	0	1	3
Joiners in autumn term 1 2022	2	5	2	7	0	16

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
EHE Autumn term 1 2023	0	0	2	0	0	2
EHE Autumn term 1 2022	1	1	1	2	0	5
EHE End of Year 2022-23	2	2	3	4	0	11

Analysis and Commentary:

The students electing home education have done so for mental health needs. This is a move which has been supported by parents following discussion with the pastoral teams who have worked to offer a wide range of support in school.

List of acronyms/terms used in this report

Acronym/term	Definition/meaning
SEF	Self-evaluation form, where schools just how effective they are against the Ofsted framework
AIP/ADP	Academy improvement plan/Academy Development plan. Used interchangeably throughout different framework documentation.
CPD	Continuing Professional Development
HR	Human Resources
CVC	Cottenham Village College
EBSA	Emotionally based school avoidance
YPW	Young People’s Workers – works with a young person who requires an EHA
NEET	Not in education, employment, or training
EHA	Early Help Assessment. This helps to understand the student’s needs and what support is required.
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
IT	Information Technology
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
NESSie	Cambis organisation set up to support families of children who self-harm
AHOYS	Assistant Head of Year
Section 3	Admitted to hospital for treatment for MH issue
Section 47	Investigation into safeguarding of child
Section 17	LA would look at providing support to keep a child safe.
PP	Pupil Premium – funding given for children who are entitled to FSM/FSM6 or SC
LAC	Looked After Child (often referred to as children in care)
CP	Child Protection
FSM/ FSM6	Free School Meals (FSM entitlement ended within 6 years)
SPP/SC/EVER6SC	Service Pupil Premium/Services Child – parent in the armed forces currently or previously died whilst service or registered as SC within the past 6 years. Entitled to the DfE’s Ever 6 service child premium.
EHCP	Education and Health Care Plan. This details the SEN needs and any funding allocation to support meeting these.
CAMHS	Child and Adolescent Mental Health Services. NHS services that assess and treat young people with emotional, behavioural, or mental health difficulties. Sometimes called CYPMHS which stands for Children and Young People’s Mental Health Services.
Channel	A multi-agency approach to safeguarding, supporting, and protecting children at risk of radicalisation, extremism, or terrorist related activities.
Overseas EEA	A safeguarding check for anyone who has lived abroad om the European Economic Area or in other countries.
SCR	Single Central Record. A spreadsheet that shows all employees, regular visitors, governors, and volunteers to check their right to work in the UK and all necessary safeguarding checks such as DBS
DBS	Disclosure and Barring Service, helping employers to make decisions about safer recruitment
PSHE	Personal, social, health and economic education
RE	Religious Education
MFL	Modern Foreign Language
CS	Computer Science
PD	Personal Development
DT	Design and Technology (often including Food)
PE	Physical Education
KS4	Key stage 4 (Years 10/11 at CVC– GCSE studies)
KS3	Key stage 3 – Years 7-9 at CVC, national curriculum coverage
P6	Period 6 – at end of the school day
CLFP	Curriculum led financial planning
INSET	Staff development days, training days, where schools are closed to pupils.

SLT	Senior leadership team
AAW	Astrea Academy Woodfields, Doncaster
T&L	Teaching and learning
Directed time	Principals can direct teachers to be on site to work for a maximum of 1265 hours per academic year. Other duties may need to be completed outside of directed time.
ECT	Early Career Teacher (first two years of teaching), previously referred to as NQT, Newly Qualified Teacher in year 1.
B&C	Behaviour and Culture
SEND – K and E	Special Education Needs and Disability, K is school support and E means they have an EHCP which outlines the specific needs they require.
VP	Vice Principal
AP	Assistant Principal
AP	Alternative Provision
IBP	Individual Behaviour Plan – outlines strategies to promote success for a student.
PSP	Personal Support Plan – outlines target areas for a student at risk of permanent exclusion, plan takes place over 16 weeks.
FTS	Fixed term suspension. Student is not allowed to attend school for a set duration.
ISR	Internal Suspension Room – Student works in a room away from main classrooms.
RAG	A system of colour coding against progress, Red Amber Green. Red means not attempted, Orange in development, Green is in place/established.
EHE	Elective Home Education – where a parent decides to remove a child from school and educate at home.
LA	Local Authority
LA AO	Local Authority Attendance Officer
BASI	Behaviour Attendance Safeguarding Inclusion, multi-team meeting
PA	Persistent Absence, defined as attendance rate of below 90%
FFT	Fischer Family Trust – organisation that has collected school data for 22 years from schools nationally. Originally stems from collecting contextual data to look at value added in different regions of the UK
LPA/MPA/HPA	Low/Medium/High prior attainment. Looking at KS2 SATS scores in Y6.
EAL	English as an Additional Language
P8	Progress 8 – the difference between Attainment 8 scores and the estimates for children from their KS2 scores, across 8 subjects.
A8	Attainment 8 – The value of the 8 GCSE grades combined.
NGRT	New Group Reading Test – an online platform for measuring reading ages
FFT5	A target grade calculated to put in the top 5 centile of schools with similar intake of attainment.
SISRA	An analytic programme for school data and projections
BromCom	The school data system
MCAS	My Child At School -the parent portal for BromCom
Basics	The grade in English and Maths at either grade 4 or 5
QLA	Question Level Analysis. Looking at each question in an assessment to see if there is any pattern of trend to the responses, rather than just the final test score.
HoD	Head of Department
LM	Line manager/management
NOR	Number on Roll
PAN	Published Admission Number – the school set number for a maximum in year group. For CVC this is 180 (6 classes).
SEMH	Social, Emotional, and Mental Health issues



LGC Member Visit Record

Name	Cerian Webb
Date of Visit	19 th September 2023
Focus of Visit	Review of the Single Central Record
Classes/staff visited	Sharon O'Mullane, Hanan McKeand, Helen Stearn (DSL)
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.	
Review of Single Central Record for Cottenham Village College	
Purpose of visit	
To review the protocol for ensuring the SCR is regularly checked and kept up to date.	
<p>The SCR is held by the central Trust team in an Excel spreadsheet. This spreadsheet can be accessed and amended by Sharon O'Mullane (Principal's PA). Sharon is responsible for all aspects of updating and maintaining the SCR on behalf of CVC, including ensuring that all checks are in place for new members of staff and contractors.</p> <p>In September 2021 the central Trust Team took over part of this role, in relation to recruitment and onboarding checks of new staff, with Sharon maintaining responsibility for checking and updating the SCR in line with the onboarding checks. This work has now been decentralised and Sharon is responsible for ensuring that all aspects of the SCR are completed in relation to recruitment and onboarding checks for staff working at CVC. The Trust are responsible for checks on the central team, many of whom visit the school one or more times a term.</p> <p>Checks are completed on all adults who are employed by the school or regularly volunteer at the school. Checks on other adults in regular contact with students but who are employed by outsider organisations which includes catering staff, peripatetic music teachers employed through Cambridgeshire Music and bus drivers, are carried out by their employers and details are passed on to the school and maintained on the SCR. Any visitors who are not included in the SCR, for example building contractors and parents are always accompanied when on the school premises during the school day.</p> <p>We spent about an hour working through all the components of the SCR both to understand the contents and to check for any areas that required updating.</p> <p>Sharon updated the SCR log to record that it had been reviewed by the Chair of the LGC.</p> <p>Hanan McKeand reported that, together with the headteacher Zoe Andrews, she checked the SCR monthly and this is recorded on the SCR log.</p>	



LGC Member Visit Record

Name	Vicky Ellaway-Barnard
Date of Visit	12 November 2023
Focus of Visit	Safeguarding
Classes/staff visited	Hanan McKeand, Helen Stearn, Mary Pratt
<i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i> Meeting with HM, HS and MP to discuss current safeguarding priorities	
<i>What I have learned as a result of my visit</i> <ul style="list-style-type: none"> - EHAs – a current priority is to deliver staff training in relation to the DDSL team completing Early Help Assessments. - Young carers – another current priority is to identify and support young carers. - Communication – the team reports that there is strong communication between the school and parents. 	
<i>Positive comments about the focus</i> A big thank you to HM, HS and MP for putting aside the time to meet with me.	
<i>Aspects I would like clarified/questions I have</i> n/a	
<i>Ideas for future visits</i> It will be great to return next term to discuss progress against the current priorities, especially in relation to young carers, and to check the SCR.	
<i>Any other comments</i> n/a	

Signed (committee member): VLEB

Signed (link staff member): HM



Astrea Academy Trust

Cottenham Village College Attendance Policy

Date	November 2023
Written by	Astrea Academy Trust, CVC
Adopted by CVC LGC	20 November 2023
Review Date	July 2024

Contents

1.	Attendance Policy, Principles and Aims	31
2.	The Law on School Attendance	32
3.	Key Attendance Academy Staff	33
4.	Academy Expectations and Procedures	33
5.	Authorised and unauthorised absence	34
6.	Strategies for Promoting Attendance	35
7.	Safeguarding procedures - Following up absence	36
8.	Children Missing in Education	36
9.	Pupils with Medical conditions or Special Educational needs and disabilities	37
10.	Part Time Timetables	38
11.	Monitoring Attendance	38
12.	Reporting to Parents / Carers	39
13.	Unauthorised Attendance Procedures and Intervention	39
14.	Legal Sanctions	40
15.	Roles and Responsibilities	41
16.	Statutory and Regulatory Framework	44
17.	Associated Policies	44
	Appendix 1 – Attendance Codes	47
	Appendix 2 – Punctuality Flowchart	48
	Appendix 3 – Astrea Attendance Tree	49
	Appendix 4 – First Day Calling Procedures	50
	Appendix 5 – Children Missing in Education Flowchart	51



1. Attendance Policy, Principles and Aims

- 1.1. Regular school attendance is the key to enabling children and young people to maximize the educational opportunities available to them and become emotionally resilient, confident, and competent adults who can realise their full potential and make a positive contribution to their community.
- 1.2. Promoting excellent attendance is the responsibility of all staff within Astrea Academy Trust. Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the academy gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.
- 1.3. Cottenham Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Responding to attendance concerns is a safeguarding matter and will be treated as such.
- 1.4. Cottenham Village College aims to meet its obligations with regards to school attendance by:
 - Developing and maintaining a whole academy culture that promotes the benefits of high attendance.
 - Promoting good attendance and reducing absence, including persistent absence.
 - Ensuring every pupil has access to full-time education to which they are entitled.
 - Supporting parents/carers to perform their legal duty to ensure their children of compulsory school age attend regularly.
 - Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.
 - Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
 - Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
 - Share information and work collaboratively with other academies in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.
 - Building a culture of safeguarding: ensuring all students feel safe, protected, and valued.
 - Having clear and swift responses to address concerns including patterns of absence.
- 1.5. The academy will always follow up with parents/carers when pupils are not at school. This means we aim to have a least two up to date contacts numbers for parents/carers/emergency contacts. Parents should remember to update the academy as soon as possible if the numbers change.

2. The Law on School Attendance

- 2.1. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent/carer to make sure their child receives that education either by attendance at school or by education otherwise than at a school.
- 2.2. Where parents / carers decide to have their child registered at a school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.
- 2.3. By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.
- 2.4. Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment
- 2.5. Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.
- 2.6. The attendance register will mark whether every pupil is:
 - Present
 - Attending an approved off-site educational activity
 - Absent
 - Unable to attend due to exceptional circumstances

See Appendix 1 for the DfE attendance codes.

3. Key Attendance Academy Staff

- 3.1. Helping to create a pattern of regular attendance is everybody's responsibility including parents, carers, pupils and all members of academy staff.
- 3.2. The strategic attendance lead for Cottenham Village College is Patrick Winter, who works with the whole academy team to monitor and improve attendance at individual and whole academy level.
- 3.3. The day to day contact for reporting attendance and attendance queries is Sally Bagwell, the Attendance Officer. Sally monitors attendance and works with parents/carers/ families and pupils to listen to and understand barriers to attendance and works with families to remove them. Sally will utilise the support of other staff such as form tutors, heads of year, assistant heads of year and SLT.

4. Academy Expectations and Procedures

4.1. Daily Routines

- Pupils must arrive at the academy by 8.40am on each day. If they have a uniform issue, they must stop at The Boutique so that the issue can be resolved using the school's uniform stock.
- There is supervision at the point of entry by 8.25am. The school gate will be closed by 8.50am, at which point students will need to come via Reception and sign in.
- Morning line up takes place from 8.40am
- Form time registration will start between 8.45 and 8.50am

4.2. Attendance Register

- Class teachers are required to take an electronic register at the beginning of each morning and afternoon session using Bromcom.
- The register for the first session will be taken at 8.45am and will be kept open until 9.05am
- Arrivals to school after 8.50am will be recorded as 'L', unless the reason for lateness is due to the school bus.
- Arrivals to school after 9.30am will be recorded as 'U' – this will affect attendance percentage
- The register for the second session will be taken at 12.35pm and will be kept open until 1pm.

4.3. Lates & Punctuality

- It is an expectation of the Academy that pupils will arrive on time and be ready to learn. Lateness and punctuality will be monitored daily.
- A pupil who arrives late, after the register has closed, will be marked as 'U,' unless another code is more appropriate due to the reason for lateness after register (such as unplanned medical).
- We may send a letter to parents/carers, by way of notification of our concerns in relation to their child's punctuality and may request a meeting to discuss the concerns in order to work together to resolve any issues.

- Persistent lateness can result in a significant amount of learning time being lost, resulting in gaps in learning and can also indicate a safeguarding concern.
- All class teachers must be alert to emerging patterns or concerns in relation to punctuality and inform both the Attendance Lead and Designated Safeguarding Lead if they have concerns. (Please refer to punctuality flowchart appendix 2)

5. **Authorised and unauthorised absence**

5.1. Unplanned Absence

- It is an expectation of the academy that parents/ carers will notify the academy on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health by 8.45am.
- Parents/ carers must keep in touch every day that their child cannot return to the academy unless the academy has agreed otherwise. Parents/ carers can contact school in the following ways:
 - telephone (01954 288 944), option – 1
 - email attendance@astreacottenham.org
- The reported absence message may be an answering phone service and as such a message can be left at any time.
 - If a message is left it should include Pupil's name, reason for absence, anticipated return date
- Absence due to illness will be authorised unless the academy has a genuine concern about the authenticity of the illness.
- Only the Principal can authorise absence from the academy. Absence will not be authorised unless the reason you offer is accepted by the academy.
- Absences not reported will be followed up by the academy attendance / pastoral staff.

5.2. Planned Absences- Medical and Leave of Absence

Medical or dental appointments

- We encourage parents/ carers to make medical and dental appointments out of academy hours where possible. Where this is not possible, the pupil should be out of academy for the minimum amount of time necessary. It is expected that parents/carers inform the academy of the appointment as soon as possible; failure to do this may result in an unauthorised absence.

Leave of absence during term time

- By law, Principals cannot grant any leave of absence to pupils during term time unless there are exceptional circumstances. We define exceptional to mean very rare, unusual, or unforeseeable circumstances.
- The academy considers each application for term-time absence individually, considering the specific facts, circumstances, and relevant context behind the request. A leave of absence is granted entirely at the principal's discretion.
- All parents/carers must complete a leave of absence form at least two weeks in advance and may be invited in the academy to discuss with a member of the attendance team.
- Extended leave of absence is considered to be absences that extend beyond two weeks. Parents/ carers will be invited into the academy for a meeting to discuss these requests.
- Taking leave in term time will affect pupil's education as much as any other absence and we expect parents to support the academy by not taking pupil's away in term time. Fixed Penalty notices may be issued for unauthorised leave of absence, such as holidays.

5.3. Valid reasons for authorised absence include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the academy will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English, and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the academy, but it is not known whether the pupil is attending educational provision

5.4. Re-integration following Long-term Absence

- Where a pupil has been absent for a prolonged period, due to illness, the academy will:
 - Welcome the pupil back to the academy and value their return
 - Provide support for the pupil in consultation with parents/carers to enable a successful return to the academy.
 - Ensure that all relevant staff are informed of the circumstances.
 - Work with other agencies, where appropriate, to ensure a successful outcome.
 - Consider a personalised programme of return if appropriate
 - Nominate a key member of staff to monitor and review the pupil's return.

6. **Strategies for Promoting Attendance**

6.1. To promote high levels of attendance and to recognise individual and collective high attendance or improvement, Cottenham Village College can use a range of rewards and positive reinforcement strategies.

6.2. These include:

- Certificates
- Texts / Letters / Newsletters / Postcards home
- Celebration assemblies
- Reinforcement through form times
- Inclusion in prize draws
- Special awards and trips

6.3. The 'Astrea Attendance Tree' Appendix 3 is used to illustrate our whole academy attendance target and levels/percentages of pupil's attendance. The tree is used and displayed across the academy.

7. Safeguarding procedures - Following up absence

7.1. The academy will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

7.2. The academy operates a "first day call" system. This will mean that all parents/carers can expect to be contacted on the first day of any absence if the academy has not been previously informed. This will be via email.

7.3. First day absence emails start to be made within an hour of the register closing at 09:30am. Replies are monitored by the Attendance Officer. Unexplained absences will be followed up by the Attendance Officer.

7.4. A home-visit should take place on the third consecutive day of absence if a reason for the absence has still not been established through both the primary and emergency contacts. Where possible, at least two emergency contacts should be held for each child. The academy may also consult with the Police to request a 'Safe and Well' visit should contact not be made.

7.5. If through daily calls or home-visits, concerns arise regarding the need for Early Help support or a possible safeguarding concern is identified, the matter should be passed to the academy's Designated Safeguarding Lead immediately.

7.6. If at any stage, further concerns are identified, and the attendance lead/DSL is unsure of what action to take, the Astrea Head of Safeguarding should be contacted for consultation.

7.7. If a pupil has a social worker or external family support worker that they should be contacted by the DSL (Designated Safeguarding Lead) on day of absence to inform and to agree actions to be taken to safeguard the pupil.

8. Children Missing in Education

8.1. All staff are informed of the Children Missing in Education Policy. This procedure is to be used in searching for, and if necessary, reporting, any pupil missing from the academy.

- 8.2. The academy recognises that a child going missing from education is a potential indicator of abuse or neglect, and will follow guidance from Annex B, 'Keeping Children Safe in Education' 2022 and 'Children Missing Education' 2016 to promote their safety and wellbeing. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risk of them going missing in the future.
- 8.3. The academy shall inform the applicable Local Authority of any pupil who fails to attend the academy regularly, or has been absent without the academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the academy and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State).

(Please refer to Appendix 5 of this policy and Appendix 4 of the Astrea Child Protection and Safeguarding Policy)

9. Pupils with Medical conditions or Special Educational needs and disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have educational needs and disabilities.

9.1. To support pupils with medical needs, the academy will:

- Ensure the pupil has a comprehensive health care (or similar) plan which addresses medical, educational social, emotional, and mental health needs, where needed.
- Consider whether additional support from external agencies (including the Local Authority and health services) would be appropriate and work together with those services to deliver appropriate support.
- Work with Local Authorities, families, and pupils to develop support approaches and strategies for attendance for pupils with special educational needs and disabilities including access to provision outlined in the pupil's education, health, and care plan.
- The academy will contact their Local Authority Education Welfare Officer –when it is clear that the pupil will be away from school for 15 days or more, whether consecutive or cumulative due to health needs, to establish additional support which may be required in order for pupils to continue their education.

10. Part Time Timetables

- 10.1. All pupils, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.
- 10.2. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.
- 10.3. A part-time timetable will not be treated as a long-term solution. Any individual support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time.
- 10.4. There will be an identified lead person with responsibility for monitoring the part-time timetable
- 10.5. Part-time timetables will last no longer than 6-8 weeks and formal written reviews will take place at least fortnightly and will include the pupil, parents/carers and other professionals as appropriate.
- 10.6. In agreeing to a part-time timetable, the academy has agreed to a pupil being absent from the academy for part of the week or day and therefore must record it as authorised absence.

11. Monitoring Attendance

11.1. Senior Leaders and members of the attendance team regularly analyse attendance data to identify pupils with good and improving attendance and to provide additional support to pupils and pupil cohorts where attendance is causing a concern.

11.2. Daily Monitoring

- The Attendance Officer checks registers and contacts any family that has not informed school of their child's absence and follows set procedures.

11.3. Weekly Monitoring

- Whole school attendance is monitored and analysed on a weekly basis.
- Attendance patterns and trends are monitored through the 'Bromcom Dashboard' and 'Astrea Attendance Tracker' in order to provide intervention and support in a targeted way for individual pupils, families, cohorts, and groups.
- This data is analysed by the attendance lead as part of the academy 'Behaviour, Attendance, Safeguarding and Inclusion (BASI) meeting.'
 - BASI meetings are used to monitor individual pupil attendance and identify pupils who need support and identify staff and targeted actions for those cases.
 - BASI meeting attendance data is shared with teachers to facilitate discussions with pupils.

- Individual pupil attendance is monitored to check on:
 - Improvement in attendance.
 - Patterns of non-attendance.
 - Number of absences.
 - Vulnerable pupils.
 - Pupils with low attendance.

11.4. Termly Monitoring

- Attendance Meetings are held each half term with Senior Leaders, Attendance Leads, Astrea Attendance Lead to monitor data and trends. This includes analysis of pupils and cohorts and identifying patterns in uses of attendance codes, days of poor attendance and from this data analysis devise specific interventions to address areas of poor attendance for individual cases / cohorts of pupils.
- The impact of school wide attendance strategies is monitored termly, this analysis is then used to inform future strategies linked to the attendance action plan and Academy Improvement Plan
- Attendance data, patterns and trends are reported to Local Governance Committees half termly.

12. **Reporting to Parents / Carers**

- To support parents / carers in meeting their legal requirements and to maximise individual pupil attendance, Cottenham Village College seeks to keep parents informed of their child's attendance and to actively involve parents with any attendance issues.
- All parents / carers are encouraged to download the My Child at School App. This enables parents to track their child's attendance daily. The platform also has functionality for parents to report a child's absence and the reason for absence.
- Methods include:
 - Weekly texts to celebrate good and improving attendance
 - Active involvement by teaching staff
 - Absence letters asking for reasons for unexplained/unaccounted absences
 - Discussion at Progress evenings and Meet the Tutor evenings.
 - Parent letters where attendance is of concern
 - Home visits
 - Attendance is reported on annual reports

13. **Unauthorised Attendance Procedures and Intervention**

- Cottenham Village College uses a range of positive strategies and interventions to ensure the highest levels of attendance. However, when normal academy procedures do not result in good attendance, a range of further measures, including legal action, must be considered.
- Where attendance concerns have been identified or pupils are at risk of becoming Persistent Absentees the attendance team will contact any parent whose child's attendance is of concern, particularly where reasons for absence are not clear or are unauthorised.

- When appropriate, parents / carers will be invited into the academy to meet the attendance team to discuss any problems with getting pupils to school. The meeting will also discuss whether any help or support is needed to improve attendance and whether any multi agency support is needed.
- A signed attendance plan may be written with the attendance lead and parent, and will be given a period of time for attendance to improve.
 - If successful, no further involvement is needed.
 - If attendance does not improve during this period of time, despite help being offered the academy will escalate to the Local Authority who can decide to take further action against any parent/carer, including legal action which may result in fines or a summons to Magistrates' Court.

14. Legal Sanctions

- The local authority can fine parents for the unauthorised absence of their child from academy, where the child is of compulsory academy age.
- If issued with a penalty notice, each parent / carer must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.
- The decision on whether to issue a penalty notice rests with the Principal, following the local authority's code of conduct for issuing penalty notices. This may take into account:
 - A number of unauthorised absences occurring within a rolling academic year
 - One-off instances of irregular attendance, such as Leave of Absence, for example holidays) taken in term time without permission
 - Where an excluded pupil is found in a public place during academy hours without a justifiable reason
- If the payment has not been made after 28 days, the Local Authority can decide whether to prosecute the parent / carer or withdraw the notice (this is in consultation with the Academy)

15. Roles and Responsibilities

15.1. The Trust

- The Trust is responsible for monitoring attendance figures for the whole academy on at least a half termly basis. It also holds the principal to account for the implementation of this policy.
- Attendance data is presented at every Transition Management Board (TMB) or Local Governance Committee (LGC) meeting with Trust representatives and local committee members present.
- Trust Attendance Leads work alongside academy attendance leaders to prioritise attendance improvement strategies and whole school cultures.
- Trust Attendance Leads ensure academy regular training on attendance is available for academy staff.

15.2. The Local Education and Consultative Committee / Transition Management Board

- Identify a member to take responsibility for attendance
- Receive reports from the principal and review the working of the policy
- Regularly review attendance data and help leaders focus support on the pupils who need it.
- Ensure that the policy is promoted and implemented throughout the academy and is known by the parents.

15.3. The Principal

- The Principal is responsible for ensuring this policy is implemented consistently across the academy, and for monitoring school-level absence data, reporting it to the Trust and the TMB/LGC.
- The Principal will oversee, direct and co-ordinate the academy's work in promoting regular and improved attendance and will ensure the Attendance Policy is consistently applied.
- The Principal will develop and maintain a whole school culture that promotes the benefit of good attendance and maintains this ambition for all pupils.
- The Principal supports staff in monitoring the attendance of individual pupils, cohorts, and vulnerable groups.
- The Principal will set attendance targets as part of the Academy Development Plan and target-setting process and monitor and evaluate progress towards these targets.
- The Principal will ensure that there is a dedicated senior leader in the academy with responsibility for championing and improving attendance.
- The Principal will ensure that strategies are in place to promote attendance and implement the policy throughout the academy
- The Principal will determine (in collaboration with relevant senior staff) whether to authorise any proposed absences requested, or absences which have taken place for which no request was made
- The Principal will notify parents / carers as appropriate if a pupil fails to attend regularly
- The Principal will liaise (in collaboration with relevant staff) with the appropriate multi-agencies (including the Local Authority's agencies) where necessary in order to improve attendance or where support is not working follow the Local Authorities legal intervention procedures.

15.4. The Strategic Attendance Lead will:

- Work with all attendance staff to ensure this policy is implemented consistently
- Develop and maintain and whole school culture that promotes the benefit of good attendance
- Ensure good attendance is promoted and rewarded
- Form positive relationships with pupils and parents
- Ensure admission and attendance registers are accurately completed
- Proactively use data to identify cohorts with, or at risk of low attendance and develop strategies to support them.
- Monitor and evaluate progress towards attendance targets as part of the Academy Development Plan and target-setting process
- Ensure that weekly attendance is tracked at BASI meetings and appropriate action is taken as a result
- Ensure additional support and adjustments are made where required for pupils with additional needs.
- Make regular checks on absence notes and the reasons for absence
- Arrange appropriate training for staff
- Advise the Principal on any strategies that could be initiated or improved
- Ensure that unaccounted-for absences are followed up appropriately
- Work with staff, identified pupils and families at risk of poor attendance to understand and address reasons for absence, including any in school barriers to attendance.
- Hold formal meetings with parents / carers where attendance is not improving.
- Will liaise (in collaboration with relevant staff) with the appropriate bodies (including the Local Authority's agencies) where necessary in order to improve attendance

15.5. The Attendance Officer will:

- Monitor attendance data at academy and individual pupil level on a daily basis
- Form positive relationships with pupils and parents
- Report concerns regarding attendance and safeguarding to SLT/ Designated Safeguarding lead
- Ensure good attendance is promoted and rewarded
- Input / check daily attendance figures and follow robustly the daily procedures for following up attendance
- Ensure admission and attendance registers are accurately completed
- Ensure that unaccounted for absences are followed up appropriately
- Work with staff, identified pupils and families at risk of poor attendance to understand and address reasons for absence, including any in school barriers to attendance.
- Arrange calls and meetings with parents to discuss attendance concerns
- Inform parents/ carers of pupils if attendance is a concern
- Hold informal / formal meetings with parents/ carers where attendance is not improving.
- Monitor the attendance tracker on a weekly basis and input any actions taken
- Contact parents over pupil absence patterns where appropriate
- Liaise with the Attendance Lead over training needs

- Produce attendance data / statistics for the Attendance Lead and Principal
- Signpost and support access to multi agency services where attendance is a concern
- Work with Local Authority Education Welfare Officers to tackle persistent absence
- Work with pupils / parents on attendance plans, strategies, and interventions to improve attendance.
- Act as lead practitioner in order to support families where school is best placed lead service
- Take an active part in multi-agency efforts with the Local Authority and other agencies as required.
- Contribute to the evaluation of academy strategies and interventions
- Retrieve messages from the App and record on Bromcom in a timely manner.
- Follow first day absence procedures as outlined in the policy

15.6. Class and form teachers will:

- Record attendance daily in Bromcom, using the correct codes, and submit this information at the beginning of every lesson.
- Reward and promote attendance and maintain a positive culture towards attendance
- Form positive relationships with pupils and parents/ carers
- Hold regular conversations with pupils to promote attendance and identify any barriers to attendance
- Raise any concerns regarding absence and or punctuality with the attendance lead
- Have initial conversations with parents/pupils regarding attendance concerns
- Direct parents / carers to the school office / Attendance Lead to report absences
- Work with attendance / pastoral staff on interventions / adaptations for individual pupils to improve attendance.
- Liaise with attendance staff regarding information that may affect a pupil's attendance and where the authenticity of an illness/ absence is in doubt.

15.7. Parents / carers are required to:

- Ensure their child attends every day the academy is open unless they are too ill to do so or have an authorised absence
- To immediately inform the academy if their child is unable to attend by 8.40am, including the reason for absence
- Not arrange leave of absence during term time
- Continue to liaise with the academy on each day of absence unless agreed otherwise by the academy
- Wherever possible make medical appointments outside of school hours
- Ask the academy for support if their child is experiencing difficulties
- Attend and meet with academy staff with regards to attendance
- Inform the academy of any change in circumstance that may impact on their child's attendance.
- Ensure that all contact numbers held by the academy are up to date.

- Form a positive relationship with academy staff, recognising the importance of good attendance.

15.8. Office / Admin Staff

- Take calls from parents / carers about absence and record it on Bromcom in a timely manner.
- Report concerns regarding attendance and safeguarding to SLT/ Designated Safeguarding lead
- Form positive relationships with pupils and parents/ carers

16. **Statutory and Regulatory Framework**

- This policy meets the requirements of the school attendance guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:
 - *Keeping Children Safe in Education 2022*
 - [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
 - [Working Together to Safeguard Children 2018](#)
 - [School attendance Guidance: Working together to Improve School Attendance](#)
 - [School attendance parental responsibility measures Statutory guidance for local authorities, school leaders, school staff, governing bodies, and the police January 2015 \(update May 2020\)](#)
 - [Children Missing Education 2016](#)
 - [The Education Act 1996](#)
 - [The Education Act 2002](#)
 - [The Education and Inspections Act 2006](#)
 - [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
 - [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
 - [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)
 - [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
 - [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)
 - [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy complies with our funding agreement and articles of association.

17. **Associated Policies**

17.1. This policy should not be seen in isolation but is a strand that underpins all other policies related to the well-being of children including safeguarding, behaviour, anti-bullying and support for children with medical needs.

17.2. This Policy should be read alongside the Academy's:

- Astrea Child Protection and Safeguarding Policy
- Astrea Inclusion Policy
- Astrea Exclusion Policy
- Academy Behaviour Policy
- Missing Pupils Policy

- Anti-Bullying Policy

17.3. Policy Monitoring arrangements

- This policy has been authorised by the Trustees of Astrea Academy Trust, is published on the Academy website and is available in hard copy to parents on request. This policy can be made available in large print or another accessible format if required. This policy and its procedures apply to all Astrea Secondary Academy Trust schools, whilst taking account of the local context and Local Authority procedures and code of conduct for attendance escalation such as the issue of fixed penalties.

This policy will be reviewed annually by the Trust and adapted by the Principal. At every review, the policy will be shared with the LGC.

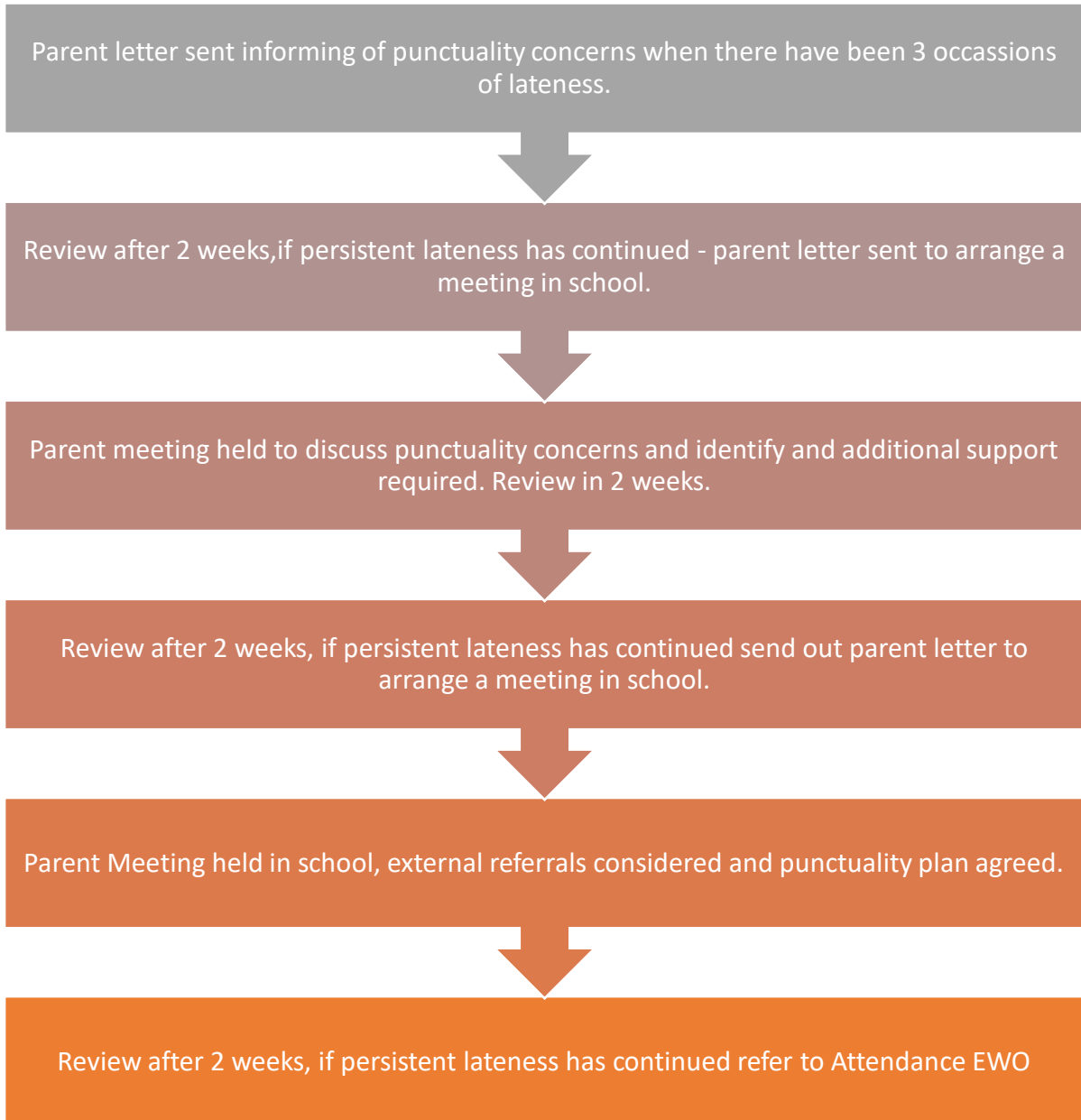
Appendix 1 – Attendance Codes

The following codes are taken from the DfE’s guidance on school attendance.

Code	Definition	Scenario
Codes for students who are present		
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement
Authorised Absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded / Suspended	Pupil has been suspended/ excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness (not medical or dental appointment)
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma, and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	No reason for absence established or the school is not satisfied that the reason is an authorised absence
U	Arrival after registration	Pupil arrived at school after the register closed
Other codes		
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day



Appendix 2 – Punctuality Flowchart



Astrea Attendance Tree

Whole Academy Attendance
From.....

Equates to:



Class.....
Whole Class Attendance

Appendix 4 – First Day Calling Procedures

First Day Response led by Sally Bagwell

Authorised absence:

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. Only the school can make an absence authorised. Consequently, not all absences supported by parents will be classified as authorised.

Unauthorised absence:

School has the right to record a child's absence as unauthorised if there has been no contact from the parent or carer or if the reason provided for the absence is not accepted by school. Parents are to be made aware that merely providing an explanation for their child's absence does not automatically constitute an 'Authorisation' for this absence. This is the school's decision.

Process:

1. Class teachers take morning registers on Bromcom.
2. Once all the late arrivals are on Bromcom and the registers closed at 9.30am an absence report will be run from Bromcom for the whole school.
 - a. An email to parents is sent where reasons for absence are not known.
 - b. Priority given to pupils with Child Protection Plans, EHAs, Children in Need or are vulnerable. DSLs to be informed.
3. The Attendance officer will monitor responses
4. *Where reasons for absence are deemed appropriate:* reasons noted, Bromcom register updated, meaning the class teacher / attendance lead are informed. The Education Welfare Officer may be informed if a pupil's attendance is being monitored.
5. *Where reasons for absence are not deemed appropriate:* parents/carers will be contacted to discuss further.
6. *Where no response is provided:* The Attendance Officer, or a member of the pastoral team, will make contact to parents / carers of absent pupils. Phone calls should identify reasons for and where required challenge the absence.
 - a. Where a pupil is absent and parents / carers cannot be contacted, the 1st and 2nd emergency contacts should be used to establish a reason for absence.
 - b. If no contact can be made on the first day of absence, consider if a home visit will take place to establish the reason for absence. Inform Designated Safeguarding Lead. DSL to inform social worker if relevant.
 - c. If no contact made through home visit, Attendance leads / DSL reviews information. A decision will be made to either make a home visit or to contact children's services/ Police to request a welfare call. Record on CPOMS as necessary.

Appendix 5 – Children Missing in Education Flowchart

