COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 7 October 2024

To be held from 5.15pm

At Cottenham Village College, Tony Cooper Suite

Membership: Cerian Webb (Chair); Zoe Andrews (Principal); Vicky Ellaway-Barnard; Alison Bigglestone-Widdows; Vikki Cantrill; Maria Derrick; Mark Phillips; Kate Tarlow; Lorraine Young.

In attendance: Judith Chipps; Clive Crisford; Kath Goudie; Hanan McKeand; Jo Myhill-Johnson; Amelia Parker; Sarah Powell; Paddy Winter; Helen Stearn (training session only).

Clerk: Melanie Basson

Prior to this meeting, Governors to attend an annual safeguarding training session with CVC DSLs, Hanan McKeand and Helen Stearn

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Oral item - Clerk
2	2 mins	Introduction and apologies • Welcome MD and LY • AT	Oral item - Chair
3	2 mins	Annual Declarations of pecuniary interests and Declarations of interests	Oral item - Chair
4	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 24 June 2024	Papers attached (pp3-7) - Chair
5	40 mins	Principal's Update	Papers attached (pp8-25) (Appendices attached separately) - Principal
6	15 mins	Policies • CVC Accessibility policy • CVC Preventing and Tackling Bullying policy • CVC SEND policy • SEND report - 10.09.24	Papers attached (pp26-31) (pp32-38) (pp39-44) (pp45-49)
7	5 mins	School visits and risk • LGC member visit report - KS4 GCSE preliminary analysis- CW	Papers attached (pp50-51)- Chair
8	2 mins	Confirmation of 2024-25 LGC meeting dates: Monday 7 October 2024	Oral item - Chair

		Monday 2 December 2024 Monday 27 January 2025 Monday 17 March 2025 Monday 14 July 2025	
9	2 mins	Governor training	Oral item - Chair
10	5 mins	Chairs update and questions • Late bus	Oral item - Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates	Oral item - Chair
12	2 mins	Any Other Business • Governor support with panels - Clerk	Oral item - Chair

COTTENHAM VILLAGE COLLEGE

MEETING OF THE LOCAL GOVERNANCE COMMITTEE

HELD ON MONDAY 24 JUNE 2024

Online via Teams

MINUTES

Members Present:	Cerian Webb (Chair); Vikki Cantrill; Vicky Ellaway-Barnard; Mark Phillips
In Attendance:	Karen Bromilow (Clerk)
	Zoe Andrews; Jo Myhill-Johnson; Judith Chipps; Clive Crisford; Kath Goudie; Paddy Winter

1) Introductions and apologies

The meeting started at 5.45pm.

Apologies for absence were received and accepted for Mrs Bigglestone-Widdows, Mrs Tarlow and Mrs Tyrell.

The Chair welcomed all attendees.

2) Declarations of interest

There were no declarations of pecuniary interest arising from agenda items.

3) Minutes, action tracker and matters arising

The minutes of the last CVC LGC meeting held on 29 April 2024 were ratified electronically on 21 May 2024 and adopted by the committee.

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

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

4) Principal's Update

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

- Year 10 into 11 Maximising Achievement Plan
- Teaching and Learning
- Behaviour and Culture including updated Suspension Reduction Plan
- Attendance
- Personal Development
- Curriculum: KS4 and KS5
- CPD Planning for September
- HR, Operations and Site Update
- NOR Update and Projections for September 2024
- Any other academy matters including enrichment and community

Taking the report as read, as it had been circulated in advance of the meeting, the Chair invited questions.

Safeguarding

When asked who has responsibility for EAL, the Principal reported that decisions are currently being made regarding roles and responsibilities from September.

Referring to the safeguarding caseload, when asked if staff are coping with the workload and if the LGC can support in any way, the Principal reported that support is being provided by Astrea Safeguarding Leads., adding that leaders are aware of the heavy caseload and the impact on staff of dealing with difficult cases, highlighting that regular wellbeing checks take place within the team.

When asked if there are any issues around acting quickly with cases, the Principal highlighted the national difficulties in getting timely responses from agencies, adding that the Safeguarding Team are accustomed to ensuring support workers attend meetings.

Referring to GDPR, when asked if comments of a safeguarding nature should be shared further within meeting papers, the Principal assured the Chair that individuals are not identifiable on public documents.

Referring to refugee admissions, when asked if refugee data can be included in the welfare profile to enable governors to track this information, to give a clear indication of refugees and to identify if additional support is required, the Principal suggested that a written commentary is provided within future Principal's Reports. Mrs Myhill-Johnson suggested that information on refugee children is provided within the contextual section of the Safeguarding Report.

Year 10 into 11 Maximising Achievement Plan

The Principal reported that Year 10 testing had concluded today, adding that marking will take place over the next few days, followed by a data analysis exercise before a thorough and robust plan is put in place.

Referring to the absence cover provided by SLT, when asked about the impact of this, the Principal reported that due to national challenges around school budgets, some core areas will be covered by senior leaders, adding that the impact of this decision includes an increased teaching load for leaders and a reduced 'on call' duty rota, adding that if additional capacity is created a decision will be made around increasing the duty rota. Mrs Goudie added that Teaching and Learning support in classrooms has become more targeted. When asked about other areas impacted by budget constraints, the Principal reported that all budget areas have been scrutinised, leading to a decision being made to not provide additional buses, efficient use of resources, and a review of curriculum budgets. The Principal went on to highlight that the academy is committed to providing a breadth of curriculum offer and quality Teaching and Learning. When asked if it is anticipated that the reduction in buses will impact detentions and after school activities, the Principal reported that senior leaders are currently exploring how detentions and after school clubs will look, adding that funding options for after school clubs are being considered. The Principal highlighted that the annual cost to the academy of providing the bus service is around £60,000.

When asked if setting will take place for English lessons, the Principal reported that a decision is to be made around how to optimise reading following the data analysis.

When asked a question about the predicted Progress 8 score in English, the Principal reported that steps have been taken to ensure every child reaches their full potential, adding that data analysis indicates that progress has been made.

When asked if budgets have impacted on reading tests, the Principal reported that GL assessments will take place. Mrs Myhill-Johnson added that these tests are funded centrally next year

When asked if changes to Year 10 will impact on the KS3 plan, the Principal reported that leaders are reviewing patterns in previous year groups and considering ways to optimise streaming.

Teaching and Learning

When asked if additional resources have been identified to move SEN forward, Mrs Chipps highlighted steps taken to move SEN forward, including staff CPD around appropriate target setting and best practise, quality assurance of targets prior to publication, improved identification of needs, and professional responsibilities for SEN. Mrs Chipps highlighted the SEN Networks and Parent Forums which have been implemented to establish positive relationships. Mrs Chipps reported that a booking system has been introduced to allow parents to book SEN meetings. Mrs Chipps highlighted the positive response from parents following the circulation of the Transition Handbook.

The Chair acknowledged and gave thanks to the staff from the History Department who were presented at the national Historical Association Conference in Birmingham.

Behaviour and Culture including updated Suspension Reduction Plan

Noting the increase in the number of incidents relating to failure to complete homework, when asked what had led to this rise, Mr Crisford reported that the increase was due to leaders identifying that scholars were not meeting Sparks expectations, highlighting that the increase was a spike and not a trend, adding that completion rates have increase by 38% from 30% to 68%.

When asked if the uniform incidents were also classed as a spike, Mr Crisford reported that an emphasis on uniform had led to an increase in reported incidents.

Noting the increase in positive rewards, when asked how many positive behaviour points were a result of the recent change in practice, Mr Crisford highlighted that the academy is developing the Zero Hero programme, which is recognising around 500-700 scholars weekly who have not received a negative behaviour point that week. Mr Crisford shared that 177 scholars have not received a single negative behaviour point this academic year, adding that leaders are considering how this achievement can be celebrated. When asked how the annual reward can be made fair for all, Mr Crisford reported that a consistent application of the behaviour policy will ensure the reward is fair, adding that further consideration is to be made around PP scholars. Noting that one behaviour point for a minor equipment breach for one scholar could lead to the loss of the annual reward, when asked what steps are being taken to ensure scholars can achieve the reward, Mr Crisford highlighted that staff have received training around issuing sanctions, adding that a stationery shop has been introduced.

When asked if any scholars have been identified as at risk of permanent exclusion, the Principal reported that no scholars were at risk of permanent exclusion at present.

The Chair acknowledged the recent Outward-Bound activity for disadvantaged scholars led by Mr Harper and asked for thanks to be extended to Mr Harper for his hard work and dedication.

When asked if any opportunities had been identified for CVC scholars to utilise facilities at The Centre School, the Principal reported that a further discussion is to take place with the Principal at The Centre School at the start of the new academic year.

Attendance

No questions were raised.

Personal Development

No questions were raised.

Curriculum: KS4 and KS5

When asked about areas for development and next steps for the curriculum, the Principal reported that the academy will continue to offer a broad and balanced curriculum. When asked if all subjects will run in KS4, the Principal reported that subjects will run if there is enough interest from scholars, adding that subjects impacted by pupil numbers usually include Music, Drama and iMedia. The Principal added that discussions are taking place with leaders around Year 10 business next year due to capacity. When asked about the minimum number of scholars required to run a subject, the Principal reported that although there is no 'cut off' number, a decision is made regarding the viability of least popular subjects following the student options process.

CPD Planning for September

The Principal reported that CPD for the next academic year will build on CPD from this year, including SEND, TLAC and deliberate practice. The Principal highlighted that additional CPD is planned during transition week.

HR, Operations and Site Update

It was noted that figures are double counted for those staff who have a lunch duty.

When asked how many teachers are leaving the academy at the end of the academic year, the Principal confirmed this number to be four. Noting that there are four leavers but no new starters, when asked what plans are in place to cover the deficit, the Principal reported that steps taken include efficient timetabling, utilising teaching time well, and making efficiencies where possible.

When asked if the academy is actively recruiting a Head of English and a Head of Maths, the Principal reported that the Head of English role is not a full-time vacancy at present, adding that the academy will take steps to recruit for this position when additional capacity has been identified. The Principal reported that despite going out to advert on two occasions, the academy had not been successful in appointing a Head of Maths.

When asked what micro scripts are, The vice-principal reported that micro script models, which are provided by the trust for staff to use if they choose to, are a form of words for staff to draw on for support, adding that micro scripts are available for inside and outside of the classroom.

The Chair asked for thanks to be given to staff leavers on behalf of the LGC.

NOR Update and Projections for September 2024

When asked if the academy was still experiencing issues around double counting admissions at the Local Authority, the Principal reported that one child was double counted due to an administrative error at the Local Authority, adding that the academy expected to admit 180 children in September.

Any other academy matters including enrichment and community

The Chair acknowledged and gave thanks for the broad range of activities available to year 8 and 9 scholars in activities week.

When asked why no visits had taken place to local museums, the Principal reported that a visit had taken place to the Fitzwilliam Museum, adding that further visits to local resources had taken place earlier in the year.

Noting that visits to the Space Centre and Bletchley Park were scheduled to take place on the same day, when asked if the academy had considered putting these trips on separate days due to the likeliness of children wanting to attend both, the Principal reported that further consideration would be made to this when planning trips for the next academic year.

The Principal was thanked for their report.

5) School visits and risk

The committee were informed that Mrs Ellaway-Barnard visited CVC to carry out a review of the SCR in her capacity of safe-guarding link.
The Chair reported that a trustee visit took place on 3rd June in the academy

Trustee visit: The Chair extended her thanks to Chair of Trustees, Mr Ben Brown, and the assistant CEO, Tomas Thurogood-Hyde who met with members of the LGC on 3rd June 2024. A productive discussion was held around how to support CVC in moving towards outstanding including a reassurance of flexibility in the implementation of whole trust programmes, such as Astrea Reads, to ensure they are implemented in the most beneficial way to CVC students. For example, from the beginning of the programme CVC have selected their own texts based on discussions with feeder primary schools and after whole school assessment of reading levels. Attendees discussed how booklets developed by National Subject Leads provide baseline materials which can be adapted and enhanced by CVC staff to meet local need. The LGC acknowledged financial difficulties due to national underfunding of education and discussed how we can work with the trust to optimise use of the limited resources and make the most of what is available. The Chair would also like to extend her thanks to the Head of the Centre school for arranging a visit of their facilities.

6) CVC LGC meeting dates 2024-25

The committee agreed CVC LGC meeting date for next academic year 2024-25:
- Monday 7th October **please note change of date**
- Monday 25 November 2024 (Remote)
- Monday 17 March 2025 (Remote)
- Monday 12 May 2025
- Monday 23 June 2025

7) Chairs update

LGC support had been requested by a member of the middle leadership team around work with Children in Care and is being provided by Mrs Tarlow.

The Chair extended her thanks to all members of the PTFA who put in a phenomenal effort over the Fen Edge Festival weekend setting up and running refreshment stalls, a tombola, guess the number of sweets, manning the Sunday evening bar and selling second hand uniform. The Chair also highlighted the contribution made by CVC pupils in supporting the PTFA with washing-up, running errands and manning stalls. On behalf of the PTFA the Chair extended her thanks to the FEF team for supporting the PTFA and the Cottenham Co-op for their support in supplying subsidised pastries for the festival café.

The Chair asked leaders to consider how they may thank scholars for their help with fundraising events.

Members were delighted to hear that a £900 donation from the PTFA had been used to purchase tripods for the art department and a planetarium visit for year 7 and GCSE students.

The Chair acknowledged the support from parents and the community on behalf of the PTFA.

The Chair requested that a lockable storage space is provided to the PTFA for the purpose of storing equipment and second-hand uniform items between events.

The Chair shared feedback received from parents around uniform. When asked why Tartan skirts are not mentioned on the academy website, the Principal reported that the website has recently been updated to include details of the Tartan skirt, adding that an issue around bags on a supplier website is being resolved. The Principal highlighted that the Tartan skirt has been shared with parents at year 6 Parents Evenings and has been taken into feeder primaries for students to try on.

When asked that further clearer guidance is provided to parents and carers around uniform, the Principal agreed to share additional guidance.

When asked what strategies will be implemented should parents choose not to purchase Tartan skirts, the Principal reported that further reminders will be issued about uniform expectation on step up days, adding that all students also have the option of wearing school trousers or tailored shorts which can be purchased from high street stores as well as the uniform supplier should parents choose not to purchase a Tartan skirt.

When asked if communications have been sent to parents regarding uniform expectations, the Principal confirmed this to be the case.

The Chair acknowledged and gave thanks for the years of service to the LGC from Mrs Tyrell, who leaves the committee at the end of the academic year and wished her the best of luck in her new position as Head of Department at a school in London.

8) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **Monday 7 October 2024 to be held at CVC from 5.45pm**

9) Any Other Business

There were no items of any other business.

The meeting finished at 7.15pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 15 July 2024

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Autumn Term One

2024-2025

Cottenham Village College

Zoe Andrews

Contents

Safeguarding

Introduction and contextual Information about the school:

CVC is a fully inclusive 11-16 school with 882 students on roll (16.9.24). The contextual safeguarding concerns for the school continue to be self-harm, EBSA, vaping, county lines and domestic abuse. However, we see changes throughout the school year where these issues are more prominent and then less so at other times. There are 80 English as an Additional Language (EAL) students, and 9 students who are refugees, although this is difficult to confirm as the information we receive does not always provide enough detail of family circumstances. The changing demographic of our school community presents challenges in providing effective support with limited resources.

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Whole staff face to face safeguarding training on 02/09/24 including changes to KCSIE 2024.	Safeguarding assembly for all year groups w/b 23/09/24.	
Trends in School	Self-harm EBSA Domestic abuse	Monitor impact of growing CP cases and workload, ensuring enough staff to deal with case load.	
Update on significant cases (anonymised)		Continue to attend RCPCs, CGMs and CP conferences.	
Summary of referrals made	1		
Ofsted Qualifying Complaints	0	-	-

Welfare Profile (at the start of academic year 24/25):

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

Children at risk and children in need:	Current	Previous Report (Summer term 2)	This time last year
Number and % of PP	171 – 19.4%	176 – 19.6%	167 – 19%
Number and % of LAC	1 – 0.11%	3 – 0.34	4 - 0.46%
Number and % of young carers	13 – 1.47%	15 – 1.71%	6 – 0.68%
Number and % of scholars privately fostered	2 - 0.23%	2 – 0.23%	0
Number and % of scholars with CP plan	9	6 - 0.68%	0
Number and % of CIN	0	0	4 – 0.46%
Referrals made for early help	1	2 – 0.23%	1
Family support assessments conducted	2 (1 accepted and 1 awaiting)	1 – 0.11%	0
Proportion meeting threshold	0	1 – 0.11%	0

CP meetings attended	4 (inc. summer break)	10	0
Number and % of scholars with an EHCP	30 (including 8 DSC)	36 – 4.08%	33 – 3.75%
Number and % of scholars with serious medical conditions	2 – 0.23%	2 – 0.23%	2 – 0.23%
Number and % of scholars receiving external support: CAMHS	2 – 0.23%	5 – 0.57%	3 – 0.34%
Number and % of scholars receiving external support: behaviour support	0	1 – 0.11% (sub conquest) 3 EIO (Marie Ah Mane)	4
Number and % of scholars receiving external support: S and L	4 2 NHS SLCN Team 2 LINGO	5 – 0.56% 3 NHS SLCN team 1 LINGO 1 – 0.11% (EAL)	0
Referrals to Channel	0	0	0

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
Safeguarding updates and Procedures	02/09/24	Staff – teachers and support staff (excluding cleaners and Innovate)	Face to face by HM and HS
Annual Safeguarding Certificate – Secondary Education	03/09/24	Staff – teachers and support staff (excluding cleaners and Innovate)	National College

Bullying and Discrimination (end of year comparisons):

Aspect	2022-23	2023-24
All Bullying Incidents	16	18
Racist Incidents	3	14
Cyber Bullying	10	3
Homophobic	2	5
Transphobic	0	1

Some incidents may appear in multiple categories, for example, **persistent** racism would be logged as both a racist incident and a bullying event. A one-off racist incident (or indeed cyber, homophobic or transphobic), would not be recorded as a bullying incident, bullying events are repeated behaviours. All bullying incidents, therefore, cannot be the sum total of the incidents below.

Analysis and Next Steps
Safeguarding assembly is scheduled for the w/b 23.09.24 where Y7 will be introduced (other year groups reminded) to the CVC Tell Us email, available avenues for support, and strategies that we have in place to ensure CVC is a safe and positive community.

We will again be asking students to become anti-bullying ambassadors training by the Diana Award led by PD and student leadership.

Sexual Harassment:

	Number of Incidents					
	22/23 Term 1	**23/24 Term 1**	**22/23 Term 2**	**23/24 Term 2**	**22/23 Term 3**	**23/24 Term 3**
Verbal Sexual Harassment	3	0	1	2	2	3
Physical Sexual Harassment	1	0	0	2	1	1
Sexual Violence	0	0	0	0	0	0
TOTAL	**4**	**0**	**1**	**4**	**3**	**4**

Analysis and Next Steps
The pastoral team are available for educational and restorative approaches to support the students involved in incidents. Parental meetings with HOYs and DSL. Listening to the voice of the child. Bespoke responses depending on each set of circumstances. The PD programme provides essential education around this area. Aim to deal with all allegations within a 24-hour time frame to bring swift resolution for both the victim and perpetrator. We will be conducting the annual Sexual Harassment Survey in October.

Examination Outcomes 2024: analysis and review

The summer results in 2024 were very close to our projected outcomes, with attainment in line with our expectations based on a cohort with a lower KS2 SS and a large number of EAL students without prior attainment data.

The key performance metrics indicate the school is performing broadly in line with FFT20 estimates and has made some significant improvements within English and History. Some subjects performed very highly, much higher than national averages and the FFT report shows provisionally the data is very promising within Maths, Sciences, History, Geography, RE and Spanish. The one subject area where attainment was not in line with national averages was iMedia (slide5)

The provisional progress indicators look to show an improvement in progress from 2023 results, the verified results will be published in October.

Measure	2019	2020	2021	2022	2023	2024
A8	52.7	56.1	54.0	57.88	52.1	49.8
P8	0.34	0.33	0.02	0.46	0.24	0.38
Basics 5+	58%	58%	60%	70%	62.5%	57.4%

| Basics 4+ | 73% | 81% | 80% | 84% | 80.1% | 72.7% |

The analysis of groups at CVC shows that both SEN and Pupil Premium students do not achieve as highly as their peers in terms of either attainment or progress. This will continue to be a priority area for the school moving forwards. With low numbers of students in each of these groups for 24/25 our MAP details the attainment of these students.

The Appendix 1 contents share the FFT subject analysis, we are currently awaiting reviews of marking for a number of English language papers and have received grade shifts upwards for papers in mathematics (6 students) and English literature (3 students).

Year 11 Maximising Achievement Plan

Please see **Appendix 2 (separate document).**

Key points:

- We continue to focus on high attainment for all students, with particular focus on PP/SEN
- We will review regularly grouping and make changes as needed, particularly in English/maths.
- There has been careful selection of teaching personnel for Year 11 groups.
- Y11 tutor times will be deployed for additional teaching as needed.
- We will work with parents to make sure there is plenty of communication around all sets of assessments in plenty of advance, to support parents to have longer at home to work with their child to support.
- We still need to recruit experienced KS4 teachers into the English team.

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent: 43.65

	Number of Teaching Staff	% of Teaching Staff
SLT	7	16.0%
UPS	20.7	47.5%
MPS	13.7	31.5%
ECTS	2.4	5.5%
ITTs	1	2.3%
UQTS (not part of ITT)	2 (0.6 FTE in total)	1.37%

Next Steps:

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

Our Training Days allowed us to pick up on some important themes from 2023-24 in terms of improving the quality of teaching at CVC. We combined an emphasis on the importance of every member of the team rowing in the same direction, and being consistent in terms of classroom practice, drawing upon microscripts, with a focus on ensuring that we started the year aspiring towards high academic standards.

We focused on what high-quality written work looked like at our main feeder primary school, Cottenham Primary, through reviewing a random, representative sample of written work from Year 6. Staff were invited to analyse the key features of this work, consider why some students experience a 'KS3 dip' in taking pride in their work, and consider what we could do as a teaching team to continue to emphasise the importance of producing high-quality extended written work, without adding onerous tasks to teacher workload. This focus on maintaining high standards of written work will form a common theme in our teaching and learning briefings, deliberate practice and CPD offering this year.

Another focus for our work will be on homework, ensuring that we increase completion rates, review our programme of setting homework so that we avoid a 'feast or famine' experience for students and continue to monitor and evaluate the quality and appropriateness of our homework offering to students in terms of ensuring that the homework set is of high quality and will support their learning. We will also continue to consider the balance between online homework and paper-based tasks. Our focus here is informed by our parental and student feedback survey from summer 2024.

To start the term, we also reviewed the key TLAC strategies that had supported improvements in classroom practice in 2023-24 and identified those areas we will prioritise. This term we will be continuing to cement our gains in terms of 'Means of Participation', where techniques like 'cold calling' have increased rates of contribution to discussion and reduced passivity. In terms of a new strand of practice to explore we are considering how to support students to take pride in their work, revisiting and embedding more recently introduced TLAC strategies like 'Show Call'.

Our first two Year 7 days allowed us to road test our microscripts to support the smooth operational running of the school and invited staff to share reflections on the suitability of these in practice. This will help ensure that these documents are fit for purpose and accurately reflect practice 'on the ground'. 3.6

A brief evaluation of the main activities on the Training Day tell us that the guidance contained within the microscripts was received positively in terms or principle (3.6/5 with 5 being the most positive rating) and in practice (4/5 with 5 being the most positive rating).

Behaviour and Culture

Behaviour Data:

The tables below give a summary of the data for logged behaviour incidents for the **academic year 2023-24.**
Negative behaviour events:

	2021-2022				2022-2023							2023-2024						
	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
Disruption to learning - C1	866	950	849	711	4192	736	807	697	628	762	562	7560	1326	1366	1318	954	1387	1209
Disruption to learning - C2	124	183	130	99	708	115	112	129	141	121	90	1655	486	262	242	183	269	213
Disruption to learning - C3	16	26	33	52	327	44	58	61	57	66	41	1121	113	191	192	197	255	173
Failure to complete homework	157	197	145	116	915	194	219	134	177	115	76	1791	211	185	339	241	400	415
Inappropriate language (Swearing)	4	5	6	6	114	7	10	32	38	12	15	278	63	73	39	52	20	31
Lack of equipment/PE Kit/Books	107	127	99	151	667	199	125	110	118	71	44	757	62	117	126	135	133	184
Lateness to lesson	118	439	496	385	1501	260	176	221	331	339	174	268	77	39	32	63	45	12
Lateness to school	199	111	85	39	126	29	18	15	26	25	13	165	19	17	54	31	40	4
Missed Detention	94	116	123	108	250	65	56	33	47	35	14	150	56	45	10	18	15	6
Mobile phone used, seen or heard	15	12	20	23	198	19	30	31	37	48	33	284	42	65	56	53	52	16
Refusal to follow reasonable instructions - C1	126	229	207	217	1765	252	273	309	372	280	279	2573	376	493	432	441	510	321
Refusal to follow reasonable instructions - C2	61	76	108	83	758	66	146	172	134	146	94	900	123	181	144	149	189	114
Refusal to follow reasonable instructions - C3	34	52	57	63	528	49	75	85	127	127	65	989	263	145	154	149	183	95
Refusal to follow reasonable instructions - C5	15	14	32	27	123	19	20	13	51	6	14	108	16	23	31	15	13	10
Refusal to Work/Lack of effort - C1	100	113	117	121	525	88	85	112	78	95	67	860	118	181	184	137	127	113
Refusal to Work/Lack of effort - C2	13	40	19	35	105	18	15	10	37	9	16	183	33	39	49	17	32	13
Refusal to Work/Lack of effort - C3	8	8	12	17	86	17	15	15	15	13	11	58	8	8	15	13	10	4
Truanting – external	0	0	0	2	19	4	5	4	6	0	0	6	0	1	1	1	0	3
Truanting – internal	9	44	50	177	1388	129	185	351	249	252	222	2731	267	531	582	481	590	280
Uniform issue	105	179	156	222	356	25	46	90	72	56	67	1363	121	89	135	179	323	516
Verbal abuse/Rudeness – adult - C1	13	22	14	31	146	22	25	27	37	16	19	124	20	33	22	15	24	10
Verbal abuse/Rudeness – adult - C2	19	12	18	36	92	8	17	15	24	17	11	80	6	24	15	11	11	13
Verbal abuse/Rudeness – adult - C3	16	16	3	12	77	8	9	24	23	1	12	53	7	15	11	4	11	5
Verbal abuse/Rudeness – pupil - C1	14	20	19	18	56	7	17	10	8	9	5	73	5	22	18	5	9	14
Verbal abuse/Rudeness – pupil - C2	3	5	10	15	24	1	3	4	5	6	5	37	2	6	12	10	4	3
Verbal abuse/Rudeness – pupil - C3	8	1	3	5	20	3	2	5	4	2	4	22	0	2	6	5	4	5

Positive Events/Rewards Points:

	2022-2023						2023-2024						
	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	13714	13569	10817	11737	11955	6836	120571	23511	19967	19304	17485	23289	17015
PP	1933	1900	1526	1667	1729	1043	20167	3969	3327	3020	3016	3919	2916
SEND (all)	1212	1152	1001	1051	1013	619	11670	2041	1805	1712	1801	2391	1920
SEND E	469	440	406	412	386	215	3262	626	507	511	514	651	453
SEND K	743	712	595	639	627	404	8408	1415	1298	1201	1287	1740	1467
Boys	6924	6638	5385	5822	5945	3301	62038	12210	10220	9846	8931	11990	8841
Girls	6790	6931	5432	5915	6010	3535	58533	11301	9747	9458	8554	11299	8174
Year 7	3150	3623	3005	3522	3304	2330	33593	5392	5201	5157	5168	6841	5834
Year 8	3522	3543	2723	2898	3125	2257	34319	5934	6023	5411	5294	6733	4924
Year 9	3180	3054	2252	2227	2701	1390	21295	4395	4073	2770	2827	4199	3031
Year 10	2403	2378	1859	2245	2300	844	20800	4909	3150	3657	3041	3878	2165
Year 11	1459	971	978	845	525	15	10564	2881	1520	2309	1155	1638	1061

Priorities and Action Plan

Based on the behaviour data from last academic year as well as insights and feedback from students, staff and parents, we have identified 4 areas for development this year.

Next Steps:

- **Ensuring Students Bring the Correct Equipment to Lessons**
- **Student Uniform**
- **Reducing Internal Truancy**
- **Developing a consistent approach in applying the school behaviour policy**

Ensuring Students Bring the Correct Equipment to Lessons

Actions Taken: Form tutors have conducted sessions during form time to underscore the importance of bringing the correct equipment to every lesson. This expectation has been communicated through assemblies and the school newsletter. Students have been provided with an equipment checklist, and regular checks are conducted by form tutors.

Parental Engagement: Parents have been notified of the equipment required to assist in ensuring their child is well-prepared. Ongoing reminders will be issued throughout the next half term.

Sanctions and Support: Students who fail to bring the necessary equipment will receive a behaviour point in accordance with the school's behaviour policy, which also serves to inform parents. AHOYs have made spare equipment available for form tutors, while Pupil Premium (PP) students are supported with new equipment when needed.

Student Uniform

Uniform Policy: The uniform policy has been clearly communicated to both students and parents. Daily uniform checks are conducted by form tutors at Morning Address, with sanctions applied for repeated non-compliance. To ensure minimal disruption during the school day, a uniform boutique is available every morning, enabling students to borrow any missing items and return them at the end of the day.

Support Mechanisms: Pupil Premium students are provided with financial support for purchasing new uniforms. Persistent non-compliance is addressed with escalating sanctions in accordance with the school's behaviour policy, ranging from verbal warnings to after-school detentions, and, in extreme cases, internal suspension.

Parental Communication: Parents are contacted by form tutors if concerns regarding uniform arise. The majority of parents have been extremely supportive at the start of this new term with regards to uniform. Uniform has steadily improved and we are now focusing our attention on wearing the correct uniform in the correct way.

Reducing Internal Truancy

Targeted Interventions: The school remains committed to reducing internal truancy and ensuring all students attend their scheduled lessons. Internal truancy has been reported in many school across the region as a significant concern. A small cohort of students with higher instances of internal truancy have been identified and are receiving targeted interventions from both Assistant Heads of Year (AHOYs) and Heads of Year (HOYs) as well as out Behaviour Manager.

Parental Involvement and Monitoring: Parental engagement is critical in addressing the underlying causes of truancy, and parents are contacted immediately when internal truancy is identified. Behaviour data is reviewed daily by AHOYs, HOYs, and the senior leadership team to ensure appropriate sanctions are applied and necessary support mechanisms are in place.

Developing Consistency in Applying the Behaviour Policy through Staff Training

Whole Staff Training Focus: A key priority is ensuring a consistent approach to applying the school's behaviour policy across all staff members. To achieve this, additional staff training sessions have been implemented, including deliberate practice sessions. This also formed part of the recent Inset days at the start of term.

Monitoring and Evaluation: Ongoing evaluations of the training's effectiveness will be conducted, with senior leadership providing additional support and guidance where needed. This initiative is designed to build a cohesive approach to behaviour, further improving the learning environment for students.

Suspensions:

The number of suspensions for 2022/2023 compared to 2023/2024

	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	217	21	74	32	29	33	28
PP	97	13	20	21	23	7	13	78	7	24	12	12	13	10
SEN All	144	24	33	30	31	13	13	112	13	40	18	13	17	11
SEN E	71	14	20	15	14	4	4	44	6	15	7	5	5	6
SEN K	73	10	13	15	17	9	9	68	7	25	11	8	12	5
Boys	236	31	54	47	47	28	29	170	18	58	26	20	26	22
Girls	44	14	7	7	7	3	6	47	3	16	6	9	7	6
Y7	27	6	10	7	3	1	0	28	2	6	3	1	6	10
Y8	36	8	4	3	7	2	12	28	0	8	8	3	2	7
Y9	114	14	23	25	25	11	16	50	5	26	5	7	6	1
Y10	72	13	13	11	15	13	7	70	7	20	8	12	13	10
Y11	31	4	11	8	4	4	0	41	7	14	8	6	6	0

The suspension rate for 2022/2023 compared to 2023/2024

	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%	23.61%	2.29%	8.05%	3.48%	3.16%	3.59%	3.05%
PP	88.99%	11.93%	18.35%	19.27%	21.1%	6.42%	11.93%	51.32%	4.61%	15.79%	7.89%	7.89%	8.55%	6.58%
SEN All	124.14%	20.69%	28.45%	25.86%	26.72%	11.21%	11.21%	92.56%	10.74%	33.06%	14.88%	10.74%	14.05%	9.09%
SEN E	147.92%	29.17%	41.67%	31.25%	29.17%	8.33%	8.33%	118.92%	16.22%	40.54%	18.92%	13.51%	13.51%	16.22%
SEN K	107.35%	14.71%	19.12%	22.06%	25%	13.24%	13.24%	80.95%	8.33%	29.76%	13.1%	9.52%	14.29%	5.95%
Boys	49.06%	6.44%	11.23%	9.77%	9.77%	5.82%	6.03%	34.34%	3.64%	11.72%	5.25%	4.04%	5.25%	4.44%
Girls	10.02%	3.19%	1.59%	1.59%	1.59%	0.68%	1.37%	11.08%	0.71%	3.77%	1.42%	2.12%	1.65%	1.42%
Y7	14.84%	3.3%	5.49%	3.85%	1.65%	0.55%	0%	15.22%	1.09%	3.26%	1.63%	0.54%	3.26%	5.43%
Y8	19.25%	4.28%	2.14%	1.6%	3.74%	1.07%	6.42%	15.22%	0%	4.35%	4.35%	1.63%	1.09%	3.8%
Y9	61.96%	7.61%	12.5%	13.59%	13.59%	5.98%	8.7%	26.18%	2.62%	13.61%	2.62%	3.66%	3.14%	0.52%
Y10	38.71%	6.99%	6.99%	5.91%	8.06%	6.99%	3.76%	38.46%	3.85%	10.99%	4.4%	6.59%	7.14%	5.49%
Y11	17.13%	2.21%	6.08%	4.42%	2.21%	2.21%	0%	23.03%	3.93%	7.87%	4.49%	3.37%	3.37%	0%

Impact of mobility on suspension

	2022-23			2023-24		
	Non-Mobile Scholars	Mobile Scholars	Difference	Non-Mobile Scholars	Mobile Scholars	Difference
Av. Positive behaviour points (per pupil)						
Av. Negative behaviour points (per pupil)						
Suspension rate %						
% of the cohort who have been suspended						

Suspension analysis and commentary: Reduction in Suspensions at CVC:

Positive Trends: We are pleased to report a significant decrease in the number of suspensions at CVC compared to the previous academic year. As shown in the first table, the total number of suspensions has dropped from 280 in 2022/23 to 217 in 2023/24, representing a reduction of 63 suspensions. The second

table highlights a 7% decrease in the suspension rate compared to the previous academic year. Whilst suspension rates nationally have been increasing, we are pleased that our rates have not followed this trend.

How has this reduction been achieved? This positive trend reflects an overall improvement in students' behaviour choices, with fewer students reaching the suspension threshold. When the suspension threshold has been met, the senior leadership team has carefully considered alternative support strategies in alignment with the suspension reduction plan. These alternatives have proven effective in helping students make better behaviour choices, particularly for those with special educational needs (SEN).

Next Steps:

Areas for Ongoing Improvement: Despite the progress, we recognize that suspension rates for Pupil Premium (PP) and SEN students remain disproportionately higher than for their peers. This is primarily due to repeated behaviours from a small group who have received more than one suspension this academic year.

Please see **Appendix 3: Suspension Reduction Plan (separate document).**

Attendance

Please provide below details of your attendance data for the end of the last academic year.

	Key Attendance Target for 2023-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole School %	93%	91.4%	91.0%	89.7%
Pupil Premium %	95%	83.4%	82.9%	82.9% (#169)
SEND %	95%	80.8%	80.8%	80.6% (#109)
% of pupils who are PA:		23.5%	23.8%	33.5%
% of PP pupils who are PA:		46.6%	52.0%	54.9%
% of SEND pupils who are PA:		43.0%	42.4%	46.4%

Attendance for Year 11: Class of 2025

	Key Attendance Target for 2023-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole School %	95%	90.1%	89.7%	89.9%
Pupil Premium %	95%	79.5%	79.0%	79.4% (#30)
SEND %	95%	79.4%	81.7%	83.2% (#16)
% of pupils who are PA:		25.7%	26.4%	28.0%
% of PP pupils who are PA:		62.2%	64.9%	65.8%
% of SEND pupils who are PA:		40.0%	41.2%	38.9%

Comparison of scholars who have only ever been at the academy and those who have joined as In Year Admissions

	Cohort size	Attendance %	100%	97%	90-96%	PA	Severely PA
Student numbers							
Non mobile students	637	92.6	20	208	308	120	9
All students	923	89.8	25	230	373	319	37
Mobile students	286	81.7	5	22	65	199	28
IYA since 23/24	34	89.7	3	10	7	17	0

Percentage of cohort							
Non mobile students	69.0		80.0	90.4	82.6	37.6	24.3
All students	100.0		100.0	100.0	100.0	100.0	100.0
Mobile students	31.0		20.0	9.6	17.4	62.4	75.7
IYA since 23/24	3.7		12.0	4.3	1.9	5.3	0.0

- We currently have two students on AP, one student in Y9 (hybrid of lessons at school and tuition either in school or at home) and one student in Y11 who accesses online education.
- There are new government guidelines that have been introduced for the attendance coding of AP students which will make it appear as though students have not attended their provision even though they have, due to the use of a C code which is the authorised absence code. The reason for this is the DfE have confirmed that remote education does not meet the definition for either a B code (the student must be attending a place other than a school at which they are registered, for an educational activity) or a K code (local authority arranged under section 19 of the Education Act 1996). Therefore, the following attendance figures have been calculated to sit alongside the authorised absence figures.
  Y9 student attendance is 100%.
  Y11 student attendance is 76.92%.

Attendance Next Steps:
Provide details below of your updated Attendance Action Plan. **Attach as Appendix 4 (separate document)**
Please include details of how you will have a rigorous focus on Year 11 attendance.

Academy Improvement Plan for 2024-25

Academy Improvement Plan for 2024-25
Provide attach a copy of your AIP for 2024-25 as **Appendix 5 (separate document)**
Please ensure you include how each priority links to the Astrea Secondary Frameworks and the SLT Lead for each priority.

SEF for 2024-25

Updated SEF for 2024-25
Our updated SEF for 2024-25 as **Appendix 6 (separate document).** We are still evaluating our provision as good in all areas.

Marketing for 2024-25

Open Events for Year 7 2025
Provide details regarding your marketing plan and strategy for Year 7 2025-26. Include details of:
- Main open evening: 3rd October (4.30-6.30. Principal talks at 4.30 and 5.15.)
- Open Week: 15th and 17th October (9.15am – 11am. 2 tours taking place each morning)
1. Define Target Audience and Messages
- Identify primary audience: local families with children in Years 5 and 6
- Secondary audience: families new to the area or considering a school change
- Determine key messages highlighting our school's unique strengths and values. This will draw on information from current stakeholders including current year 7 students and families.
2. Develop Multi-Channel Marketing Approach

- Further develop the dedicated landing page on the school website for open day information
- Utilize social media platforms (Facebook, Instagram, Twitter) for targeted ads and regular updates
- Partner with local primary schools for direct communication with potential families
- Design eye-catching flyers and posters for distribution in community spaces. This can build on both central support as well as in-house expertise
- Explore whether it is possible to leverage local media (newspapers, radio) for press releases and interviews.

3. Enhance Event Experience
- Review demonstrations showcasing various departments and extracurricular activities
- Organize student-led tours to provide authentic perspectives on school life
- Create a virtual tour option for those unable to attend in person
- Prepare engaging presentations by school leadership, highlighting achievements and vision
- Set up information booths for specific areas of interest (e.g., STEM, arts, sports)

4. Implement Pre and Post-Event Engagement Strategies
- Launch a pre-event email campaign to registered attendees with teasers and useful information
- Develop a post-event survey to gather feedback and identify areas for improvement
- Follow up with attendees through personalized emails or calls to answer any questions

5. Measure and Analyse Results
- Track key metrics: attendance numbers, student volunteer numbers, website traffic, social media engagement, and enrolment inquiries
- Compare results to previous years and set benchmarks
- Analyse feedback from surveys and social media to identify strengths and areas for improvement
- Conduct a team debrief to discuss what worked well and what could be enhanced
- Use insights to refine the strategy for future open days and marketing efforts

Next Steps:

What are your next steps to improve further the quality of your marketing activities and materials?
- Collaboration with our feeder primary schools
- Surveys with our families to see what has been successful and what needs refining
- Updating and enrichment of our Family Handbook based on family feedback

HR, Operations and Site Update

HR and Staffing Update

	Details
New Appointments for 1st September 2024 (any updates further to previous report)	Exams Officer / Admin Assistant – Abigail Hall Teacher of English - Lauren Reid
New Appointments for HT2/January 2025	
Leavers for 31st August 2024 (any updates further to previous report)	Alison Curtis – TA Maha Algaith – TA end of fixed term Eppie Le Roux – TA Alex Rowland – TA end of fixed term Chloe Summers TA – end of fixed term
Leavers for 31st October/31st December 2024	
Current vacancies not filled	Head of Maths – interim in place Head of English – interim in place Head of Year 7 – interim in place

Site maintenance/improvements and any site works projects

Over the summer one of our MFL teaching rooms was improved by removing an internal cupboard and increasing the classroom size. New furniture was purchased to ensure each teaching space had enough tables and chairs and that they were fit for purpose. The third phase of a whole school rewire programme was completed bringing to DT and Sports areas up to standard. The work included new distribution boards, sockets and lighting and RCD protection to ensure the school is compliant with current safety guidelines. All paper and soap dispensers and cleaning products were changed to eco-certified products designed and produced to reduce their impact on the planet across their entire life cycle.

3G Pitch

An application for planning permission was submitted in August.

Adult Learning

Summer School 2024 was a big success offering a variety of craft and leisure classes. Following a period of change management and community engagement, Adult Learning has been rebranded and relaunched, with plans to expand and improve the services for everyone.

NOR Update for September 2024

Please provide updates below of current NOR.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
Start of term-September 2024	**179**	**181**	**175**	**171**	**178**	**884**
July 2024	180	177	178	177	176	888
January 2024	180	178	172	173	176	879
October 2023 Census	179	177	171	173	173	873
4th 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
1st 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 2023	0	2	6	3	1	12
Leavers in spring term 2024	3	3	5	1	0	12
Leavers in summer term to date 2024	1	6	8	3	0	18
Total number of Leavers 2023-24	**4**	**11**	**19**	**7**	**1**	**42**
Joiners in autumn term 2023	1	3	4	1	4	13
Joiners in spring term 2024	1	2	6	2	0	11
Joiners in summer term 2024	3	2	7	6	0	18
Total number of Joiners end of year 2023-24	**5**	**7**	**17**	**9**	**4**	**42**

Elective Home Education:

(Definition – those who remain off role at the start of 2024/25)

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total EHE 2021-22	**2**	**0**	**1**	**1**	**0**	**4**
Total EHE 2022-23	**2**	**2**	**2**	**3**	**0**	**9**
EHE Autumn term 2023	0	1	2	1	1	5
EHE Spring term 2024	3	1	1	0	0	5
EHE Summer term 2024	0	0	3	1	0	4
Total EHE 2023-24	**3**	**2**	**6**	**2**	**1**	**14**

	2022-23		2023-24	
	Number	**% of cohort**	**Number**	**% of cohort**
Total number of EHE in the academic year	9	1.02	14	1.57
Of which did **not** join the academy at the start of Year 7	0	0	2	0.23

Analysis and Commentary:

Our numbers on roll remain fairly stable, with fluctuations of students joining mid-year and also leaving mid-year due to changes in home circumstances (for example, parental employment location) plus we have had a number of students from outside of catchment apply for spaces until their catchment schools have availability. We did also lose a number of Y9 students at the end of the Year to CAST (university technical college in Cambridge). The local authority writes to parents each year to remind parents that this is an alternative provision available to students.

Any Other Academy Matters

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

- Enrichment Programme and Activities
- Community Engagement and Events
- Attendance and updates at Parental Events
- Any other contextual matters/news/information

Our enrichment plan for extra-curricular clubs can be found below:

Proposed Autumn Term Plan		
	Lunchtime	**After School**
Monday	Sports Hall - Basketball (ADu)	
	Astro - year 7	Homework club - ICT3
	Creative Writing club E1	Sports Clubs (SM, ADU MP, MR)
	Prebooked band rehearsals for events	
	Prebooked space for Drama	
	Art studios available for independent artwork	GCSE DRAMA - REVISION FOR DRAMA
	Languages club run by language ambassadors L3	Dungeons and Dragons - TBC. (Monday OR Thurs)
Tuesday	Sports Hall - Basketball (SM)	
	Astro - year 10	
	Chemistry year 11 extra study (NM)	
	Music Production Club	

	Prebooked band rehearsals for events	
	Art studios available for independent artwork	
	Warhammer Group - All Years E4	
	Creative Mindfulness Club Yr 7 - Bridge	
Wed	Library book group	Homework club - ICT3
		Year 10 Art club (Coursework support)
	Sports Hall - Basketball (MRO)	FIXTURES (TBA0 ALL PE STAFF)
	Astro - year 8	GIRLS FOOTBALL - YEAR 7 & 8 (MR)
	Prebooked band rehearsals for events	KS3 Lego Robotics Club (IT1)
	Art studios available for independent artwork	Year 9/10 Photography Club (MAX 16 STUDENTS)
		History revision for Year 11
	French speaking practice Y10 and Y11 L5	CVC Voices (choir) all years
		Year 11 GCSE Geography Revision
Thursday	Prebooked band rehearsals for events	Homework club - ICT3
	Animation Club - ICT4	DANCE YR7, 8, 9 & 10 (MXC)
	Sports Hall - Basketball (MP)	BADMINTON – finished until after the GCSE Exams
	Astro - year 9	FITNESS YEAR 9, 10 & 11 (SM)
	Prebooked space for Drama	CVC Band Club - all years
	Art studios available for independent artwork	GCSE Drama Theory support -3.30 start
	Writing Workshops - Creative or Essays (E2)	Design and Technology KS4 workshop time
		GCSE Spanish support for Year 10s (L3) - 3:30 start
		Journalism Club (WMA)
		Dungeons and Dragons - TBC. (Monday OR Thurs)
		Debate and Philosophy Club
Friday	Sports Hall - Basketball (NB)	NB homework club still available for students on Fridays if they are walking/getting lifts
	Astro - year 11	
	Prebooked band rehearsals for events	
	Young geographer club KS3	
	Prebooked space for Drama	
	Art studios available for independent artwork	

We have partnered with a school in the Ukraine as part of a OECD project to learn about curriculum design in different countries.

Our PTFA held a launch event in September to kick start the work for the year, huge thank you to Vikki Cantrill for her excellent steering on this group.

Cottenham Village College

Accessibility Plan

Date	September 2024
Written by	Judith Chipps, CVC
Adopted by CVC LGC	7 October 2024 TBC
Review Date	July 2027

Contents

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

> Increase the extent to which pupils with disabilities can participate in the curriculum

> Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

> Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is to ensure that all pupils are able to access the rich knowledge that has been handed down through the ages: young people are entitled to experience, in Matthew Arnold's words *the best that has been thought and said*. Access to the shared knowledge intelligent adults take for granted is a democratic right in order to understand and shape our community, our country and our world – to have our say in our democracy. This knowledge informs our community and empowers them to promote equality and inclusion within the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school and the trust honour and applaud the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

3. Action plan
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Staff have high aspirations and expectations for pupils with SEND • Staff have regular and updated training regarding additional needs and how the needs can be met • Children with disabilities are actively encouraged to participate in music, drama and PE	Short-term: All homework set will be accessible and differentiated to meet the needs of pupils with SEND Medium-term: All pupils with SEND and their families will be fully involved in the review of individual learning plan, including target setting each term Long-term: The attainment gap between pupils with SEND and those without SEND will be reduced so that pupils with SEND will be making the same good progress as pupils without SEND	• Use of online homework platforms to be reviewed, and accessibility functions explored • Explore ways to reduce the time burden of homework for SEND pupils and make individual reasonable adjustments • Update the APDR process to include more effective information sharing and more targeted action plans • Ensure all pupils and families can participate in the APDR process termly • Continue to develop staff understanding of SEND and further develop a culture of collective responsibility for pupils with SEND	All curriculum leaders, overseen by Kath Goudie Judith Chipps	December 2024 September 2025 September 2027	Pupil and parent feedback around homework will be positive Pupil and parent feedback around APDR will be positive, and pupils' 1PPs and action plans will have clear links to their APDR targets All staff will understand their roles and responsibilities for pupils with SEND, and will support pupils with confidence

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps where possible • Disabled parking bays, clearly marked out, next to the front entrance • Disabled toilets and changing facilities • Access to calm low sensory areas • Smooth, slip resistant, level and well maintained pathways throughout the site • Double doors through main thoroughfares • Corridors free from obstructions and wide enough for wheelchair users, with turning space • Door handles at a height for both sitting and standing use • The evacuation strategy and routes are regularly checked for effectiveness, including individual evacuation plans	Short-term: Ensure safe access to disabled toilets/changing facilities for wheelchair users Medium-term: Establish a system to identify any lessons that need to be re-roomed to allow disabled pupils to be fully included Long-term: Ensure fire evacuation procedures for all disabled pupils and staff are effective and enable rapid evacuation from all areas of the school	Ensure the maneuvering area in the Sports Centre disabled toilets/changing room is obstruction free Add to pupil welcome information to show where the disabled facilities are located Where the building cannot be adjusted, look at moving a class to an accessible location in order to ensure inclusion of disabled pupils Explore the possibility of portable ramps to be used in buildings that do not already have ramp access, or ramps at final exit routes for evacuation Source quotes for wall mounted strobe alarms for changing rooms Evaluate the use of evac chairs, and ensure appropriate training for staff who may need to use these	Sarah Powell Clare Lowen Sarah Powell	December 2024 July 2025 July 2026	Disabled pupils will have obstruction free access to toilets and changing facilities Disabled students will be able to attend all curriculum lessons, facilitated by staff will having a flexible approach to rooming Disabled pupils will be able to be evacuated quickly and safely from all buildings

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils and parents with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations alongside written information • Staff trained in the use of Roger Pen/hearing loops for deaf pupils • Use of SEND Parent Handbook to share key information about SEN support within school and key information relating to the Local Offer, external services, SENDIASS and Pinpoint. • SEND Parent forum held termly to allow for two-way communication around pertinent issues for SEND students and parents • Parent/SENCo 1:1 appointment booking system allowing quick access to protected discussion time throughout the year	Medium-term: Ensure that all essential information provided to parents and pupils is accessible Long-term: Ensure that essential signage is easily accessible to wheelchair users and those with visual impairment	Set up accessible versions of key information booklets throughout the year, to include large print and 'easy read' versions of the Y9 options booklet, SEND Parent Handbook, and the Y6 transition booklet Develop translations of key information booklets into different languages for EAL students Update important signage (including fire escape routes) in school that would benefit from being replaced with large print signs placed at a height that is visible from both standing and sitting	Senior leaders responsible for each area Sarah Powell	July 2025 September 2027	All pupils and parents will be able to access and understand the written information provided to them All disabled pupils will be able to access essential signage around the school site

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.
It will be reviewed by the Principal or a member of the Senior Leadership team with responsibility for Inclusion.

It will be approved by the Local Governance Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

> Risk assessment policy

> Astrea secondary health and safety policy

> Equality policy and objectives

> Fire Evacuation

> Special educational needs (SEN) information report

> Special educational needs policy

> Supporting pupils with medical conditions policy

Cottenham Village College

Preventing and Tackling Bullying Policy

Date	September 2024
Written by	Astrea Academy Trust, CVC
Adopted by CVC LGC	7 October 2024 TBC
Review Date	July 2026

Contents

Statement of Intent

At Cottenham Village College (CVC) we are committed to not only dealing with bullying, but to do all that we can to prevent it happening in the first place. We aim to provide a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is not acceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. At CVC, anyone who knows that bullying is happening is expected to tell the staff.

Aims

All members of the school community should feel safe and supported. The school wishes to provide an environment of positive working relationships which maximises staff skills and abilities and also sets a good example to students. CVC will not tolerate any behaviour by students towards other students which is deemed to be bullying.

The school will not permit or accept any behaviour by staff which amounts to intimidation, such as misuse of power or position. Nor will the school tolerate such behaviour from students, parents/carers or governors towards staff.

In order to ensure this:

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is, and know the signs.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, the signs of bullying, what they should do/ who to report it to, if their child or any other child reports bullying and what the procedures/outcomes could be.
- There is a consistent system in place (Bromcom and CPOMS) for the recording, monitoring and dealing with incidents of bullying.

What is bullying?

Bullying is unacceptable behaviour which results in somebody feeling hurt, threatened or frightened. It is intentional, deliberate and repetitive and may take many forms. Bullying is physical, verbal or psychological conscious behaviour conducted by an individual or a group against a person who is not able to defend herself/himself in that situation. Bullying can have a devastating effect on its victims, who may suffer physical and mental injury, have reduced self-esteem, have a negative impact on school attendance and may themselves then go on to become bullies, perpetuating a negative cycle.

Bullying can take many forms, examples are:

Physical: hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings etc.

Verbal: name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down

Emotional/psychological: excluding someone from a group, humiliation: some incidents of bullying may be due to a lack of sensitivity or awareness of a situation, however, this can still be addressed as bullying. For example, students with disabilities often report persistent, seemingly, low level bullying from which there is no let up.

Identity-based bullying: refers to any form of bullying related to the characteristics considered unique to a child's identity, such as their race, religion, gender, sexual orientation or physical appearance.

These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub-community or group to whom that individual identifies with (or is believed to identify with). Young people in such groups may be more vulnerable to or at risk of experiencing bullying and can benefit from more targeted support.

Racist: insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti, racially motivated violence.

Sexual: Sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

Homophobic: insulting language/gestures based on a person's actual or perceived sexuality, name calling, graffiti, homophobic violence.

Disablist: bullying involving students and young people with disabilities, with name calling, manipulation, conditional friendship and pushing and shoving being common. There may be high levels of bullying between students with emotional and behavioural difficulties, as well as, bullying of them by other students.

Social Media/Cyber: Parents play a crucial role in addressing social media and cyberbullying, which can occur through text messages or various social media platforms. Bullying that takes place online can be just as damaging as traditional bullying, and in some cases, even more harmful due to its constant presence and the ability to reach individuals regardless of their location or activities. It is essential for parents to monitor their child's online interactions and take action when necessary.

Manipulative bullying: where the perpetrator tries to get the victim to act in a certain way do something they should not do.

Conditional friendship: where the victim is 'allowed' to be in the friendship group only on certain conditions. These are intended to get the victim into trouble or to humiliate them and may put the victim in danger.

All of the types of behaviour listed above are unacceptable and will not be tolerated at CVC.

What is NOT bullying?

One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. (There may be occasions when a one-off incident is so significant that it causes long term effects, and it is therefore categorised as bullying e.g. extreme public humiliation that deters someone from engaging in discussions or social events)

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no clear imbalance of power.

Intention

Bullying is not when two students of approximately the same age have fallen out. Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'banter' or 'a game'. These forms of bullying are equally unacceptable but can often be corrected quickly with advice and targeted intervention by form tutors and heads of year.

Bullying is not the 'normal' difficulties that happen with students and young people's friendships, although if these are not resolved they could lead to bullying behaviour.

Appropriate Strategies could include:

- Apology from bully to victim (verbal or written).
- Discussion of victim's own behaviour leading up to the incident.
- Positive steps to be taken with the bully to encourage improved behaviour, possibly through peer mediation.
- Counselling of bully/victim through the most appropriate support system.
- Parents may be contacted by letter or telephone inviting them into school to discuss bullying issues.

The following guidelines will be used when dealing with persistent bullying:

The guidelines outlined below are intended as a guide only. The Headteacher will decide where an incident fits into the following consequences.

An initial consequence will be delivered to the bully. A copy of this consequence will be communicated via a telephone call or a letter to parents/carers and will be recorded on Bromcom and the school's Bullying/Discrimination Incident Log. Any possible additional educational needs of the bully will be assessed or reviewed and, if appropriate, provision will be made for additional support. Students will be made aware of the consequences of their behaviour for their future lives.

Suspension from school for a period of time: Parents/carers will be informed. A copy of this consequence will be communicated via a telephone call or a letter to parents/carers and will be recorded on Bromcom and the school's Bullying/Discrimination Incident Log. At the end of suspension the student, accompanied by a parent/carer, will attend an interview with the Assistant Headteacher and the Head of Year. Any possible additional educational needs of the bully will be assessed or reviewed and, if appropriate, provision will be made for additional support.

Longer period of suspension or permanent exclusion from school. Parents/carers will be informed. A copy of this consequence will be communicated via a telephone call and a letter to parents/carers and will be recorded on Bromcom and the school's Bullying/Discrimination Incident Log. If the student is re-admitted at the end of the suspension the student, accompanied by a parent/carer, will attend an interview with the Headteacher, Assistant Headteacher and the Head of Year. Any possible additional educational needs of the bully will be assessed or reviewed at the next intervention group meeting and, if appropriate, provision will be made for additional support.

If a student serves a suspension and then re-offends they will be at serious risk of permanent exclusion.

These are minimum consequences and each incident will be judged on its own merits alongside a review of the perpetrators prior conduct. In very serious cases it may be necessary to make a report to the Police or Social Services; however, it is the policy of the school to attempt to resolve such issues internally, using our own disciplinary procedures, unless the matter is of such gravity that a criminal offence has been committed. Any bullying offence involving a crime (e.g. demands for money) will be reported to the Police. Any retaliation by a bully or person appointed by the bully against any other student whom the bully suspects of having provided information which has led to their punishment, will result in an immediate exclusion from school of the bully pending consideration of permanent exclusion.

Throughout these escalating series of consequences the school will consider a range of restorative practices. The school's aim will be to provide all involved students with the necessary care and support to help them overcome their present difficulties.

At each stage of the school's procedures after the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention:
- Positive attitudes towards each other will be promoted through the school character values, assemblies and all aspects of school life.
- Staff will be expected to actively promote and implement a whole school ethos that is opposed to bullying in all its forms.
- Student leaders will be used to challenge anti-social behaviour at break and lunch time and to support students who appear to be socially isolated.
- The school website and desktops have a link on the homepage for students/parents and carers to report bullying.
- Training 'Anti Bullying Ambassadors' from year 7 onwards, to peer support bullying, both victims and perpetrators, empowering our pupils to learn to listen, report and resolve concerns.
- CVC Charter to raise awareness in combating bullying

Roles and responsibilities
All members of staff have a role to play in preventing and combating bullying. They should:

- Make themselves fully aware of the Anti-bullying policy
- Deal firmly with any incidents of bullying that occur in the classroom
- Liaise with the relevant Head of Year
- Reassure and support the student(s) involved and take the time to listen to them
- Advise students that they are required to pass details onto the relevant member of the pastoral team
- Report all concerns on CPOMS
- Inform an appropriate member of the pastoral team as soon as possible

Heads of Year are responsible for:

- Investigating and monitoring incidents of bullying

- Report all concerns on CPOMS
- Recording all incidents of bullying on CPOMS, Bromcom and Bullying/Racist Incident Log in detail and ensuring that the Assistant Headteacher (Pastoral) is informed
- Incidents of bullying should be recorded on CPOMS, Bromcom and Bullying/Racist Incident Log by Heads of Year
- Liaising with staff and with the parents
- Keeping detailed and accurate records of meetings
- Promoting the anti-bullying policy during assemblies

We expect our students to: As part of the school community, students have a responsibility to help combat bullying by supporting other students when they are vulnerable by doing the following:

- Don't gang up against another student in a vulnerable position but try to help them feel less vulnerable.
- Don't join in with making fun of them, even if you don't feel able to challenge the bullying behaviour yourself. And don't turn a blind eye to bullying and victimisation.
- Care for each other and report incidents of anti-social and bullying behaviour.
- Support other students in the school.
- Think before saying unkind words.
- Never touch another student in an aggressive manner.
- Try not to leave other students out of classroom and social activities.

Social Media: Most websites and apps have rules against bullying and harassment and can help if it's happening to you or someone you know.

If you've seen or experienced bullying on social media, it's important to:

- report what's happened on the site or app
- block the people bullying you
- take screenshots of nasty messages, but don't reply to them
- tell someone you trust, like your parent or carer

The Responsibilities of Parents/Carers:

When something happens that affects your child, you are naturally anxious to have the matter dealt with as quickly as possible. However, it is important that any action taken is well thought out. It is worth remembering that dealing with bullying successfully needs to be in a partnership – the school, the parents/carers and students all have a role to play.

During your discussion with your child about the bullying, you will have obtained their agreement that you are going to talk to someone at school. Please be aware there might be a different version of the same incident and therefore it is important for everyone to be clear about the facts of the incident, before deciding what appropriate action to take. Those dealing with it need time to speak

to those involved and take the agreed action, time should then be allowed for the situation to change and improve.

If the bullying or assault, threats or intimidating behaviour occur outside school hours, parents or carers should call the police.

We ask our parents/carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Advising their children to report any bullying to staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Parents/carers should report instances of bullying if:

- Their daughter/son is a victim.
- They are aware that any other student is the victim of bullying.
- Their daughter/son is involved in bullying, this includes witnessing such incidents.

All information will be treated with the utmost discretion and handled sensitively.

Cottenham Village College

Special Educational Needs and Disabilities (SEND) Policy

Date	23 September 2024
Written by	Judith Chipps, CVC
Adopted by CVC LGC	7 October 2024 TBC
Review Date	23 September 2025

Contents

1. **Introduction and Legislative Compliance**

   1.1. This policy sets out Cottenham Village College's expectations to ensure all pupils in our care receive the best educational experience.

   1.2. Cottenham Village College ensures that all pupils; including those with protected characteristics, as defined by the Equalities Act 2010, are able to flourish and thrive within the school community.

   1.3. The protected characteristics in which pupils must not be discriminated against are: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation.

   1.4. As a result, inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school.

   1.5. In this respect, this policy is concerned specifically for pupils with special educational needs and/or disabilities (SEND).

   1.6. Inclusion does not mean that all pupils necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs, and without discrimination against any identified protected characteristics; this is equity in learning.

   1.7. All pupils, including those identified as having SEND, have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

   1.8. All schools must operate in accordance with the law as set out in the following:
   - The Education Act 1996
   - The Children and Families Act 2014
   - The Special Educational Needs and Disability regulations 2014
   - The Special Educational Needs (Personal Budgets) regulations 2014
   - The Equality Act 2010

   1.9. All schools in England must have regard to the SEND Code of Practice (2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.

   1.10. Under the Equality Act (2010), all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

   1.11. The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; …those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

2. Equality and Inclusion

2.1. All pupils should be equally valued in school. The Equality and Human Rights Commission (EHRC) states that "avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life".

2.2. Schools have wider duties to prevent discrimination, to promote equality and to foster good relations for "an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals and removes the barriers that limit what people can do and can be." (EHRC, 2014)

2.3. With this in mind, all schools must ensure that a culture of tolerance is promoted so that all pupils understand, appreciate and respect difference and diversity.

2.4. Educational inclusion, therefore, is about equal opportunities, which lead to success, for all pupils, whatever their age, gender or gender identification, relationship preference, ethnicity, impairment, prior attainment, or socio-economic background.

3. Vision

3.1. Underpinned by the core values of scholarship, tenacity and curiosity, the Astrea mission, 'Inspiring beyond Measure', reflects the belief that an exceptional education for all is rich and empowering beyond the narrow confines of formal examination success.

3.2. The vision across the Trust that 'All Astrea children will learn, thrive and lead successful lives' reiterates the Astrea mission, acknowledging that an exceptional education will provide a rich and empowering experience which produces success through wider and academic outcomes and where 'success' is defined in terms of the individual learner.

4. Pupils with SEND

4.1 The January Census (2023) identifies that the percentage of pupils in England with special educational needs is now 18.4% and those with a statement or Education, Health and Care (EHC) Plan is now 4.8%; both representing increases compared to 2022. [1] The percentage of the total pupil population in England on SEN Support is now 13.6% and this again represents an increase from 2022.

4.2 The most common type of need among pupils with an EHC plan is autistic spectrum disorder (ASD). One in three pupils with an EHC plan are identified with a primary need of ASD (132,249 pupils).

4.3 The most common type of need among pupils with SEN support are speech, language and communication needs. The primary need identified for 291,742 pupils was speech, language and communication needs.

4.4 This is followed by social, emotional and mental health needs (254,202 pupils) and moderate learning difficulty (179,554 pupils). These trends are similar to 2022.

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[1] DfE; Special Education Needs in England: June 2023: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

4.5 There is, however, a clear distinction between 'underachievement', often caused by a poor early experience of learning, and 'special educational needs'.

4.6 Some pupils may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils 'catch up'.

4.7 As recognised in the SEND Code of Practice, "a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions".

4.8 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

4.9 A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)." (Code of Practice, updated January 2015)

4.10 The Code of Practice (2014, updated January 2015) makes clear the four broad areas of Special Education Need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

4.11 In line with the Code of Practice, all schools follow the graduated approach to a learners' special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes."
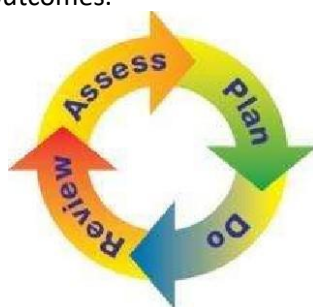
(The Graduated Approach)

5. **Working Together across Education, Health and Care**

5.1 Cottenham Village College is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all pupils.

5.2 The SEND Code of Practice confirms that at a strategic level, partners must engage children and young people with SEN and disabilities and their parents in commissioning decisions, so that useful insights can be gained into how to improve services and outcomes.

5.3 When commissioning training for professionals, partners should consider whether combined services delivery, training or a common set of key skills would help professionals and providers adapt to meeting the needs of children and young people with SEND in a more personalised way.

5.4 This could include commissioning 'key working' roles to support children and young people with SEND and their parents, particularly at key points such as diagnosis, EHC plan development and transition.

5.5 Cottenham Village College cooperates with the Cambridgeshire Local Authority in developing and reviewing its local offer.

5.6 Cottenham Village College will work with the Astrea Central Team, local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

6. Expectations of all Schools

6.1 At the heart of educational inclusion is provision which meets the needs of all pupils.

6.2 Cottenham Village College is committed to providing:

- Quality First Teaching (QFT) which meets the needs of all pupils and which is appropriately accessible;
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all pupil groups;
- Opportunities to extend and challenge all pupils, so that they can achieve their potential;
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each pupil and their family.

6.3 All schools are required to have the following:

- SEND Information Report (All schools updated annually);

- Accessibility Plan for disabled pupils (All schools updated every 3 years);

- Equality Policy and Equality Objectives; details of how compliance with the public sector equality duty is met (All schools updated every 1 year for the policy and every 4 years for the objectives);

6.4 It is best practice, but not a requirement, for all schools to also have the following:

- SEND Action Plan for Improvement;

- A coordinated provision map, which identifies additional support / strategies by pupils and which can be filtered according to pupil characteristics;

- Links to SEND attainment / progress / wider outcomes in the whole-school Improvement Plan.

7. Responsibilities of the Trust

7.1 To ensure the expectations of all schools are upheld, the Trust undertakes a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement.

7.2 For September 2024, the following activities are offered as part of the core offer for all schools:

- SEND Review;

- SENCO Network meetings to inform and share best practice;

- Access to Astrea Counselling team.

7.3 Additional support is available to all schools, on request, and can include any of the following:

- Staff training, research projects and conferences, as detailed within the Astrea CPD Institute offer;

- External review preparation and guidance;

- Effective Use of Teaching Assistants Review.

7.4 Any reviews undertaken are reported on formally and shared with the Local Governance Committee, as appropriate, for further discussion and challenge.

7.5 Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the Central Team, through Trust Performance Reviews (TPR), to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of learners.

SPECIAL EDUCATION NEEDS AND DISABILITIES REPORT

The Local Offer

We aim to provide parents with information about how we support children's learning in College. Although we have tried to be comprehensive in our information, please do come and talk to us if you wish to discuss any aspect of our Special Educational Needs and Disabilities (SEND) provision. We adhere to the 2014 SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cambridgeshire publish extensive information about the Local Offer on their website: Cambridgeshire Online | SEND Information Hub (Local Offer)

Further information about Cambridgeshire's SEND provision can be found on the Ordinarily Available Provision Toolkit website: Primary and Secondary SEND OAP Toolkit (cambslearntogether.co.uk)

The College

Cottenham Village College is a mainstream secondary school with a resource base run by the Sensory Support Team – the Deaf Support Centre. We are a fully comprehensive, non-selective school recruiting from a number of local primary schools. We have carefully designed procedures in place to identify students who may have special educational needs and work closely with our primary feeder schools to identify students needing additional transition support. In particular, we closely monitor students reading ages, and screen students for our reading catch up programmes early in year 7 – we know how important reading is to enable access to the secondary school curriculum, and work hard to reduce the barriers for our weakest readers.

We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We ensure that all children are included in both curricular and extra-curricular activities including educational trips and visits.

Where additional support is needed for children with special educational needs, we employ a range of evidence-based interventions to promote good progress, alongside reasonable adjustments in the classroom to enable access to the full curriculum.

The Deaf Support Centre

The Deaf Support Centre (DSC) is a specialist LA resource base providing support for deaf children from across Cambridgeshire. We provide a holistic approach that delivers a safe and welcoming environment where students are supported in reaching their academic and personal development goals.

We build on the work done by our primary school provision, ensuring that all deaf children develop an effective communication system that will allow them to access information and communicate their thoughts and feelings. The aim is to include deaf children in all aspects of school life by meeting their individual learning and communication needs and promoting deaf awareness across the school.

Deaf students are included in mainstream classes with their hearing peers and are supported by specialist teaching assistants who have been trained to support deaf students and to match the communication mode preferred by the student. To enhance and consolidate learning and achievement, students are provided with specialist sessions for speech and language therapy, language and literacy development and tutorial work.

The policy and ethos of inclusion and access for students within the DSC provision reflects the aims and philosophy of the college.

How will we know if your child needs extra help?

We use information from:

- primary school teachers and SENCOs
- Key stage two SATs results
- baseline testing in Year 7 including NRGT reading ages
- discussions with parents/carers
- specialist colleagues
- external agencies
- assessments and interim data
- behaviour data
- subject teachers' and form tutors' feedback
- feedback from pastoral staff
- specialist assessments and screeners available within school (e.g. reading, numeracy, dyslexia screeners)

If it is thought that a family needs support we may:

- recommend a parenting course
- apply for an Early Help Assessment
- Refer to the Cambridgeshire MASH (Multi-Agency Safeguarding Hub)

How will you know how your child is doing?

We will monitor and review your child's progress and report to parents/carers throughout the academic year. Where progress is not in line with expected progress, then we will then consider what additional support is needed.

Astrea Academy Trust and the local Executive Consultative Committee are responsible for checking the progress of different groups within the College and recommending strategies to support and accelerate progress. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- Bromcom / My Child At School app
- progress review evenings
- meet the tutor events
- email
- telephone calls
- appointments made with individual teachers
- parent/SENCo 1:1 meetings as required
- formal annual reviews for students with an Education Health Care Plan.
- Assess, Plan, Do, Review reports

The College provides information for parents through:

- The SEND Parent Handbook (available electronically on the website, paper copies available on request)
- Cottenham Village College newsletter
- The College website (www.astreacottenham.org)
- The College Facebook page

- Open evenings
- Letters home
- Information evenings (Year 6 and Year 11)
- Options evening (Year 9)
- Individual consultation meetings
- Bromcom / My Child At School app

How will we support your child?

For students on the SEN register, information is shared with teachers via your child's one page profile (1PP), which is updated as needed and is reviewed termly as a minimum. The 1PP includes details of your child's identified special educational needs, strengths, difficulties and strategies to support them at school. All staff have access to all SEN pupils' 1PPs so that they can make reasonable adjustments within school and provide targeted support within lessons. Where a child has an EHCP, this directly informs the strategies recommended to staff working with them in the classroom.

When your child is approaching the start of Key Stage 4, if necessary, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations. We have access to a qualified, JCQ approved external assessor to assess students who have been identified by the SENCo as requiring access arrangements for their exams.

How will your child be included in activities outside the classroom?

All children in the College are encouraged to take part in extracurricular activities, and uptake by key groups of students (e.g. SEND or PP) is closely monitored. Day and residential trips are open to all children and your child's specific needs can be discussed if you have any concerns about them joining such a trip.

How will we support your child's wellbeing?

At Cottenham Village College we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the College. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff at Cottenham Village College who are able to provide pastoral support.

We also have excellent relationships with a number of outside agencies including:

- Children's Services
- The Police
- The Youth Service
- CAMH
- The Emotional Health and Wellbeing Service

Who is our Special Educational Needs Co-ordinator?

The SEN Co-ordinator is Judith Chipps and she can be contacted via the College office on 01954 288944 or by email at judith.chipps@astreacottenham.org

What SEN training have our staff had?

We have a SEN Department which is made up of the Special Needs Co-ordinator, an Assistant SENCo, and a small team of TAs. The DSC is made up of a Teacher of the Deaf and a small team of Deaf Specialist TAs.

Our Teaching Assistants provide support to students in class, and also to run our interventions programme, with a focus on reading interventions.

Regular training is provided to all staff by the SENCo, external specialists and experienced teachers to develop whole school understanding of inclusive education, different areas of special educational needs, effective classroom support strategies, and individual student 1PP strategies and reasonable adjustments. Members of the SEND team also access regular training opportunities from the local authority SEND training programme.

As an Academy we can call on support from specialist organisations from within the Astrea SEND team, the Local Authority and health and social care services.

How else can you be involved?

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Ensuring good effort on homework
- Attending parents' meetings
- Attending any meetings specifically arranged for your child
- Providing praise and encouragement at home for good effort and progress at school
- Taking frequent opportunities to read with your child and show interest in the books they are reading

How can your child contribute?

Students are encouraged to:

- Choose what to share with staff via their 1PP student voice section
- Discuss their progress with their tutor and/or keyworker regularly
- Attend review meetings
- Contribute to target setting and reviewing as part of the APDR process

What should you do if you have concerns?

In the first instance, you should contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively contact Judith Chipps, the College's SENDCo, or book a 1:1 Parent/SENCo meeting directly through the booking link.

The College has a formal complaints policy which can be found on the website.

What other services are available through the College?

As an Academy we have access to a range of services including:

- Centre 33 Counselling (on appointment)
- Fully qualified first-aiders
- Qualified mental health first-aiders
- Link educational psychologist
- Speech and language therapy services

These services are contacted when necessary and appropriate, according to your child's needs.

How will we help your child's transition into secondary school and beyond?

We liaise with our 'partner' primary schools and provide additional transition support if it is needed. The Learning Support Team meet students and parents of students transferring who may require additional

visits. There are transition days for all students and additional visits for students who may be anxious regarding transition.

All children receive advice on careers and further education, and are encouraged to visit colleges to explore post-16 courses. If additional support is needed, this will be put in place.

Where can you get further information?

- Contact the College on 01954 288944
- Look at the Local Authority SEN Local Offer: www.cambridgeshire.gov.uk/send
- Contact Cambridgeshire County Council on 0345 045 5200

REVIEWED BY: Judith Chipps

REVIEW DATE: 20.09.24

UPDATED: 20.09.24

NEXT REVIEW DUE: 20.09.25

Name	Cerian Webb
Date of Visit	17th September 2024
Focus of Visit	KS4 preliminary GCSE results analysis
Classes/staff visited	Mrs Zoe Andrews, Mrs Kath Goudie (KG), Matt Carnaby (Astrea Central Team lead on Curriculum and Assessment), Jo Myhill-Johnson (Regional director for Cambridgeshire, Astrea Central Team)

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.
Meeting with members of SLT and Central Trust Team

Purpose of visit
To obtain strategic overview of KS4 outcomes

Overview of discussion
1. Matt Carnaby presented a preliminary analysis of 2024 GCSE results for CVC based on Fischer Family Trust (FFT) data. The FFT gathers data from a large number of secondary schools enabling schools to compare their results with other schools which have a similar profile of pupils (including but not limited to KS2 entry scores and size of school). The FFT is also used to set school specific targets within the Trust (FFT50: results in top half of all schools with similar profile, FFT20: results in top 20% of schools with similar profile etc).
2. Headline measures presented: Progress 8, Attainment 8, % pupils achieving grade 5-9 in English & Maths; % pupils achieving grade 4-9 in English & Maths, FFT %.
   - Measures were compared with 2019 and 2023 results.
   - These measures are preliminary as the review of marking window had not closed so there may be some movement in the data. In addition some pupils maybe misclassified in the system (students arriving in year 11 should be excluded from the calculations)
2. According to the FFT measures, the results for CVC are around the 50th centile when compared with similar schools in the database and around the 25th centile when compared with all schools in the database.
3. Attainment 8 was similar for 2019 and 2023. The 2023 attainment 8 was above the Cambridgeshire average as well as the national average.
4. The initial analysis suggests an average drop of 2.5 grades in attainment 8 in 2024 compared to 2023.
   - Attainment 8 calculations **do not** depend on KS2 SATS outcomes.
   - Overall, the 2024 cohort had a lower KS2 score than the 2023 cohort.
5. Progress 8 values are adjusted according to KS2 SATS outcomes. Preliminary analysis suggests that the progress 8 for 2024 will be higher than 2019 and 2023 and will again above the national average.
6. Progress 8 scores will not be calculated by the DofE in 2025 and 2026 as these cohorts did not sit KS2 SATS due to covid. The Trust plans to assess progress based on CAT scores. MC to ensure funding is available for all pupils in relevant cohorts to be assessed to provide this baseline data.
7. More students sitting the higher-level maths paper missed the grade 5 boundary in 2024 than in 2023. Data analysis are currently being undertaken to investigate whether students of similar ability are more likely to achieve a 5 by sitting the foundation or the higher papers.
8. Pupil premium outcomes (15% of cohort) were in line with national trends whereby the current estimate for progress 8 is negative. Work is ongoing to identify areas for development. Booklet led learning aims to support all pupils by providing clear structure (note: booklets are adaptable by CVC at the point of download).

9. A relatively small number of pupils were categorised as SEN_K (<15) and SEN_E (<10) and it is difficult to interpret group level results – school to focus on individual outcomes to help identify areas for development.

Points to note:

- Attendance nationally has not recovered since the Covid-19 lockdowns and CVC reflects the national trend. Low attendance impacts on the ability of the school to ensure the best outcomes for those pupils.
- The number of EAL students has increased significantly and the need for a more centralised approach to providing support and training for trust schools was discussed.

Thank you to Matt Carnaby for preparing a clear overview of the preliminary results.

Signed (committee member): Cerian Webb   Signed (link staff member): Zoe Andrews