

COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 17 March 2025

To be held from 5.45pm

At Cottenham Village College

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

In attendance: Judith Chipps; Clive Crisford; Kath Goudie; Hanan McKeand; Jo Myhill-Johnson; Amelia Parker; Sarah Powell; Paddy Winter.

Clerk: Melanie Basson

Agenda

ACTION SUMMARY			
Minute Reference		Summary	Responsible
		No outstanding actions	
Item	Timings	Subject	Format
1	2 mins	Introduction and apologies	Oral item - Chair
2	2 mins	Declarations of interests	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 27 January 2025	Papers attached (pp2-6) - Chair
4	30 mins	Principal's Report	Papers attached (pp7-47) – Principal
5	10 mins	Sports Pitch	Oral item - SP
6	5 mins	School visits and risk	Papers attached (TBC)
7	5 mins	Chairs update and questions	Oral item - Chair
8	5 mins	Parent Teacher and Friends Association	Oral item – VC
9	2 mins	Future agenda items and confirmation of forthcoming dates: • Date of next meeting 14 July 2025	Oral item - Chair
10	2 mins	Any Other Business	Oral item - Chair

Cottenham Village College - Local Governance Committee (LGC)

Minutes of Meeting: 27 January 2025 *(meeting held through Teams)*

Members Present:	Cerian Webb (Chair), Alison Bigglestone-Widdows, Vikki Cantrill, Maria Derrick, Vicky Ellaway-Barnard, Mark Phillips, Lorraine Young
In Attendance:	Zoe Andrews (Principal), Clive Crisford, Hanan McKeand, Kath Goudie, Amelia Parker, Sara Powell, Lauren Ward, Paddy Winter, Melanie Basson (Clerk)
Apologies:	Judith Chipps; Jo Myhill-Johnson

ACTION SUMMARY

Minute Reference	Summary	Responsible	Deadline
02.12.24	Clerk to share 'item for Board' with the Governance Team – funding late bus	K Sills/TTH	Complete
	Safeguarding Link report to be shared at the next meeting.	Safeguarding Link Member-VC	Complete
02.12.24	Circulate AIP	Clerk	Complete
27.01.25	Circulate SEN visit report 12.10.2024	Clerk	Complete

FUTURE AGENDA ITEMS

Summary	Responsible	Meeting
PTFA achievements and fundraising – standing agenda item	Clerk	ongoing
Sports Pitch	Clerk	Spring 2

1) Introductions and apologies

The meeting started at 5.45pm. The Chair welcomed all attendees.

Apologies for absence were received and accepted for Judith Chipps and Jo Myhill-Johnson.

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 previous CVC LGC meeting held on 2 December 2024 were ratified electronically.

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

Matters arising

The Principal informed the committee the CVC late bus has been implemented to enable Year 11 to attend revision sessions and Year 7-10 students to attend after school clubs. This is supported by Astrea Trust central funds and student participation is monitored to optimise the provision.

CVC Newsletter has been sent to parents/carers as a reminder that the new design CVC uniform skirt will replace the old design from September 2025.

The Principal informed the committee the Behaviour Manager post has been filled, and is expected to start on 1 March 2025.

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

4) Principal's Update

Year 11 mock results

Ms Parker presented Year 11 mock examination results and actions.

- As no SAT data was available for this years Year 11 cohort due to the Covid pandemic, CVC referred to CAT4 data when calculating projections.
- CVC do not have a Progress 8 figure for the current Year 11 cohort, but will have attainment data.
- CVC has analysed mock results and formulated predictions.
- SPRINT plans have been amended accordingly.

Strategies to support students include:

- Self quizzing during Tutor time, focussing on core subjects.
- Extra maths and English revision and homework.
- Delivering 100 mins more over a fortnight for English.
- Late bus service to allow students to attend after school revision sessions.
- At least one extra revision session per week for most subjects.
- Encouragement to Parent/Carers to support their Year 11 students and homework set over Christmas.
- Lunchtime computer rooms open for catch up sessions.
- Options to source laptops for PP students.
- Collapsed timetable for Year 11 from May 2025.

Ms Parker reported that a training day was held for staff communicating the Fluency framework.

Staff are volunteering their own time to provide February half term and Easter sessions, and are under no obligation to do so.

Questions were invited.

The Chair enquired how long the extended mock period is and whether this is expected to disrupt CVC normal timetables. The Principal reassured the committee that content of mocks is being revisited to reduce any disruption. And said CVC need to run mock papers in all subjects during extended mock period of three weeks.

Miss Biddiscombe enquired whether sessions are available to all students who may not be with that particular class teacher. The Principal stated any Year 11 can attend revision sessions as these are not restricted to their own teacher.

Ms Parker was thanked for their report.

Adult Learning Provision

The Principal reported around CVC Adult learning provision.

The Principal informed the committee a full time Adult Learning Manager was appointed to arrange a full programme for adult learning in 2021.

CVC are currently considering the uptake of adult learning in light that only 30% of advertised courses are running and are not all full. As a result the impact on CVC financial budget is around a £30k loss this academic year.

CVC are looking to support six courses up to Easter and working with tutors to support 40-50 learners in the community who have signed up for courses. The committee acknowledged feasibility for CVC to continue running the Adult learning provision.

CVC face physical difficulties in providing rooms to accommodate adult learners in the school site during the school day. The Principal stated the financial burden, administration time and lack of space regrettably means that CVC are not able to continue with the adult learning provision.

Questions were invited.

Ms Ellaway-Barnard asked whether other similar local colleges face the same issues, the Principal confirmed they do but some have managed to obtain external funding to support it, and other village colleges have wound down their adult learning offer.

The Chair asked whether CVC spoken to the Parish council about supporting adult learning provision. Ms Powell stated she has been working with tutors over the last year and plans to reach out to village halls and Parish councils to continue support for adult learning provision. CVC aim to support tutors in continuing delivering adult learning in some capacity.

Vivify has asked CVC to support communications with the local community regarding the Sports Centre facility, with a view to managing the re-opening of the gym. The Principal aims to provide an update of when the gym might re-open by the next LGC meeting

The local community will be able to access school facilities which the committee acknowledged the application of Astro turf on CVC site.

5) Parent/Carer engagement with student learning

Ms Goudie reported that CVC are communicating with parents/carers in relation to:

- CVC parent/carers survey undertaken in September 2024 – as a result CVC is working on communications around homework and curriculum.
- Clarifying homework expectations
- CVC faced challenges during the implementation process with logins when CVC moved from one IT system to another
- CVC communicate practical guide as to how Year 11 parents/carers can support their child to revise effectively.
- Year 11 area on CVC website has been updated.

The Principal invited feedback of what may have been useful in the committee's experience as parents/carers.

Ms Cantrill suggested it might be useful to see more in-depth curriculum content information rather than just a heading of the topic. And that navigating the website to identify curriculum by year group would be useful. Ms Goudie acknowledged curriculum could be presented by year group and as well as by subject.

Ms Biddiscombe suggested it might be useful to publish assessment dates.

Ms Parker said end of year assessment details will be communicated, CVC share milestone assessments and communicate what they will be assessed on but do not publish the dates.

6) Sports pitch

Ms Powell stated she had hoped to provide an update on developments of CVC Sports pitch but has not received required information. **Action: Sports Pitch item will be moved to the next LGC meeting.**

7) PSHE presentation

Ms Young presented PSHE.

Ms Young explained CVC work with the Trust to develop a resource for students around their behaviour and how they build relationships, in particular discriminatory language and context.

CVC held a thought-provoking session around discriminatory language with Years 7-10. CVC delivered an assembly to Year 11, targeting how discriminatory language may be seen in a work environment.

Ms Young explained that CVC undertake regular Personal Development Student surveys. The most recent survey identified 88% of CVC students reported they had seen a decrease in the use of discriminatory language used in school among students.

Students have been invited to express an interest in becoming a CVC Ambassador, by which twelve students came forward.

The 'It stops now' campaign continues with next steps to be determined. Ms Young said she meets with SLT regularly to communicate Student voice, behaviour data, and how to make the best use of CVC Ambassadors to rule out the use of discriminatory language by students.

Questions were invited.

Mr Philips enquired whether students call out the use of discriminatory language with their peers or whether are students reporting it. Ms Young confirmed both. CVC follow up reported incidents and establish how to communicate back appropriately with those students reporting these incidents.

8) School visits and risk

In their Link Lead role for SEN, Ms Cantrill visited Judith Chipps on 12 December 2024. **Action: The Clerk was asked to circulate the SEN visit report to the committee.**

The Chair explained the rationale for identifying items of risk at a local level to be added to the Risk Register.

The Chair enquired whether the unpleasant smell in the toilets had been resolved. The Principal reported the cleaning projects have been changed and additional resources deployed, resulting in improvements.

The Chair enquired regarding Student Voice concerns raised around a lack of language and Drama teaching due to staff absence. The Principal explained CVC cannot foresee or plan for staff illness, but said CVC is now fully staffed in languages and Drama, so both issues are now resolved.

9) Chairs update and questions

The Chair invited the committee to identify and report items for the Risk Register with regard to the Risk guidance document circulated earlier this year. LGC members are invited and encouraged to up forward points for inclusion into the Risk register - which should then be included in meeting papers for discussion each time.

Ms Cantrill enquired about Year 9 student curriculum option choices, the Principal said that Year 9 progress reviews have been completed, and students have not been invited to choose their subjects specifically yet. CVC plan to communicate with parents/carers what options are available. The Principal expects the curriculum offer to be similar to last year, with no distinct plan to cut or change anything significantly.

The Chair enquired whether CVC plan to offer high achievers a challenging range of subjects. The Principal said CVC has looked at other providers and compared what subjects are offered to students when considering CVC range of subjects. CVC consider pathways for all students, offering more qualifications for individual students should they wish to increase the number of qualifications taken.

10) Parent Teacher and Friends Association

Ms Cantrill presented PTFA report to LGC January 2025.

AGM was held in September and the PTFA has 8 committee members supported by a group of helpers.

Chair: Marie Clements. Treasurer: Tish Beckford.

Fundraising

Passive income: Easy fundraising; People's Fundraising; and My School Lottery.

Events

Last year:

Christmas concert; Doughnut sale; Bingo; Silent disco; Fen Edge festival café; Second-hand uniform sales

Events under consideration for 2025:

Uniform sale, Doughnut/bake sale, Summer dance in collaboration with CPS, Sponsored walk

What the PTFA has funded

- Cameras and tripods for the Art department / Extra curricula Photography
- Mobile Planetarium for Science department
- Personal development supplies for specific classes
- Ice pops after sports day
- Crackers for the Christmas lunch

Funding requests

There is a new application process for staff – staff now submit funding requests directly to the PTFA.

If staff would like to be involved – either to attend events or help organise – they would be most welcome.

The PTFA is offering £1000 this term and £1000 next term for staff to request.

Grants and grant applications (Marie and Vikki)

Currently a Co-op local cause until October 2025.

Application pending for class ukuleles with Universal Music UK Sound Foundation

Application ready for submission for Science lab refurbishment with A428 Social Value Fund.

Ms Cantrill was thanked for their report and contributions.

11) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on Monday 17 March 2025 to be held at CVC, from 5.45pm.

12) Any Other Business

The meeting closed at 19:10.

The LGC agreed the above to be a true and accurate record of the meeting on: 14 February 2025



Principal's Report

Spring Term Two

2024-2025

Cottenham Village College

Zoe Andrews

Contents

Agenda Item	Contents	Page
1	Safeguarding	8
2	Year 11 (& 13) Maximising Achievement Plan	11
	Appendix 1	21
3	Teaching and Learning	11
4	Behaviour and Culture	12
	Including an updated suspension reduction plan-Appendix 2	27
5	Attendance	13
	Including an updated attendance action plan-Appendix 3	29
6	Progress towards AIP for 2024-25	14
	AIP Appendix 5	33
7	Curriculum 2025-26	14
8	HR, Operations and Site Update	15
9	NOR Update	18
10	Any other academy matters: to include enrichment and community	20

Safeguarding

Introduction and contextual Information about the school:

CVC is a fully inclusive 11-16 school with 880 students on roll (18.11.24). 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 96 students who do not have English as their first language, and approximately 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:

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

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Record keeping	The inclusion of rationale behind decisions for minor incidents. First aid team making calls home re: timing of medication to be entered onto CPOMS.	
Trends in School	Self-harm, eating disorders, vaping and domestic abuse. EBSA students increasing Year 7 Homophobic language – this around a game they are playing based on a game in Diary of a Wimpy kid	Information shared in the parental newsletter for self-referrals to YOUNited, Nessie coming into school to support students after referrals made re: self-harm. Nessie coming in to work with staff and students around EBSA school refusal Year 7 team and PD to look at how this can be addressed	
Update on significant cases (anonymised)	We have 7 CP students in school	Support from DSL and Pastoral team for these vulnerable students. DSL is working with social services and the students. Students have been offered additional support that they can access in school. DSL is having weekly check-ins with the students and students can come to the safeguarding office when further support is needed. Extended support being accessed from outside agencies.	
Summary of referrals made	3 Social care referrals made	1 currently accepted	
Ofsted Qualifying Complaints	0		

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 (End of HT2)	This time last year
Number and % of PP	181	171 – 19.4 %	148 – 16.8%
Number and % of LAC	2 – 0.23%	2 – 0.23%	3 – 0.34%
Number and % of young carers	11 – 1.25%	11 – 1.25%	15 – 1.71%
Number and % of scholars privately fostered	2 – 0.23%	2 – 0.23%	2 – 0.23%
Number and % of scholars with CP plan	7 – 0.8%	7 – 0.8%	5 – 0.57%
Number and % of CIN	4 – 0.45%	1 – 0.11%	1 – 0.11%
Referrals made for early help	4 – 0.45%	4 – 0.45%	3 – 0.34%
Family support assessments conducted	2 – 0.23%	3 – 0.34%	1 – 0.11 %
Proportion meeting threshold	1 – 0.11%	1 – 0.11%	1 – 0.11%
CP meetings attended	10	8	8 - .91%
Number and % of scholars with an EHCP	30 – 3.4%	30 – 3.4%	46 – 5.22%
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	5 – 0.57%	4- 0.45%	4 – 0.45%
Number and % of scholars receiving external support: behaviour support	0	0	1 – 0.11% (sub conquest)
Number and % of scholars receiving external support: S and L	10 5 NHS SLCN Team 5 LINGO +4 new referrals awaiting assessment through NHS SLCN	4 2 NHS SLCN Team 2 LINGO +1 new referral submitted	2 1 NHS SLCN Team 1 LINGO
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
Prevent Refresher	18/01/25	1	Government training
D/DSL Training	27 – 28 /01/25	1	CCC
D/DSL Refresher	10/02/25	1	CCC
GDPR & Data Protection	13/02/25	Staff	National College

Bullying (end of year comparisons):

Aspect	2022-23	2023-24	2024-2025 YTD
All Bullying Incidents	16	18	7
Racist Incidents	3	14	2
Cyber Bullying	10	3	0
Homophobic Bullying	2	5	2
Transphobic Bullying	0	1	1

Bullying Analysis and Next Steps

We are now looking at continued concerns around the use of discriminatory language – this is becoming more apparent amongst our KS3 students – DSL has spoken to behaviour lead and HOY's - working alongside the PD lead.

Staff hearing any discriminatory language should challenge and report. - this needs to be a consistent approach from all staff, logging both on Bromcom and CPOMS to build a robust chronology.

HOYS have delivered assemblies around discriminatory language to further enforce the zero tolerance of this in the school and wider community.

VP and DSL meet weekly to discuss these patterns and then work with the HOY to address concerns – implementing parental meetings to address the concerns and the implications of continued behaviour and sanctions.

These would then be logged on the student's school record – we are also covering Anti-social behaviour in this week's PD sessions.

Sexual Harassment:

	Number of Incidents							
	22/23 Term 1	23/24 Term 1	24/25 Term 1	22/23 Term 2	23/24 Term 2	24/25 Term 2	22/23 Term 3	23/24 Term 3
Verbal Sexual Harassment	3	0	0	1	2	3	3	3
Physical Sexual Harassment	1	0	3	0	2	0	1	1
Sexual Violence	0	0	0	0	0	0	0	0
TOTAL	4	0	3	1	4	3	4	4

Analysis and Next Steps

Working with the main concerning cohort of Year 10 boys – Mr Purser (HOY) has been in contact with home and Mr Crisford (behaviour lead) has written to parents about intimidating behaviour towards female members of staff and met with parents

We are looking to train staff around supporting students who may have been victims of any form of Sexual harassment in school – the NSPCC link is very helpful for advice around support:

<https://learning.nspcc.org.uk/training/harmful-sexual-behaviour-hsb-schools>

Our DSL has spoken to a group of students in school who have raised concerns around emotive and misogynistic language used towards them by a small number of students who view this as having a laugh we are looking to address this through the It Stops Now programme and educate around the “it’s just banter” tagline that is frequently used when students are challenged on these types of behaviour.

When dealing with a case of sexual harassment whether verbal or physical school aim to have dealt with and sanctioned within 48 hours of the initial report.

We always ensure that there is a safe place for students to report any sexual harassment – we now have a dedicated room of the library. The room has a sofa and is a much more welcoming space for a student that needs time to report/discuss any concerns.

Year 11 Maximising Achievement Plans

Updated MAP attached as **Appendix 1**.

Insert any key points to note regarding actions you have taken in light of RAB meetings and your next steps.

Key actions taken as a result of RAB meetings:

Plan & hold a conference day to include walking, talking mock for English.
Increase the P6 programme to 4 nights/week. Cost buses to run every night for P6.
Finalise the new KO/100% folders, print and distribute.
Create and electronic of the 100% folder for parents.
Reduce the cohort in Drama further to maximise achievement.
February revision holiday programme – took place during February half-term

Key actions being planned for/underway as a result of RAB meetings:

Seek support from SRO at Longsands with resources & booklets for computer science.
Dep NL and JMJ to visit CVC to support with capacity issues and non-specialist teaching in English
iMedia: use staff training day for additional intervention for group of students.
Plan February and Easter holiday programmes

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	1	2.3%
ITTs	1	2.3%
UQTS (not part of ITT)	2 (0.6 FTE in total)	1.37%

Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	6	

Next Steps:

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

We are continuing to focus on high expectations in terms of curricular work and presentation of written work in lessons for our T and L briefings this year. This term, SLT and Heads of Year are conducting a series of work scrutiny exercises to monitor and support staff to maintain high expectations focused on KS3.

Teaching and Learning briefings (DP sessions) continue to use a wider range of staff to share their practice in these slots, to share good practice across the school. This has been well-received by staff who have engaged with these sessions well. We have returned to the key foci of means of participation and checking for understanding as themes this term. The need to revisit these core principles of practice is reflective of our continuous push to ensure that strong T and L routines and practice are used across the school. Our foci here reflects our determination to challenge passivity and go beyond compliance for our student body.

Alongside this, we have continued to develop our SEND training strand to try to 'close the gap'. Judith has been taking SEND-focused T and L briefings which have focused on making expectations about how to support students in the classroom clear for all staff. This was reinforced on the January Training Day when colleagues from the Speech and Language Service at the LA trained our staff on how to support students. This was a thought-provoking

discussion, particularly around how we might spot barriers to learning and how these might manifest themselves as poor behaviour.

In January we started the term with engagement with the Trust-wide Fluency Framework. Kath led a session on the first Training Day reviewing the principles behind effective retrieval practice, and this was followed up in the afternoon by the creation or adaption of knowledge organisers for each subject area. These have been created now and shared with Year 11 students and parents in a variety of ways, to support students to revise for their forthcoming GCSEs. This training was then followed up with a quality assurance focus from middle leaders last half term, where they were required to evaluate their practice in this area. This involved reviewing practice in lessons such as the effectiveness of the 'Do Now' tasks and how staff are putting the use of knowledge organisers into practice.

We also continue to develop our practice around homework. The technical difficulties with Student Portal are behind us. Homework completion rates are increasing in both Sparx Maths and English (particularly in Year 11) which is positive, and more support is being put in place for homework clubs at lunchtime twice a week, as well as after school. We still have work to do in this area, however, as homework completion rates, although improved, could still be better.

Behaviour and Culture

Due to the size of the data tables, these are placed in the appendices.

Behaviour Data:

Behaviour data analysis indicates that disadvantaged students, including SEN and PP students, continue to experience disproportionate challenges compared to their peers. These students exhibit higher rates of behavioural incidents and sanctions including both internal and external suspensions as seen in the table:

- **Pupil Premium (PP) students:** Data shows that PP students are more likely to be involved in behavioural incidents than non-PP students, with a higher number of behaviour points.
- **SEN students:** Continues to show a higher rate of behavioural challenges, requiring additional support and intervention.
- **Whole Cohort Comparison:** The gap between disadvantaged students and their peers remains wide. This is an area of concern that we need to address to ensure equity for all students.

Staff Training and Professional Development

In response to the persistent behavioural gaps, we have implemented a additional staff training aimed at improving awareness, understanding, and strategies to support disadvantaged students. To further address the behavioural gaps, the school has created opportunities for the pastoral team to meet regularly and share ideas on how to better support disadvantaged students. This collaboration has allowed for the development of targeted interventions and strategies to support students at risk of suspension or behavioural challenges.

Suspension analysis and commentary:

There is a now a small decrease in both the number and rate of internal and external suspensions compared to the same time last year. Suspensions have been awarded for a variety of reasons, most significantly is refusal to follow reasonable instructions, this many include internal truancy, not changing into correct uniform and causing disruption to the learning of others.

A small subset of students has received multiple suspensions and our response to this is targeted support, for example, additional time in the ISR before integrating back into lessons, to allow reflection and discussion time with a member of the pastoral team, to avoid repeated behaviours being seen immediately on the return to school.

Behaviour and Culture Analysis Next Steps:

Next Steps:

Reducing the behavioural gap between disadvantaged students and their peers

While there have been positive efforts to close the behavioural gap between disadvantaged students and their peers, the data shows that a disproportionate gap remains. It is clear that further work is needed, and the school is committed to continuing professional development, collaboration within the pastoral team, and targeted interventions to help reduce these gaps and provide equitable support to all students.

Reducing Internal Truancy

Targeted Interventions: The school data for internal truancy has started to slowly decline. Internal truancy has been reported in many schools 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).

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.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of spring term one
Whole School	95%	91.1%	92%
Pupil Premium	95%	83.2%	85.6%
SEND	95%	80.8%	83.6%
Maximum % of scholars who are PA:		24.4%	22%
% of PP scholars who are PA:		47.2%	42.8%
% of SEND scholars who are PA:		45%	43.2%

Please also provide details of:

- the attendance for scholars at AP:

Four students currently on educational AP (soon to be 5). Attendance, including authorised absence, is 95.79% as of 28/02/25. The attendance figure does not include the latest student's attendance prior to starting their AP.

- Overall there is a pleasing trajectory for whole school attendance.
- This has been as a result of closer monitoring and clearer target setting between the attendance team, pastoral, and safeguarding teams to ensure intervention with key students, as well as early intervention for those students at risk of PA.
- Underlying these figures which are in line with national average, it is worth noting that we are working closely with the LA to ensure that some of our more vulnerable students, and those with poor attendance are being supported to engage with school. We are specifically working with students who are SEN to support them and exploring a range of ways in which current processes can be revised and enriched to support these students.
- We are very pleased to be working with Nessie to support some of these students through both 1:1 therapy, or counselling. We will also be working with Nessie to deliver staff training to ensure that there further in-house support which we can offer as part of our attendance toolkit.
- It is worth noting that some of our IYTs have affected our attendance and we are working closely with social services to address this by supporting those families who need it.

Attendance for Year 11: Class of 2025

	Key Attendance Target	This time last year	Year to date: End of spring term one
Whole School	95%	89.1%	90.3%
Pupil Premium	95%	71.2%	83.1%
SEND	95%	73.3%	79.1%
Maximum % of scholars who are PA:		28.8%	23.3%
% of PP scholars who are PA:		80.8%	46.9%
% of SEND scholars who are PA:		65.2%	43.8%

- Overall there is a pleasing trajectory for whole cohort attendance
- Whilst there have been significant leaps forward in all other areas for year 11, this is due to two key issues:

- The work of Sally Bagwell, our attendance officer
- A small number of students last year who significantly affected the cohort data. Whilst only a small group of students, they had a large impact on the PP and SEND figures. Learning from how the LA were able to support these families mean we have been able to take appropriate action sooner with families in the current cohort.

Attendance Next Steps:

Provide details below of your updated Attendance Action Plan. **Attach as Appendix 3**

Please include details of how you will have a rigorous focus on Year 11 attendance.

Progress towards Academy Improvement Plan for 2024-25

Academy Improvement Plan for 2024-25

Provide attach a copy of your reviewed **RAG'd** AIP for 2024-25 (end of HT3 as **Appendix 5**).

Curriculum

Curriculum Planning and Model for 2025-26

Include a simple curriculum model for 2025-26. Provide an update on CLFP and any impact of the curriculum model.

Attached as Appendix 4.

Having worked with our staff team and researching local successful schools with a progress 8 of +1, we will continue to offer the choice of 4 GCSE options for Year 9, with high compliance to the Ebacc buckets with the recommendation that most students should choose a language and a humanities subject. We have used draft option blocks with Y9 students to look at ensuring there is a good breath of combinations available to students, including being able to select two languages and two humanities subjects within the option blocks.

We are streaming all of our KS3 groups to help scaffold teaching to meet the needs of the students and will be piloting this with current Y7 by changing the teaching groups before the Easter break. We conducted a parental survey with Y7 parents, with 117 responses and one key area highlighted was that maths could provide even more challenge to the very able students. We will survey Y7 parents again at the end of the year to see if there is an increase in parental satisfaction.

HR, Operations and Site Update

Site operational matters

It was recently confirmed by the Football Foundation that our application for a grant from the Premier League, The FA and Government had been approved. The award will be made to Astrea Trust for the purposes of upgrading the 3G pitch on the site. This new pitch will be one of at least 30 set to benefit from The Lionesses Futures Fund to support both Cottenham Village College's and The Centre School's commitment to developing the growing demand for women's and girls' football in the local area. This grant support, together with a contribution from the Trust and fund-raising from partner clubs, means our 3G pitch project has been approved and will go ahead in 2025.





SIMILAR EXAMPLE

The 3G synthetic turf surface will have a similar appearance to well-maintained natural grass



There will be slimline LED floodlight lamps providing precise light distribution



There will be porous macadam hardstanding to the side of the pitch and rigid panel ball stop fencing to the perimeter in dark green



We will be provided with a lockable steel maintenance equipment store



There will not be any loss to space in terms of field activities which is demonstrated by the relocation of markings drawn below.



The build will commence on Monday 17th March 2025 and completion is anticipated for the beginning of July 2025. There have been detailed discussions with contractors on working around school and community activities and wherever possible, most of the noisy and disruptive work will take place during the Easter holiday.

NOR Update

Please provide updates below of current NOR.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
March 2025	173	178	176	169	176			872
October Census 2024	177	181	176	168	178			880
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
4 th September 2023	179	177	174	176	174			880
July 2023	176	178	179	177	176			886
January 2023	176	174	178	174	177			879
October 2022 Census	176	172	178	171	178			873
1 st September 22	175	170	179	171	180			875
October 2021 Census	169	178	174	179	173			875

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	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
Leavers in autumn term 2024	3	4	4	6	3			20
Leavers in spring term 2025 to date	3	3	1	2	1			10
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
Joiners in autumn term 2024	0	4	6	5	3			18
Joiners in spring term 2025 to date	1	1	2	1	0			5

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	Year 12	Year 13	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
Total EHE 2023-24	3	2	6	2	1			14
EHE Autumn term 2024	1	1	2	1	0			5
EHE spring term 2025 to date	2	1	0	0	0			3

	2022-23		2023-24		2024-25 YTD	
	Number	% of cohort	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	9	1.02	14	1.57	8	0.9
Of which did not join the academy at the start of Year 7	0	0	2	0.23	0	0

Analysis and Commentary:

We do not appear to have a trend for the reasons for the request to EHE there is a small sample size so it makes it difficult to identify significant data steps. We do not often get requests from EHE to return to the school and come back on roll.

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

Appendix 1: Year 11 Maximising Achievement Plan

Year 11 Context				
<p>There are 177 pupils in Year 11. There is no KS2 PA data due to COVID, this cohort did not take KS2 SATS. With our CAT4 data on 154 pupils, the cohort looks similar to the summer of 24.</p> <p>There are 6 students with EHCPs (vs 14 last year), three of whom are located within the DSC, with support from LA specialist staffing. The profile of students with an EHCP is that their CAT4 tests show their attainment level is significantly below average (94.5 vs 104.5 for the cohort with 5/6 having a score lower than 100). This will have an impact on the attainment profile for this group for outcomes.</p> <p>There are 31 Pupil Premium students (vs 22 last year) the attainment profile applies to those with CAT4 scores gives an attainment profile in line with the national standard score of 100 for KS2 SS and slightly lower attainment than the cohort profile (101.5 vs cohort score of 104.5).</p> <p>24 students are EAL (vs 18 last year). Only 4 students do not have applied KS2 scores and the summary KS2 SS score applied here from CAT4 testing shows attainment in this group is slightly lower than the general population of the year group (103.5 vs 104.5).</p> <p>3 students are currently FSM and EHCP known as double disadvantaged (1 is a long-term school refuser). Two of these students are under the LA DSC unit for significant hearing impairment. The SS for these three students is 96, significantly below the cohort average.</p> <p>There is one Y11 student in AP, following alternative provision pathways, currently with Academy 21. The cohort has the following context:</p> <p>M – 93 F – 84 LPA – 28 MPA – 90 HPA – 33 N/A – 26 PP – 31/ 25 of these are FSM – similar to last year (22) EHCP – 6 (3 are within our DSC) – much lower than last (14) SEN Support – 9 EAL – 24 – higher than last year (18) LAC – 1</p> <p>In addition, the reading age scores from the start of Year 9 in 2022 identified that of 172 current pupils in this year group who sat the NGRT, 59 had a reading age of 17/17+ (adult age) – this is 34% of the year group tested. In contrast, 38 students were below secondary reading age – this is 22% of the year group tested. Funding has not allowed us to run new reading tests with the Year 11 cohort.</p> <p>The summer 2024 outcomes saw us attain a P8 score of 0.21 and A8 score of 4.9</p> <p>Our maximising achievement plan for Year 11 sets out our key areas for focus and the intent we have for building on our positive outcomes. The objective is for Cottenham Village College to consistently achieve in the top 10% of schools nationally. Using FFT metrics for target setting, we set aspirational targets. To support this, we will use FFT5 as our ambitious target to strive towards, in all areas of attainment.</p>				
Key Performance Targets				
<p>Attainment 8 score:</p> <p>ALL: 50.2 (SISRA)</p> <p>PP: 3.9</p> <p>SEND: 3.9 (support)</p> <p>3.2 (EHCP)</p>	<p>Grade 5+ Eng & Maths:</p> <p>63.7% SISRA</p>	<p>Grade 4+ Eng & Maths:</p> <p>78.8% SISRA</p>	<p>% of students entered for EBacc</p> <p>60.9% SISRA</p>	<p>No Progress 8 targets are listed because there will be no P8 measures for 2024-25</p>

Priority area	Strategic Intent and Specific actions	Lead	Evidence of impact	Actioned by
Continuity of KS4 teaching and provision	<ul style="list-style-type: none"> Changes to subject leadership do not affect continuity for students in English, Maths, Business/Computing/iMedia by deploying SLT support with APA, HMK, NKM Careful allocation of subject specialist teachers for KS4 groups where recruitment has been challenging – particularly in English. Deployment of new teachers to Y11 groups – iMedia, business to have additional support from extended SLT. 	KGO	Stakeholder feedback	SLT line managers
Attendance to lessons is high	<ul style="list-style-type: none"> All year 11 students to have excellent records of attendance and punctuality. Regular tracking and monitoring to intercept where negative patterns of behaviour/ habit are having an impact. Parental contact made as necessary. Behaviour system used to flag up students who are late to lessons, pastoral team to issue consequences/contact home to raise concerns. SLT walkabout/on call rota to support immediately in any issues in lessons to ensure disruption free learning. Weekly update for Y11 PA students in SLT briefing Half-termly team update in strategic meeting 	PWI	Attendance data.	All Y11 tutors/teachers/pastoral leads
School culture supports effective use of lesson time	<ul style="list-style-type: none"> All lessons disruption-free, using the school behaviour policy and processes. Microscripts used to support staff achieving consistency. Culture code documentation used to ensure all staff understand why we do things the way we do. Implementation of Astrea Way Core Routines from the Start of September. Y11 have new HoY to ensure high expectations from start of the day in Morning Welcome. Regular deliberate practice routines embedded in staff 	CCD/PWI and SLT	SLT walkabout. Behaviour data.	SLT

	<p>training sessions to allow improvement of delivery of routines.</p> <ul style="list-style-type: none"> • Regular QA by SLT walkabout to collect data on lessons and respond as appropriate. • Weekly SLT briefing discussions about what is seen during lessons. • Use of Reset room to remove any distractions from lessons. • Detentions and parental contact used as needed to ensure high levels of parental engagement where expectations fall below the standard 			
<p>Pedagogy and resourcing strong in all departments, ensuring every teacher an expert in their subject area.</p>	<ul style="list-style-type: none"> • Deliberate practice embedded in CVC culture so that all staff are confident in using TLAC pedagogical approaches to support effective use of lesson time. • Intellectual preparation sessions used to secure strong planning for teaching and learning and address misconceptions and share effective teaching approaches. • Daily learning walks by SLT to ensure challenge and implementation of curriculum supports ambitious plans for outcomes. • Weekly subject leader briefings to address core areas of focus and feedback from any findings from SLT • Curriculum development time to be focused on what is needed to address gaps in Y11 knowledge and understanding. • Heads of subject to carefully assign teachers to each Y11 group and plan training and development opportunities of staff. • Homework carefully planned to support learning, with shared resourcing such as knowledge organisers and revision strategies shared with parents to be able to provide additional support from home. 	KGO/SLT	Assessment outcomes, SLT walkabout.	SLT
<p>Pupil premium students</p>	<ul style="list-style-type: none"> • All Y11 PP students to be fully resourced to be able to bridge 	CCD/APA	Assessment outcomes,	CC/SK (SENDCo)

	<p>any gaps in subject knowledge.</p> <p>School using regular data analysis to look at which subjects are affected and using catch-up funding to hit these students as a priority.</p> <ul style="list-style-type: none"> Pastoral teams to focus on these groups of students in daily debrief. Additional resourcing in place via the Boutique to enable every child a positive start to the day, fully dressed at line-up. Regular LM meetings with middle leaders to discuss current situation for priority students. Regular data analysis to look at where additional interventions may be required. Weekly SLT conversations about Y11 PP students in briefings plus half-termly team update in strategic meeting. 		attendance data, behaviour data.	
SEN students	<ul style="list-style-type: none"> Inclusion is a school priority for 2024/25, every teacher being clear on their role to scaffold learning on student need. Access arrangements to be organised in a timely manner so that the mock exams give full entitlement. Training day in September to explicitly explain how we need to model practice as a school SENCo and Assistant to take a lead on AA and work closely with new exams officer Regular data reviews with SLT line manager. A clear communication log for all SEN students with all reviews, access arrangements and additional meetings detailed for all SLT to be fully aware of all issues. Introduction of informal SEN coffee mornings for parents to bring into school more regularly. Half-termly team update in strategic meeting. 	JCH/CCD	Learning walk QA, data analysis, mock exam outcomes.	All teachers/SEND team
EAL students	<ul style="list-style-type: none"> Make sure all EAL students assessed for ability to communicate in English using Bell Foundation resources. 	JCH	Bell foundation assessment scores	SEND team

	<ul style="list-style-type: none"> • Tutor time interventions used when appropriate. • Students entered for Home Language GCSEs, in the summer series. 			
Reading Ages	<ul style="list-style-type: none"> • For any Y11 students who have a reading age below chronological age we will explore support programmes to develop this during the academic year, this will include: <ul style="list-style-type: none"> • Identification of pupils • Use of tutor time interventions with a TA • Home-School communications to support a wider reading programme • Support with appropriate choice of texts. • Monthly SLT conversations about key students in SLT briefings plus half-termly team update in strategic meeting (summary of progress Y11 student is captured beneath this table). 	JCH	NGRT Testing	SEND Team/APA
Homework	<ul style="list-style-type: none"> • A focus on planning homework clearly and sharing with parents, to help them to support preparation for mock exams as needed. • Parents information at the start of the Year, via JAB, to make explicit the expectation for 2 hours of homework per day. • Use of detentions to provide support for catching up on learning where homework is not completed. • Strong home-school relationships that help parents understand the importance of study outside of the classroom, with the form tutor being the first port of call to families if there are any concerns. 	KGO	Parent and student feedback. Mock exam results	KGO/Middle leaders
Exam preparation	<ul style="list-style-type: none"> • Ensure parental messaging gives support during the lead up to exams, with weekly reminders for parents using the newsletter. • Use drop-down mornings as required to ensure that mock exams are well supported in the core-subjects. This is particularly 	ZA		ZA

	<p>important for English as a core subject, due to the number of experienced subject specialist teachers. – English ran a 4-hour session in February; plans to run further sessions with the whole year group</p> <ul style="list-style-type: none"> Weekly meetings to review the interventions and list of targeted students to attend these. <p>Communication to parents of the importance of these sessions.</p>			
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Reading Age – support and impact for Y11

There is one student in Y11 who qualified for Fresh Start reading intervention – the student had been masking the gaps in their phonics knowledge.

The reading age test taken in June 2024, measured her reading age as 8 years, 6 months. The next ART on the 16th December gave a reading age of 9 years, 5 months. This is an increase of 11 months in the span of just under 6 months.

The student was assessed in October 2024 and started at module 26 (of 33 modules). She completed module 33 at the start of February, and passed the final assessment in February. There has been a visible improvement in her reading fluency, speed, and comprehension, as well as her learning new vocabulary that she would retain week-on-week. Most noticeable was the impact on her confidence. The student will sit another reading test before Easter to see if there is any further progress since completing Fresh Start.

Ongoing support is for the student to continue with two sessions a week of English support and revision (currently impacted by mocks) in the sessions where she has been accessing Fresh Start. She asked for support on specific texts for the Literature exam.

In addition, the student has had multiple sessions with a speech and language therapist in Year 11. These have mostly focused on vocabulary and communication. A few more sessions will be delivered before the exams to help her learn strategies that she can use when she goes to college in September.

Additional actions:

- An advertised, targeted revision schedule following each set of mock exams – inviting key students in each subject running revision sessions and focusing on key units/topics/questions based on mock results and analysis
- Subject revision days where we think this has impact and supports students to develop knowledge and attain at a higher grade
- CPD provision for developing teaching staff e.g. training days, curriculum development time, intellectual preparation, morning T&L briefings, twilight projects and appraisal subject targets, voluntary sessions such as the professional reading group – all focused on developing individual and subject teaching and learning practice/curriculum reflection and improvement and contributing to quality-first teaching
- Continued work and training from SENCo, started in 2023-24 and re-established on September training days 2024 – focusing specifically on supporting an inclusive approach in all classrooms to support all students to attain
- Continued focus on reading and supporting those with low reading ages on entry to the school – using the Fresh Start programme.
- Use of tutor time to provide extra teaching time – students have 2 extended English lessons each week of 80 minutes. With these extended lessons, students have 100 minutes more of English per fortnight – this has been in place since the start of the Spring term. Extended lessons support exam practice.

Appendix 2 – Behaviour Data

Number of Internal Suspension sanctions issued

	2022-2023					2023-2024							2024-2025							
	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total HT 1-6	HT1	HT2	HT3	HT4	HT5	HT6	
All	93	87	83	51	42	734	123	191	141	88	119	72	287	90	110	87				
PP	22	47	55	4	30	283	48	77	53	35	41	29	133	36	57	40				
SEND (all)	25	13	15	9	8	197	45	46	31	19	29	27	112	48	32	32				
Boys	87	53	37	22	28	559	85	147	105	66	95	61	197	72	76	49				
Girls	41	26	38	24	17	175	38	44	36	22	24	11	90	18	34	38				
Year 7	9	5	3	6	7	112	11	11	13	22	24	31	50	18	22	10				
Year 8	18	15	7	11	4	151	19	40	26	12	29	25	87	23	34	30				
Year 9	36	26	25	20	20	155	39	41	36	20	13	6	58	17	23	18				
Year 10	24	33	21	34	19	184	28	56	35	22	33	10	41	13	18	10				
Year 11	9	4	10	3	0	132	26	43	31	12	20	0	51	19	13	19				

REWARDS

	2023-2024							2024-2025						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total HT 1-6	HT1	HT2	HT3	HT4	HT5	HT6
All	120571	23511	19967	19304	17485	23289	17015	125663	42092	26789	56782			
PP	20167	3969	3327	3020	3016	3919	2916	22467	7798	5014	9655			
SEND (all)	11670	2041	1805	1712	1801	2391	1920	15064	5086	3348	6630			
SEND E	3262	626	507	511	514	651	453	3524	1191	783	1550			
SEND K	8408	1415	1298	1201	1287	1740	1467	12340	3895	2565	5880			
Boys	62038	12210	10220	9846	8931	11990	8841	60408	20454	12819	27135			
Girls	58533	11301	9747	9458	8554	11299	8174	65255	21638	13970	29647			
Year 7	33593	5392	5201	5157	5168	6841	5834	34194	11044	8016	15134			
Year 8	34319	5934	6023	5411	5294	6733	4924	30454	10104	6488	13862			
Year 9	21295	4395	4073	2770	2827	4199	3031	22726	8078	5605	9043			
Year 10	20800	4909	3150	3657	3041	3878	2165	20746	6570	3810	10366			
Year 11	10564	2881	1520	2309	1155	1638	1061	17543	6296	2870	8377			

External Suspension Rates:

	2023/2024							2024/2025						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	23.83%	2.29%	8.05%	3.48%	3.16%	3.7%	3.16%	12.97%	5.88%	3.77%	3.1%	0.22%	0%	0%
PP	47.56%	4.27%	14.63%	7.32%	7.32%	7.93%	6.1%	29.38%	11.86%	8.25%	8.76%	0.52%	0%	0%
SEN All	89.92%	10.08%	31.78%	14.73%	10.08%	13.95%	9.3%	40.15%	15.91%	11.36%	12.12%	0.76%	0%	0%
SEN E	121.62%	16.22%	40.54%	18.92%	13.51%	16.22%	16.22%	76.67%	33.33%	16.67%	26.67%	0%	0%	0%
SEN K	77.17%	7.61%	28.26%	13.04%	8.7%	13.04%	6.52%	29.41%	10.78%	9.8%	7.84%	0.98%	0%	0%
Boys	34.75%	3.64%	11.72%	5.25%	4.04%	5.45%	4.65%	17.98%	7.02%	6.58%	4.17%	0.22%	0%	0%
Girls	11.08%	0.71%	3.77%	1.42%	2.12%	1.65%	1.42%	7.85%	4.71%	0.9%	2.02%	0.22%	0%	0%
Y7	15.22%	1.09%	3.26%	1.63%	0.54%	3.26%	5.43%	10.67%	1.69%	6.74%	2.25%	0%	0%	0%
Y8	16.3%	0%	4.35%	4.35%	1.63%	1.63%	4.35%	12.9%	6.99%	2.69%	3.23%	0%	0%	0%
Y9	26.18%	2.62%	13.61%	2.62%	3.66%	3.14%	0.52%	10.5%	3.87%	2.76%	3.87%	0%	0%	0%
Y10	38.46%	3.85%	10.99%	4.4%	6.59%	7.14%	5.49%	9.09%	5.11%	2.27%	1.14%	0.57%	0%	0%
Y11	23.03%	3.93%	7.87%	4.49%	3.37%	3.37%	0%	21.55%	11.6%	4.42%	4.97%	0.55%	0%	0%

	2023-2024							Total	2024-2025					
	Total	HT1	HT2	HT3	HT4	HT5	HT6		HT1	HT2	HT3	HT4	HT5	HT6
Disruption to learning - C1	7560	1326	1366	1318	954	1387	1209	2413	1315	1098	1181			
Disruption to learning - C2	1655	486	262	242	183	269	213	467	231	236	327			
Disruption to learning - C3	1121	113	191	192	197	255	173	362	180	182	206			
Failure to complete homework	1791	211	185	339	241	400	415	829	244	585	837			
Inappropriate language (Swearing)	278	63	73	39	52	20	31	40	25	15	20			
Lack of equipment/PE Kit/Books	757	62	117	126	135	133	184	231	121	110	122			
Lateness to lesson	268	77	39	32	63	45	12	0	N/A	0	0			
Lateness to school	165	19	17	54	31	40	4	52	25	27	9			
Missed Detention	150	56	45	10	18	15	6	1	0	1	0			
Mobile phone used, seen or heard	284	42	65	56	53	52	16	86	40	46	44			
Refusal to follow reasonable instructions - C1	2573	376	493	432	441	510	321	870	508	362	396			
Refusal to follow reasonable instructions - C2	900	123	181	144	149	189	114	377	200	177	179			
Refusal to follow reasonable instructions - C3	989	263	145	154	149	183	95	252	123	129	142			
Refusal to follow reasonable instructions - C5	108	16	23	31	15	13	10	35	25	10	23			
Refusal to Work/Lack of effort - C1	860	118	181	184	137	127	113	218	124	94	79			
Refusal to Work/Lack of effort - C2	183	33	39	49	17	32	13	95	42	53	51			
Refusal to Work/Lack of effort - C3	58	8	8	15	13	10	4	26	7	19	20			
Truanting – external	6	0	1	1	1	0	3	6	5	1	0			
Truanting – internal	2731	267	531	582	481	590	280	1023	449	574	294			
Uniform issue	1363	121	89	135	179	323	516	936	629	307	292			
Verbal abuse/Rudeness – adult - C1	124	20	33	22	15	24	10	30	15	15	22			
Verbal abuse/Rudeness – adult - C2	80	6	24	15	11	11	13	26	11	15	11			
Verbal abuse/Rudeness – adult - C3	53	7	15	11	4	11	5	31	17	14	17			
Verbal abuse/Rudeness – pupil - C1	73	5	22	18	5	9	14	33	18	15	8			
Verbal abuse/Rudeness – pupil - C2	37	2	6	12	10	4	3	9	3	6	11			
Verbal abuse/Rudeness – pupil - C3	22	0	2	6	5	4	5	12	5	7	3			

Appendix 3 – Attendance

Area of focus	Proposed steps	
Overall school attendance in FFT top 10%	Development of traffic light monitoring system to track and visualize attendance trends, allowing for quick identification of students at risk	Sally has enacted this in her sharing of data with the HoYs. Feedback is that this has been particularly useful in triaging which students to approach and why. This will be embedded into our data routines going forward.
	Create an "Attendance Week" initiative, integrating attendance themes across various subjects and activities to raise awareness and engagement	This is being planned for next term when we have usually seen a dip in the colder months. There will be reference to this shared through the Rewards and Attendance processes before the end of this half term.
	Develop an "In to Win" program, in conjunction with Perfect Week strategies, to promote praise around attendance	This is being raised with Head Students and Student Councils to gather information as to how this would be most effective. i.e. what is it that is going to make students to want to win.
Year 11 focus	Regular meetings with Pastoral Team and Year 11 team to focus on key students. Key is proactive engagement rather than reactive.	This has been established and developed through the pastoral team, HoY, and attendance office.
	Proactive attendance officer led intervention with families to provide strategies to support students with their attendance	Currently this has been met through proactive analysis of data and identification of students. The next phase is to develop this into phone calls and meetings. Progress has been limited due to staffing. This issue has been shared with the Central Team who have put plans in place to address this (Thank you!)
	Development of traffic light monitoring system to support tutors and their early intervention with families and students	Sally has enacted this in her sharing of data with the HoYs. Feedback is that this has been particularly useful in triaging which students to approach and why. This will be embedded into our data routines going forward.
PP (Pupil Premium) Attendance	Assign dedicated mentors to PP students with attendance concerns, providing personalized support and accountability	We have trailed this through the current pastoral team. We are looking to review this before the end of this term.
	Attendance officer to explore targeted incentives for PP students, such as additional extracurricular opportunities or resources for those meeting attendance goals	Progress has been limited due to staffing. This issue has been shared with the Central Team who have put plans in place to address this (Thank you!)
	Further develop regular data analysis to identify patterns in PP attendance, allowing for tailored interventions and support	Sally has enacted this in her sharing of data with the HoYs. Feedback is that this has been particularly useful in triaging which students to approach and why. This will be embedded into our data routines going forward.
SEN Attendance	Collaborate with SEN team to develop attendance strands on the individualized plans that address each student's unique barriers to regular attendance on the 1 PPS	Progress has been limited due to staffing. This issue has been shared with the Central Team who have put plans in place to address this (Thank you!)
	Further develop regular data analysis to identify patterns in SEN attendance, allowing for tailored interventions and support. This should be done in collaboration with the SENCo	Sally has enacted this in her sharing of data with the HoYs. Feedback is that this has been particularly useful in triaging which students to approach and why. This will be embedded into our data routines going forward.
	Assign dedicated mentors to SEN students with attendance concerns, providing personalized support and accountability	We have trailed this through the current pastoral team. We are looking to review this before the end of this term.

Responding to Government guidance and changes	Review and embed ideas learned from the Attendance Hub (especially around tracking 10 unauthorised sessions)	Paddy is still completing the Attendance Hub sessions. Ideas are discussed in ongoing sessions, however the course is only half way through and so there will still be further ideas we wish to develop
	Explore training available to ensure we are able to utilize the Department for Education's new data visualization tool to analyse attendance trends and inform decision-making	Access has now been shared with the whole team – we are looking to see how to make the most use of this data in comparison with the data available through Bromcom, and through PowerBI
	New code use to be embedded, and data used to inform decisions	Sally has enacted this and this code analysis is used in the information shared with the Pastoral Team
Working with families	Provide workshops and resources for parents on overcoming attendance barriers and supporting their children's education	Progress has been limited due to staffing. This issue has been shared with the Central Team who have put plans in place to address this (Thank you!)
	Implement a "nudge" letter system, sending personalized communications to parents about their child's attendance and its impact	Sally has created and implemented this with a focus on ensuring that the communications are shared in a meaningful way (i.e. not sharing attendance percentages but converting information into number of days missed to enable families to see the impact).
	Organize regular coffee mornings to build relationships with parents and understand family circumstances affecting attendance	Progress has been limited due to staffing. This issue has been shared with the Central Team who have put plans in place to address this (Thank you!)
Continue to develop efficient processes around attendance	Implement a robust daily absence tracking system, ensuring contact for all unexplained absences, in light of guidance changes	Sally has created updated messages/nudges to share with families who have not shared the absence. This has led to an increase in the number of unexplained absences becoming explained. This will be phase 1 of this process, with phase 2 to explore how families can share medical appointment cards more readily.
	Utilize technology to automate attendance reporting and analysis, freeing up staff time for more targeted interventions	Awaiting on going training
	Work closely with National Lead for Attendance on reviewing, and enhancing current practice at CVC, drawing on CPD opportunities where available.	A successful audit has led to development of best practice around Part Time Timetables. Lorraine Yates has also created opportunities for Sally and/or Paddy to visit other academies to share best practice.

Appendix 4 – Curriculum Plan

Curriculum Plan

	Year 7		Year 8		Year 9		Year 10		Year 11		Total
	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	T Grps	Periods	
English	6	8.0	6	8.0	6	7.0	6	7.0	6	7.0	222.0
	48.0		48.0		42.0		42.0		42.0		
Mathematics	6	8.0	6	8.0	6	7.0	6	7.0	6	7.0	222.0
	48.0		48.0		42.0		42.0		42.0		
Science	6	6.0	6	6.0	6	6.0	6	9.0	6	9.0	216.0
	36.0		36.0		36.0		54.0		54.0		
Geography	6	3.0	6	3.0	6	4.0	4	6.0	3	6.0	102.0
	18.0		18.0		24.0		24.0		18.0		
History	6	3.0	6	3.0	6	4.0	4	6.0	3	6.0	102.0
	18.0		18.0		24.0		24.0		18.0		
MFL	6	4.0	6	4.0	6	4.0	5	6.0	5	6.0	132.0
	24.0		24.0		24.0		30.0		30.0		
Art	6	2.0	6	2.0	6	2.0	2	6.0	2	6.0	60.0
	12.0		12.0		12.0		12.0		12.0		
DT	8	2.0	8	2.0	8	2.0	2	6.0	2	6.0	72.0
	16.0		16.0		16.0		12.0		12.0		
Drama	6	2.0	6	2.0	6	2.0	1	6.0	0	6.0	42.0
	12.0		12.0		12.0		6.0		0.0		
ICT	6	2.0	6	2.0	6	2.0	1	6.0	1	6.0	48.0
	12.0		12.0		12.0		6.0		6.0		
Music	6	2.0	6	2.0	6	2.0	1	6.0	0	0.0	42.0
	12.0		12.0		12.0		6.0		0.0		
PE	6	4.0	6	4.0	8	4.0	8	2.0	8	2.0	112.0
	24.0		24.0		32.0		16.0		16.0		
RE	6	2.0	6	2.0	6	2.0	2	6.0	2	6.0	60.0
	12.0		12.0		12.0		12.0		12.0		

Triple science	0	0.0	0	0.0	0	0.0	2	6.0	2	6.0	24.0
		0.0		0.0		0.0		12.0		12.0	
Food Courses	0	0.0	0	0.0	0	0.0	2	6.0	2	6.0	24.0
		0.0		0.0		0.0		12.0		12.0	
Further maths									1	2.0	2.0
		0.0		0.0		0.0		0.0		2.0	
PE OPTION							2	6.0	2	6.0	24.0
		0.0		0.0		0.0		12.0		12.0	
PD	6	2.0	6	2.0	6	2.0	6	1.0	6	1.0	48.0
		12.0		12.0		12.0		6.0		6.0	
TOTAL		50.0		50.0		50.0		108.0		98.0	1,554.0
		304.0		304.0		312.0		328.0		306.0	

Appendix 5 – CVC Academy Improvement Plan

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT
<p>QE1 Curriculum development</p> <p>Continue to review and develop an ambitious curriculum to support strong outcomes in line with FFT5 targets, including more fidelity of implementation of the Astrea common curriculum intent and sequencing with the ambition of raising P8 across the next five years to be >+1.0</p> <p>SLT lead KG</p> <p>Curriculum framework Homework Framework Booklets Framework Deliberate Practice Means of Participations Intellectual Preparation</p>	<p>BA1 Reducing variance between classrooms</p> <p>Empowering staff to achieve consistency in all elements of the school day through carefully structured routines and habits to support a calm and purposeful learning environment. Support materials for staff help to achieve success through explicit teaching of routines, microscripts, regular practice and feedback cycles. Embed and enhance practice around the core Astrea Routines to support a culture of ambitious T&L and embed a scholarly culture of excellence</p> <p>SLT lead CC</p> <p>B&C framework Core Routines Framework Every minute matters Corridors framework Secondary Expectation Variance Framework</p>	<p>PD1 Student entitlement</p> <p>Further development of the ways in which students can lead, feed into and enhance the inclusive culture at CVC, where all students gain new experiences and skills as part of their educational journey at CVC. This is particularly important for our most vulnerable students.</p> <p>SLT lead PW</p> <p>B&C Framework Curriculum Framework PD Strategy</p>	<p>LM1 Distributed leadership</p> <p>Supporting those with TLRs/lead practitioners or leader status to lead teams and achieve consistency across teams and maximise opportunities for students to experience an ambitious curriculum. Developing leaders at all levels to be ready to take on promotions, including utilising programmes such as NPQs.</p> <p>SLT lead KG</p> <p>Curriculum framework T&L framework Intellectual Preparation framework Astrea Talent Programme</p>
<p>QE2 Close educational gaps</p> <p>A priority focus for CVC is PP/SEN and closing any gaps for the most vulnerable learners in our school community with targeted support Continuation of staff training programmes to build consistency in</p>	<p>BA2 Attendance</p> <p>To improve on current attendance from FFT top 25% of similar schools to top 10% of similar schools, with attendance above regional and national averages – including for vulnerable groups.</p>	<p>PD2 Discriminatory language</p> <p>To monitor and evaluate how we support students to be kind towards each other and stamp out discriminatory language. To use pro-active programmes and larger networks to change behaviours and maintain this</p>	<p>LM2 Inclusion</p> <p>Leaders promote inclusive education for all through policies and practice to ensure the most vulnerable learners are at the heart of the school community.</p> <p>SLT lead HM/JCH</p>

<p>approaches so that all teachers are effective teachers of SEND.</p> <p>SLT lead JCH/AP</p> <p>Raising Standards Y11 Framework CVC MAP Secondary Fluency Framework Curriculum framework Formative Assessment and whole-class feedback (TBC)</p>	<p>SLT lead PW</p> <p>B&C framework Every minute matters Curriculum framework Tutor time framework (TBC?)</p>	<p>over time with support from the national lead for PD.</p> <p>SLT lead CC/HM</p> <p>Curriculum framework PD Strategy</p>	<p>T&L Framework Curriculum Framework Astrea Reads Framework SEND Framework (TBC?) Deliberate practice Intellectual preparation</p>
<p>QE3 Reading and Disciplinary Literacy</p> <p>To continue to develop and embed a culture of disciplinary reading within curriculum areas (Tier 2 and 3 vocabulary) and provide regular reading opportunities in KS3 using Astrea Reads programme to enjoy a wide range of literature.</p> <p>SLT lead AP</p> <p>Astrea Reads framework</p>	<p>BA3 Teaching politeness</p> <p>Continue to communicate what is meant by good behaviour based on developing a shared understanding of social norms and values. Through the mantra 'Be kind, word hard' we use this lens to shape all interactions in the school community.</p> <p>SLT lead CC</p> <p>Deliberate Practise framework</p>	<p>PD3 Report a concern</p> <p>To continue to develop the school culture so that every student feels safe at school and feels confident in reporting an incident where they suspect bullying may be an issue with safeguarding as a key priority with all decision making.</p> <p>SLT lead HM</p> <p>Curriculum framework 23-24 PD Strategy Every minute matters Booklets framework</p>	<p>LM3 Astrea CVC Workload Charter</p> <p>All leaders will use organisational commitments to underpin a culture that prioritises wellbeing. Reduces workload and supports a positive culture.</p> <p>SLT lead ZA</p> <p>SLT manifesto T&L Framework Intellectual Preparation framework Managing workload/workload charter Staff onboarding (TBC)</p>
<p>QE4 Responsive Teaching</p> <p>Establish and embed TLAC strategies that encourage students to focus during lessons and support confident and fluent contributions to whole-class discussions, with teacher confidence developed through deliberate practice sessions. Using intellectual preparation time, along with curriculum products, individual teacher workload will be reduced.</p>	<p>BA4 Punctuality</p> <p>To use routines to support a culture of high punctuality with particular focus on closing our PP/SEN gap, supported by our transition framework, minute by minute of the school day and microscripts for routines, we grow a culture where every minute of every lesson matters.</p> <p>SLT lead PW</p>	<p>PD4 Student leadership</p> <p>To further develop the opportunities for students to actively lead on projects and have a voice in how to make progress. This will involve both internal and external programmes and look not only at increasing the participation overall but also within our focus groups of most vulnerable students.</p> <p>SLT lead PW</p> <p>Curriculum framework</p>	<p>LM4 Civic Duty</p> <p>To monitor and evaluate communication channels between school and home for effective engagement of parent/carers and ensure all staff feel confident in how to build relationships with stakeholders. To engage with community groups, to work in partnership to support the needs of the local community.</p> <p>SLT lead ZA</p>

SLT lead KG Means of participation framework Teaching and learning framework Deliberate Practise framework	Every minute matters B&C framework Corridors framework		
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Review & Update Date:	16/09/24	22/11/24				
(RD & Principal)	AUTUMN HT1	AUTUMN HT2	SPRING HT1	SPRING HT2	SUMMER HT1	SUMMER HT2

QUALITY OF EDUCATION					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
QE1 Curriculum development Continue to review and develop an ambitious curriculum to support strong outcomes in line with FFT5 targets, including more fidelity of implementation of the Astrea common curriculum intent and sequencing with the ambition of raising P8 across the next five years to be >+1.0	1.1 Review sequencing of the curriculum on a half termly basis in preparation in advance of a topic, with Y7 use advance liaison with Astrea Trust leads before time to review curriculum content and make adaptations to resources prior to new topic introduction. Use of assessment data to feed into this review for current and future years. Subject LM team through notes from Subject Leadership Training, notes from LM meetings (fortnightly) and subject leader surveys (Forms – termly).	1.1 All staff in each subject team will be able to articulate why the curriculum is sequenced as it is and explain where they are up to within that sequence. Leaders to be able to link assessment data to explain the success of their curriculum sequencing. All resourcing ready in advance of a topic and adapted to suit needs of learners in classes.	Oct/Dec/Feb/March/May/July.	KG	KG and SLT
	1.2 Evaluate how intellectual preparation is deployed to engage in conversation about sequencing that is appropriate for each subject's curricular intent.	1.2 Subject Leaders will be able to give at least one example of where there has been an intellectual conversation about curricular sequencing in subject training time	Weekly monitoring by KG alongside half termly review of progress with subject leaders in LM.	KG	KG

	1.3 Where possible, curriculum planning shared in advance and adaptations made by liaising effectively with National Subject Leads to contribute sensibly to wider conversations about curricular sequencing in advance of new topics on long-term planning.	1.3 All subject leaders with N Leads will be able to give one concrete example of where they have contributed to curricular sequencing in their subject each term.	Termly	KG	KG
	1.4 The vast majority (80%) of students at KS4 will be on track to meet their FFT5 target by GCSE.	1.4 Formative and summative assessment data will suggest that students are performing well in interim assessments and mock examinations to meet their FFT having followed the taught curricular sequence.	Mock data for Year 10 (Summer) Mock data for Year 11 – November and Feb/March. Final predicted grades in May 2024. For September 2024.	AP	Monitored at each data point to hypothesise about whether the curriculum is sequenced in the best way to ensure students outcomes.
	1.5 Make changes to the sequencing at KS4 in light of summative student outcomes. Use published examiners reports and use of national tools such as AQA merit to provide detailed information about areas of the curriculum that may need to be re-sequenced or further developed to improve understanding.	1.5 Curriculum will be re-sequenced in the light of an analysis of the impact of the taught curriculum if needed. Regular reviews of data to make decisions about the need to revisit topics.	Each assessment point.	KG	KG
<p>QE2 Close educational gaps</p> <p>A priority focus for CVC is PP/SEN and closing any gaps for the most vulnerable learners in our school community with targeted support</p> <p>Continuation of staff training programmes to build consistency in approaches so that all teachers are effective teachers of SEND.</p>	2.1 Establish routine points for varied stakeholders at the start of the year and at after each significant data drop for all staff at different levels to analyse and understand why gaps between PP/SEND students and the rest of the cohort occur and decide how to address them. (SLT, Subject Leaders, Teachers)	2.1 Training in CPD according to role at regular intervals with subject leaders, teachers and tutors. Start of the year, after each data drop or significant assessment point or mock point.	<p>September T Days. September CPD time.</p> <p>LM meetings after each data drop with middle leaders. (Fortnightly)</p> <p>Half-termly focus on data and what it reveals after data drops with teaching and pastoral teams.</p> <p>Year 10 and 11 after mocks in Nov, Feb/March and June.</p>	ZA/AP	ZA

			Year 7-9 after each summative assessment point.		
	2.2 To provide regular training to support SEND students and reinforce the importance of deploying rigorous and effective T and L strategies to allow SEND students to access our curriculum and close the gap.	<p>2.2 Evidence in classrooms of effective T and L strategies for SEND students being put in place according to need.</p> <p>Effective use of TAs to support groups through 'walkabout' data.</p> <p>Positive evaluative data from teachers about impact of SEND T and L training and briefings.</p> <p>Families of SEND students to provide positive feedback on how their child is being supported.</p>	<p>Fortnightly T and L SEND focus briefings – routine, regular input.</p> <p>Follow up from September T Day in Jan.</p>	<p>KG/AP Middle Leads</p> <p>JC</p>	<p>KG and AP in notes form training sessions for middle leaders (September and half termly).</p> <p>Monitoring through focus group QA from subject leaders – termly.</p> <p>Data drops to analyse the gap – to have narrowed at each data point in line with FFT5 targets.</p> <p>Positive data from Learning Walk analysis (fortnightly) to show impact in classrooms.</p> <p>Positive evaluative feedback from teachers and parents on use and application of DP SEND-</p>

					focused training time. (Termly)
<p>QE3 Reading and Disciplinary Literacy</p> <p>To continue to develop and embed a culture of disciplinary reading within curriculum areas (Tier 2 and 3 vocabulary) and provide regular reading opportunities in KS3 using Astrea Reads programme to enjoy a wide range of literature.</p>	3.1 To review and enhance the variety and nature of the texts we read across the curriculum by supplementing our existing guide to reading across the curriculum	3.1 All students will meet the expectation to routinely read at length in every curricular subject where relevant.	5 September T Day and through subject development plans for .	AP/KG Subject Leaders	Evaluation through half termly review of subject development plan. In LM.
	3.2 To continue to develop our own understanding of what reading within different subject disciplines looks like and why disciplinary reading across all subject domains is necessary for our ambitious curriculum.	3.2 Each subject area will be able to give two additional examples of where students have engaged with 'extended disciplinary texts' each term.	Linked and evaluated through subject development plans for	KG/AP	Half termly review with LM
	3.3 To implement, monitor and evaluate the KS3 Astrea Reads programme and Sparx Reader.	3.3 All KS3 students will engage with the reading programme The vast majority (80%) of KS3 students will be reading at or above their chronological age by the end of the academic year using NGRT testing data. The vast majority (80%) of students will routinely complete their Sparx Reader homework routinely	Calendared NGRT data drops. Sept/June. Half termly evaluative reviews of all stakeholders about the tutor reading programme.	AP/KG/CT Tutors	NGRT data reviewed routinely – see EQ2 objective. Half termly qualitative survey of all stakeholders (questions targeted to role
	3.4 To implement, monitor and evaluate the Fresh Start and Fix it, reading programmes.	3.4 Students in these groups will make more rapid reading age progress to close the gap with their peers.		AP	
<p>QE4 Responsive Teaching</p> <p>Establish and embed TLAC strategies that</p>	4.1 All subject teams will use Intellectual preparation effectively to design, develop and enhance high-quality shared resources to enact their intended curriculum.	4.1 All subject areas can articulate how they have worked together as a team to create, refine or enhance shared teaching resources.	Calendared IP time and use of twilight time.	KG/AP SLT and subject leads	Evaluative feedback on use of IP time through LM discussion and minutes with SLT.

<p>encourage students to focus during lessons and support confident and fluent contributions to whole-class discussions, with teacher confidence developed through deliberate practice sessions.</p> <p>Using intellectual preparation time, along with curriculum products, individual teacher workload will be reduced.</p>	<p>4.2 All subject teams will use intellectual prep time to review how far these resources meet the needs of teachers and students in terms of reducing staff workload.</p> <p>Where appropriate, all subject leaders will contribute to ongoing conversations about subject resourcing across the Trust so that workload is further minimised while maintaining or enhancing the quality of classroom resources.</p>	<p>4.2 Subject leaders will evaluate their use of CDT (Intellectual Preparation) with their LM and SLT. Teachers will give a positive example of how they have used a shared resource.</p> <p>In subjects with N Leads the N Lead will be able to give at least 2 examples of where subject leads have positively contributed to ongoing curricular discussions.</p> <p>Teachers will positively engage with Trust-wide curricular resourcing pilots and trials to ensure any shared resources are high-quality and tailored to the needs of students.(PD pilot)</p>	<p>LM meetings – fortnightly.</p> <p>Feedback on use of CPT through staff survey – termly.</p> <p>Feedback from N Lead (termly)</p> <p>Feedback on use of CPT and involvement in pilots/trails of new resources (Termly)</p>	<p>Teachers</p>	<p>LM meeting minutes and follow-up actions (fortnightly)</p> <p>Termly evaluative Forms surveys for relevant N Leads.</p> <p>Subject Leader feedback from s teams.</p>
	<p>4.3 Deploy Deliberate Practice (Curriculum) time during T and L briefings and subject DP sessions to introduce and practise strategies designed to enhance rates and quality of student participation and 'checking for understanding'.</p>	<p>4.3 All teachers will be able to articulate and demonstrate strategies introduced and practised in weekly sessions.</p>	<p>Evaluative staff surveys (termly)</p> <p>Increase in use of strategies in 'walkabout' data. (fortnightly)</p>	<p>KG</p> <p>SLT</p> <p>Subject Leaders</p> <p>Teachers</p>	<p>Walkabout survey data for SLT, leadership and teacher classroom observation.</p>
	<p>5.2 Monitor the effectiveness of the use of 'means of participation' strategies in classroom in terms of the quality of student responses in lessons.</p>	<p>5.2 All lessons will effectively deploy 'means of participation' strategies designed to enhance the quality of student responses in lessons.</p>	<p>Increase in use of strategies from 'walkabout' data.</p> <p>Student and staff survey and student voice data (fortnightly half termly)</p>	<p>KG</p>	<p>KG</p>
	<p>5.3 Design and implement T and L survey mechanisms and student voice to gather positive feedback from students about their capacity and confidence to be able to contribute during lessons.</p>	<p>5.3 Student and teacher feedback about the deployment of strategies will indicate an increase in confidence in a) deploying strategies or b) contributing to lessons.</p>	<p>Student voice Sept/Dec/Feb/April/June</p> <p>Student survey - termly</p>	<p>KG</p>	<p>KG</p>

	5.4 Monitor the effectiveness of the use of strategies designed to 'means of participation' of all students.	Data from 'walkabouts' will indicate that strategies designed to check for participation for all students are being routinely deployed and are embedded, compared to 2023-24.	Increased use of strategies from walkabout data. Analysed fortnightly.	KG	
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BEHAVIOUR AND ATTITUDES					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
BA1 Reducing variance between classrooms Empowering staff to achieve consistency in all elements of the school day through carefully structured routines and habits to support a calm and purposeful learning environment. Support materials for staff help to achieve success through explicit teaching of routines, microscripts, regular practice and feedback cycles. Embed and enhance practice around the core Astrea Routines to support a culture of ambitious T&L and embed a scholarly culture of excellence	1.1 September INSET training to outline the purpose of the microscripts, minute by minute plus reminders of core routines and , with deliberate practice sessions.	1.1 All staff will be clear about the rationale for each approaches and the school priorities.	4.9.23 Ongoing	CC	CC/PW
	1.2 To use weekly meetings to revisit these core routines and continue to have deliberate practice, based on SLT regular QA findings. Best practice to be shared by staff team members using morning briefings.	1.2 SLT meetings will identify the area for deliberate practice to address at each session, linked to the core Astrea routines. SLT logs will show increasing application and confidence in use of these routines	Ongoing	CC	CC
	1.3 To get long-established staff to visit other schools and learn from best practice.	1.3 Best practice will be disseminated across SLT/MLT after the visits. KG to provide key questions for visits to retain same foci.	All staff with 5 years at CVC to have visited another setting by Feb 25.	KG	KG
BA2 Attendance	2.1 To address issues in student expectations around attendance with regular reminders of personal target of 97%	2.1 Form tutors are able to identify those tutees who are considered to be below target, without additional support.	Weekly	PW	PW

To improve on current attendance from FFT top 25% of similar schools to top 10% of similar schools, with attendance above regional and national averages – including for vulnerable groups.	2.2 To define the role of the form tutor carefully using the pastoral handbook, outlining key responsibilities, actions and timelines for staff.	2.2 Greater consistency seen through the form tutor programme. The time slots are used as per the dedicated programme and all staff follow up as outlined in the pastoral handbook.	By end of September, all tutors are fully aligned to timetable of tutor time sessions.	PW	PW
	2.3 To communicate with parents the school expectations around attendance and the approaches that may be taken where there are concerns around student attendance.	2.3 Fewer absences seen, particularly around Friday long weekend absences.	Weekly	PW	PW
BA3 Teaching politeness Continue to communicate what is meant by good behaviour based on developing a shared understanding of social norms and values. Through the mantra 'Be kind, word hard' we use this lens to shape all interactions in the school community.	3.1 To use regular deliberate practice sessions from SLT to frame expectations and middle leaders to monitor to see how staff praise and recognise students being kind and working hard are embedded in CVC practice. SLT to praise staff doing well and to support those staff who need to use system more frequently.	3.1. Weekly analysis of positive points shows a reducing variance between staff members.	Weekly	CC	Pastoral team on daily basis. SLT line managers on weekly basis.
	3.2 To use fortnightly tutor time meetings to regularly revisit these routines and microscripts where useful, with deliberate practice sessions to ensure that 100% of staff are confident in using the most effective approaches.	3.2 Using the staff training sessions to address routines as part of the behaviour/T&L frameworks each week, staff feel supported in being successful. Staff surveys and focus group data show confidence in understanding what is expected.	Weekly	CC	CC
BA4 Punctuality To use routines to support a culture of high punctuality with particular focus on closing our PP/SEN gap, supported by our transition framework, minute by	4.1 To punctuate each stage of the day clearly so that staff and students are able to see how to be successful in punctuality to each timetabled session, without the use of bells due to the split-nature site.	4.1 Students arrive on time for school, with decreasing lateness across the academic year. 100% of those with persistent lateness have parental contact home. For the minority with significant issues that affect punctuality, support measures put in place by the pastoral team.	Weekly	PW	Attendance officer/PW and HM

minute of the school day and microscripts for routines, we grow a culture where every minute of every lesson matters.					
	4.2 For the explicit entry/exit routines to mark the expected entry/exit into classroom spaces and designated release times adhered to by all staff to ensure the site operates efficiently.	4.2. Lesson registers show very few students late to lessons. Corridors are routinely clear at published start of lesson time.	Daily	CC	CC
	4.3 For clear monitoring of those who are persistently late, either to school and/or lessons and clear processes for consequences and parental communication around the issue.	4.3. Staff and parents are clear on the consequences for lateness to school and lessons. Repeated consequences for the same incidents decrease across the academic year.	By end of September, very few students routinely late for school. All parents of those who are repeatedly late are contacted. Support plans in place for significant issues	PW	PW

PERSONAL DEVELOPMENT					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
PD1 Student entitlement Further development of the ways in which students can lead, feed into and enhance the inclusive culture at CVC, where all students gain new experiences and skills as part of their educational journey at	1.1 Create a map of the opportunities on offer in each year group.	1.1 All students are able to identify an opportunity they have been able to take in the past 12 months.	March 2025	PW	PW
	1.2 Launch new opportunities with parents such as foreign exchange week.	1.2 Chinese exchange students fully integrate in January with 25 host families found.	January 2025	PW	PW
	1.3 School production bought back to CVC using external companies and the PFTA.	1.3 First school production since pre-covid.	July 2025	PW	PW

CVC. This is particularly important for our most vulnerable students.					
PD2 Discriminatory language To monitor and evaluate how we support students to be kind towards each other and stamp out discriminatory language. To use pro-active programmes and larger networks to change behaviours and maintain this over time with support from the national lead for PD.	2.1 To use the tutor time programme to educate students about discriminatory language.	2.1 CPOMS points show more incidents are being logged in comparison 2023-24. (launch Nov 24)	Monthly	HM	CC
	2.2 To use student voice panels to inform SLT understanding of issues in the school	2.2 To use student voice and surveys are fed back into PD programme and later surveys show an increase in understanding of these issues	Termly	HM	CC
	2.3 Use behaviour data and safeguarding logs to monitor trends and patterns in the frequency and nature of unkind behaviours. Follow up with assemblies and parental comms as deemed most appropriate.	2.3 All SLT are aware of key issues and how these have been identified and resolved at different points across the year.	Weekly	HM	CC
	2.4. For the PD lead to have regular liaison with BASI leaders to gain greater understanding of school wide issues on a frequent basis.	2.4. For the BASI team to have a collaborative method that informs PD and analyses the impact of approaches.	Half-termly	CC	CC
PD3 Report a concern To continue to develop the school culture so that	3.1 CVC will deliver a clear message that every learner has the right to feel safe at school.	3.1 Student surveys and panels show that students feel safe coming to school, with 90% of students each term stating they feel school is safe.	Termly	HM	HM

every student feels safe at school and feels confident in reporting an incident where they suspect bullying may be an issue with safeguarding as a key priority with all decision making.	3.2 Most learners can identify the DSL	3.2 Student panels and surveys show 100% identification of the DSL	Termly	HM	HM
	3.3 Most learners knows at least two methods for sharing a concern with a member of staff	3.3 Data shows that more concerns are being reported by students than in 23-24	Termly	HM	HM
PD4 Student leadership To further develop the opportunities for students to actively lead on projects and have a voice in how to make progress. This will involve both internal and external programmes and look not only at increasing the participation overall but also within our focus groups of most vulnerable students.	4.1 Creating a timetable of events that take place after school. Utilising the living sports partnership to introduce new activities to target specific demographic of students (e.g. girls/PP/SEN).	4.1 Detailed record keeping shows clubs are attended by wide variety of school demographic and ask teachers to praise those who show leadership and log on BromCom	Half-termly.	PW	HoY
	4.2 Creating a timeline of events and enrichment opportunities that take place through the 5 year journey at school for student leadership, including where out of school options such as DofE volunteering link into work in school.	4.2 Stakeholders are clear on the CVC approach and student leadership opportunities on offer throughout Y7-11.	January 2025	PW	PW
	4.3 Utilising the Head Students group to model leadership to other students in the lower school.	4.3 Other students can articulate the role of the head student and give anecdotal evidence of the work completed.	July 2025	PW	PW

LEADERSHIP AND MANAGEMENT					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
LM1 Curriculum leadership Middle leaders continue to develop and enhance the pedagogical and subject knowledge of their teams in order to deliver an excellent standard of education with a relentless focus on raising achievement.	1.1 Use of CPD according to role to focus on developing subject knowledge in their team.	1.1 Appraisal cycles allow clear identification of CPD for all individuals. Mid-year reviews show progress towards targets.	Monthly calendared subject leadership CPD time/development programme.	KG	Evaluation of development
	1.2 Reading suggestions on how to develop subject knowledge in CPD library shared routinely	1.2 An increase in the proportion of staff taking the opportunity to borrow books from the staff CPD library. Staff request books they would like access to. Staff share useful books with colleagues.		KG	KG
	1.3 Subject-specific CPD programmes are prioritised from the CPD budget	1.3 VP can discuss the different ways that subject teachers are developing across the school, with clear examples from most subject areas.		KG	KG
	1.4 Opportunities to network in subject communities within and beyond the Trust are prioritised, with resources shared inter-school to support a common goal.	1.4 CVC regularly participate in central opportunities in Astrea to discuss subject leadership. CVC contribute regularly to cross-school projects.		KG	KG
LM2 Inclusion Leaders promote inclusive education for all through policies and practice to ensure the most vulnerable learners are at the heart of the school community.	2.1 Staff INSET day to highlight the importance of our PP/SEN/AP students and ensuring their access to a highly ambitious curriculum and knowledge of where to get further support.	2.1 Staff have a solid understanding of how to find out information about all students on their registers and the most appropriate ways to support their individual needs.	September 2024	HM/JC	KG
	2.2 Regular updates to staff through the year remind staff about the priority groups and effective approaches to have a positive impact on outcomes.	2.2 Student outcomes in these groups show improvements over time.	August 2025	JC/CC	KG

	2.3 Parent voice from focus group of learners shows satisfaction with the quality of provision	2.3 SEN Parent forum and electronic surveys show the majority of parents are satisfied with the quality of education.	February 2025	JC/CC	KG
LM3 Astrea CVC Workload Charter All leaders will use organisational commitments to underpin a culture that prioritises wellbeing. Reduces workload and supports a positive culture.	3.1 September sharing of CVC workload charter, alongside CVC communication strategy to signpost the importance of wellbeing at the heart of decision making.	2.1 Staff focus groups show clear understanding of how CVC is putting staff workload at the forefront of decision making and can identify steps taken by SLT to improve their wellbeing.	February 2025	ZA	ZA
	3.2 CVC email protocol used to ensure staff wellbeing at heart of communications and time used efficiently. Staff notebook and weekly bulletin to provide one place for communications.	3.2 Staff routinely use the central resource to extract information that is relevant and do not use SLT/Heads PA/ reception to ask routine questions.	December 2024	ZA	ZA
	3.3 Careful construction of the staff calendar to ensure that staff are able to maintain a healthy work-life balance, with carefully considered deadlines and timings of meetings.	3.3 All staff are able to use the calendar to plan ahead during the academic year, no unplanned surprises. Calendar shared via paper and electronically.	Ongoing	ZA	ZA
	3.4 Launch of a new CVC electronic staff folder as a central resource for all staff for any support and guidance needed to do their role.	3.4 All staff know where to find policies, guidance sheets, how to pages, proformas for leave of absence etc and compliance in these processes is higher than in academic year 23/24	Launch August 2023, fully developed by March 2024	ZA	ZA
LM4 Civic Duty To monitor and evaluate communication channels between school and home for effective engagement of parent/carers and ensure all staff feel confident in how to build relationships with stakeholders. To engage with community groups, to work in partnership to support the	4.1 To use media regularly to update the community about the strengths of the college and be more visible about the fantastic opportunities on offer to CVC students.	4.1 Parent feedback shows majority (80%) satisfaction with communication from the school.	February 2025	ZA	ZA
	4.2 To use parent surveys twice per year to gain focused feedback on the school strengths and identify areas for further development	4.2 Parent feedback directly influences planning for the next term. Staff are made aware of strengths and weaknesses via staff bulletin/briefings. When questioned, staff know what parents would like us to be better at.	February 2025	ZA	ZA
	5.3 To ensure governors have regular opportunities to visit the school, meet students and staff and collect stakeholder voice activities.	5.3 Governor relations are strong and feedback is positive with the SLT	February 2025	ZA	ZA

needs of the local community. engagement of parent/carers.	5.4 To support the PTFA to help generate fund raising opportunities to improve provision for students.	5.4 PTFA calendar hosts more events than in 2023-24	July 25	ZA	ZA
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