

COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 24 June 2024

To be held from 5.45pm

On Teams

Membership: C Webb (Chair); Z Andrews (Principal); V Ellaway-Barnard; A Bigglestone-Widdows;

V Cantrill; K Tarlow; A Tyrrell; Mark Phillips.

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

Clerk: Karen Bromilow

Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 29 April 2024	Papers attached (pp3-9) - Chair
4	50 mins	Principal's Update	Papers attached - Principal
5	5 mins	School visits and risk • TBC	Papers attached -Chair
6	5 mins	2024-25 LGC meeting dates: Monday 7 October 2024 (<i>or Monday 30 September 2024 as dependant on Open Evening date</i>) Monday 25 November 2024 Monday 27 January 2025 Monday 17 March 2025 Monday 12 May 2025 Monday 23 June 2025	Oral item - Chair
7	5 mins	Chairs update	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 30 September 2024 or 7 October (<i>see note above</i>)	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair



**COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE HELD ON
MONDAY 29 APRIL 2024
At Cottenham Village College
MINUTES**

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

	Summary of action required	By whom	Status
29.01.24	Establish Link Lead role for Mr Phillips	Clerk	Complete – Item 3

1) Introductions and apologies

The meeting started at 5.45pm.

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

Mark Phillips was welcomed as a new governor and introductions were given around the room.

The Chair welcomed all attendees.

2) Declarations of interest

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

3) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 29 January 2024 were ratified electronically on 16 February 2024 and adopted by the committee.

Matters arising

Mr Phillips agreed to take on Link Lead responsibility for Teaching and Learning.

The committee noted current Link Lead arrangements:

Kate Tarlow	Pupil Premium	Clive Crisford
Vicky Ellaway-Barnard	Safeguarding and Behaviour Leadership and Management, Personal Development and careers	Hanan McKeand (Safeguarding) and Paddy Winter (Behaviour)
Cerian Webb	SEND and Fundraising	Kath Goudie, Paddy Winter (careers)
Vikki Cantrill		Judith Chipps
Alison Bigglestone-Widdows	Curriculum and Assessment	Amelia Parker
Mark Phillips	Teaching and Learning (PHSCE and SRE)	Kath Goudie

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

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

4) Principal's Update

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

- Safeguarding
- Data Analysis March Mock Exams
- Year 11 (& 13) Maximising Achievement Plan Update
- Teaching and Learning
- Behaviour and Culture
 - Including updated suspension reduction plan
- Attendance
- SEND Update
- Astrea Reads Update
- Transition Update
- HR, Operations and Site Update
- NOR Update and Projections for September 2024
- Any other academy matters: to include enrichment and community.
-

Questions were invited.

Safeguarding

Ms Ellaway-Barnard questioned how the installation of CVC perimeter fencing has been received.

The Principal stated the installation of perimeter fencing has been well received, acknowledging it addresses issues around students leaving site and in managing visitors entry to the site.

CVC are awaiting fobs and completion of the intercom system. Visitors have been reminded not to arrive more than five minutes before scheduled meeting times due to limited space in the reception area.

The Chair questioned whether the perimeter fencing presents any issues around fire safety.

The Principal reassured the committee all gates can be opened from the inside to allow safe exit in the event of an emergency.

Ms Ellaway-Barnard enquired of the progress of Young Carers support.

Ms McKeand informed the committee CVC Young Carers Club is proving successful, and referrals to Centre 33 are underway. The committee were pleased to hear £307 has been raised to support Young Carers.

The Chair asked how confident CVC is that all bullying incidents are reported.

Mr Winter reassured the committee CVC communicate regularly with scholars, with regard to who to speak to if they believe they are a victim of bullying. The Assistant Heads of Year (AHOY) and Heads of Year (HOY)

monitor bullying incidents to identify perceptions of unkind behaviour and persistent sustained bullying. Mr Winter stated CVC are confident that bullying is identified and reporting is robust.

Year 11 Spring Mocks Data Analysis – Appendix 1

Referring to page 30, regarding mixed ability groups, Ms Ellaway-Barnard questioned what the response has been and what impact this has on scholars.

Mr Winters stated the response from parents/carers has not been challenged. CVC will measure the impact when the summer results are reported.

Ms Bigglestone-Widdows enquired whether CVC has Examiners in the English department.

Ms Parker explained the Head of Department and another member of staff are Examiners. CVC hope to get feedback after the summer examinations for evaluation and reflection.

Mr Phillips questioned how mock examination results are communicated to scholars.

Ms Parker explained target grades are not shared with scholars, but are told their test results and where this sits within the cohort median.

Ms Goudie added CVC put a significant amount of time and training into staff to moderate and mark assessment papers.

Teaching and Learning

The Chair questioned whether taking part in Astrea Reads sessions mean scholars lose curriculum time in subjects.

The Principal stated CVC monitor how much time scholars get with a specialist teacher and what impact this has on their learning. Astrea Reads is part of this and has not been evaluated yet. Recognising CVC overall reading ability is historically higher than average, CVC plan to evaluate the impact of Astrea Reads program in the summer term and recognise the nature of their cohort is changing in Year 7.

Ms Cantrill questioned whether CVC are considering reducing the number of Astrea Reads sessions.

The Principal informed the committee the Astrea Reads program is benchmarked with other Astrea academies to identify how this is to be delivered in 2024-25. KS3 will continue with Astrea Reads as in 2023-24. For KS4, some sessions may be replaced by PD or IT. Year 11 may spend time with specialist Ebacc teachers instead of Astrea Reads sessions.

Ms Bigglestone-Widdows questioned how more able readers, reading above their chronological reading age will be monitored.

Ms Goudie explained reading ages will be monitored through scholar access on Sparx reader program.

The Chair questioned whether there is opportunity for reading at Breakfast club.

Ms Parker explained Breakfast Club targets vulnerable students to have a good breakfast before the school day. Homework Club would be a more suitable time for reading.

The Chair asked if CVC might consider changing the mock examination timetable in assessing scholars knowledge.

The Principal explained scholars need to complete a certain amount of curriculum content to be able to assess scholars knowledge and understanding. The Principal stated repeating full mock papers is sometimes less effective for scholars than focussing on a particular examination question in detail. CVC spend time preparing scholars, whilst considering the best use of time spent marking assessment papers. Overall the school will sit within the Trust assessment calendar.

The Chair enquired regarding next steps for scholars on alternative provision (AP) and the cost of AP.

The Principal explained Local Authority fund scholars who have an EHCP, which supports CVC in arranging suitable education provision for these scholars. CVC fund AP from existing budgets for students without EHCPs.

Some scholars on alternate provision will be entered for functional skills/entry level qualifications as well as some GCSE's to maximise their chances of success and avoid NEET (not in education or employment).

Maximising Achievement Plan

Ms Ellaway-Barnard enquired with regard to staffing, recruitment and cover for staff absence.

Ms Goudie explained CVC put temporary staffing solutions in place where posts are vacant and for staff on long term absence. CVC deploy the most suitable staff to cover until the right candidate can be appointed.

The Chair enquired with regard to specialist teachers and quality assurance of teaching.

The Principal informed the committee the DfE defines a specialist teacher as a qualified teacher who has a degree, related degree, A-level or relevant professional experience. CVC has the advantage of having an experienced team who can teach a second subject. Strategic support is offered, along with moderation to ensure quality of teaching.

Ms Goudie explained some subject leaders have also gone above-and-beyond to support students in the face of long-term staff absence. There is now a fortnightly briefing for staff teaching a second subject and in twilight time to reinforce expectations, share resources and ensure that non-specialists have the support they need from subject leaders.

Behaviour and culture

Ms Cantrill identified an increase in internal truanting and sought further explanation.

Mr Winters informed the committee CVC asked staff Reset base to also report internal truanting, resulting in some incidents being logged twice. Mr Winters said these double entries will be removed and an accurate picture would show a slight increase on last year. The Principal added CVC is in line with the local trends, where families are less likely to support academies regarding internal truanting with some scholars refusing to do any schoolwork or to attend. It is not unique to CVC.

Mr Crisford highlighted CVC identify and work with scholars who repeatedly internally truant.

Ms Tarlow questioned whether successes of PP and disadvantaged scholars are recognised for individual achievements.

Mr Winter informed the committee CVC use the Tom Bennett model rewards system, where scholar behaviour is communicated to staff. CVC reward the most successful PP and SEN students, in recognition of individual success.

The Chair asked whether PP/SEN scholars have fair opportunity to achieve expectations to be selected to attend reward trips.

Mr Winter reassured the committee that circumstances of PP/SEN scholars are considered to ensure fair opportunities.

Regarding reward trips, the Chair asked whether some scholars could miss out on the opportunity to attend due to capacity CVC are able to take.

Mr Winter supported the method applied by CVC in rewarding scholars with an opportunity to attend reward trips and said parents/carers have given positive feedback on the selection process.

When monitoring scholars behaviour, Ms Cantrill questioned whether scholars are offered feedback to give an opportunity to modify their behaviour.

Mr Winter explained scholars are aware of behaviour expectations and whether they are meeting their targets.

Recognising some scholars may not be allowed to attend rewards opportunities due to their behaviour, the Chair questioned what these scholars do when others are on reward trips.

Mr Winter said some scholars will attend a normal timetable, others may have an altered curriculum; engaging scholars in activities.

Attendance

The committee noted CVC student attendance was 90.9% for all students at Spring 2 term, compared to this time last year at 91.3%.

The committee noted CVC student attendance was 89.2% for year 11 at Spring 2 term, compared to this time last year at 90.2%.

Ms Tarlow sought explanation why scholar attendance is lower than last year.

The Principal reported some parents/carers seem less worried about keeping their children in school following lockdown, where more people are working from home. There are also seasonal illnesses that hit at different times.

The Chair enquired what an attendance nudge involves.

The Principal explained a polite message is sent by text to remind parents/carers of CVC attendance expectations where appropriate to do so.

Acknowledging scholars are marked as absent for the morning session if they arrive later than 9.30am, the Chair suggested this might not provide an incentive if they feel they will get disciplined on arrival at school.

The Principal explained AHOY meets scholars who are late to school, welcoming them and encouraging a good start to the day. But acknowledged the challenge in changing of attitudes around lateness and attendance.

Ms Ellaway-Barnard asked whether CVC experiences more boys being identified with SEN than girls and questioned whether this is typical in other schools.

Ms Chipps confirmed this is in line with the national picture.

Mr Phillips enquired of the progress of reviewing CVC Accessibility Plan.

Mr Crisford confirmed CVC are putting an Accessibility Plan together this half term and will be presented in due course. The committee noted the QR code on CVC Parent handbook is proving successful facilitating access to communication with CVC.

The Chair questioned whether CVC is able to change the choice of literature books for Astrea Reads.

The Principal informed the committee they are meeting with Matt Carnaby, Head of Curriculum, to decide next steps.

Ms Parker informed the committee the Trust reading partnership enables academies to share experiences around book choices and make changes where needed to suit individual academies demographic.

The Chair questioned whether CVC can identify why some scholars are not reaching their reading targets on Sparx.

Ms Parker reported some scholars rush their reading in Sparx and cannot revisit pages to answer the quiz. CVC suggest scholars take screen shots to review when answering the quizzes or take more time. Sparx reading program will adjust to individuals reading age where needed.

Ms Goudie reported CVC communicate how parents/carers can support their children by looking at why they might not be reaching their reading targets and identify whether literature is too difficult or could they be rushing.

Transition

Noting CVC plans for the Year 7 transition, the Chair questioned the rationale of changes with regard to reducing the number of step up days.

Mr Winters informed the committee following review of previous years and liaising with primary schools, CVC plan to have one step up day which will be aimed at promoting enthusiasm in joining CVC. With a longer induction period in September 2024. Some students will receive home visits where needed.

CVC site and operations

In reference to page 24, the committee were pleased to hear an alternative solution has been found regarding the replacement of the heat pumps underneath the playing field where the proposed 3G pitch is planned. This means a minimum disruption to lettings and the pumps will be decommissioned and left in place. CVC plan to submit a planning application, and a funding application. CVC hope to start work in summer 2025.

Ms Tarlow questioned whether this will impact on energy costs.

Ms Powell explained gas is more reliable and a good choice for maintenance as a lasting investment. CVC expect no significant change to energy cost or efficiency.

Referencing page 26 regarding expected admissions to Year 7 exceeding PAN, the Chair questioned whether there is a waiting list.

The Principal reported all scholars within catchment have been offered a place in Year 7 for September 2024.

The Principal was thanked for their report.

5) English as an additional language (EAL)

The Principal reported in response to a change in demographic around scholars with English as an additional language.

The Principal informed the committee there has been a significant increase to in-year admissions of scholars whose first language is not English (EAL). CVC has 78 EAL scholars in total. CVC has implemented a bespoke provision for EAL scholars. Additional English lessons are offered twice a week during form time and are making rapid progress. EAL support is funded by existing CVC budgets. Although CVC P8 figure will not include EAL scholars, this is likely to affect CVC Attainment 8 figure. CVC are working with The Bell Foundation resources, a charity who works to improve the outcomes of EAL scholars.

Ms Tarlow enquired whether there is support within the local community for EAL scholars.

The Principal explained most EAL scholars travel from Cambridge City, so there don't appear to be any links in the local community.

The Chair questioned how staff are being supported and how are EAL identified.

Ms Goudie reported the effectiveness of allowing EAL scholars immersion into the daily routine of school, and by hearing others speak the language is beneficial in learning English. CVC are working on strategies to support and identify levels of understanding. Support strategies are communicated to staff, which will need time to embed.

The Chair questioned whether CVC might consider inviting volunteers from the local community who speak the language to support EAL scholars.

The Principal highlighted the challenges with safeguarding EAL scholars and recognised each community differs in what strategy would be best suited.

Ms Tarlow questioned how CVC is supporting EAL students with social integration.

Mr Winter informed the committee CVC has introduced a buddy system where EAL scholars are paired with another scholar who speaks the same language. CVC recognise EAL scholars may choose to speak more in their own language rather than immersing in the English language. But recognised this is only part of the support offered.

Ms Bigglestone-Widdows offered to share details of organisations who might be able to offer support to EAL scholars.

6) School visits and risk

The committee were informed that Ms Cantrill visited CVC on 7 February 2024 as Link Lead for SEND and for Fundraising. Reports were shared with the committee in advance of the meeting and questions were invited.

Ms Cantrill was thanked for their report.

7) Chairs update

The Chair questioned why no residential activities are scheduled for Year 8 or 9.

The Principal stated there is a strategical approach to ensure all Year 7 have an opportunity for a residential, there are not enough volunteers from staff to do this. There is also the added complication of older students use of mobile phones making residential less appealing.

Ms Tarlow enquired what alternatives CVC are proposing and will this be communicated to parents/carers to allow time to budget.

Mr Crisford informed the committee a residential trip to Rome for Year 10 is scheduled, possibly to be opened up to Year 9. Details of other activities will be communicated in due course.

Ms Goudie informed the committee CVC is aiming to offer residential trips to all Year 7 students. Two trips to accommodate most budgets, and reminded the committee PP students can access financial support.

8) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **24 June 2024 to be held at CVC from 5.45pm.**

9) Any Other Business

There were no items of any other business.

The Chair informed the committee they will be invited to attend a meeting with the CEO, Rowena and Ben Brown, Chair to Trustees, in early June.

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

The meeting finished at 7.51pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 21 May 2024



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term Two

2023-2024

Cottenham Village College

Zoe Andrews

Contents

Agenda Item	Contents	Page
1	Safeguarding	3
2	Year 10 into 11 Maximising Achievement Plan	6
		Appendix 1 page 20
3	Teaching and Learning	6
4	Behaviour and Culture Including updated suspension reduction plan	8
5	Attendance	10
6	Personal Development	13
7	Curriculum: KS4 & KS5	14
8	CPD Planning for September	15
9	HR, Operations and Site Update	16
10	NOR Update and Projections for September 2024	17
11	Any other academy matters: to include enrichment and community	19

Safeguarding

Introduction and contextual information about the school:

CVC is a fully inclusive 11-16 school with 886 students on roll (10.6.24). The contextual safeguarding concerns for the school continue to be self-harm, EBSA, vaping, and county lines. However, we see changes throughout the school year where these issues are more prominent and then less so at other times.

Welfare Profile:

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

Children at risk and children in need:	Current	Previous Report (Summer term 1)	This time last year
Number and % of PP	148 – 16.8%	150 – 17.5%	152 – 17.18 %
Number and % of LAC	3 – 0.34	3 – 0.34%	5 - .56%
Number and % of young carers	15 – 1.71%	17 – 1.93%	4 - .45%
Number and % of scholars privately fostered	2 – 0.23%	2 – 0.23%	0
Number and % of scholars with CP plan	6 - .68%	6 – 0.7%	1 - .11 %
Number and % of CIN	0	0	2 - 0.23%
Referrals made for early help	2 – 0.23%	3 – 0.34%	4
Family support assessments conducted	1 – 0.11%	1 – 0.11%	0
Proportion meeting threshold	1 – 0.11%	0	0
CP meetings attended	10	6	0
Number and % of scholars with an EHCP	36 – 4.08%	36 – 4.09%	46 – 5.20 %
Number and % of scholars with serious medical conditions	2 – 0.23%	2 – 0.23%	24 – 2.70%
Number and % of scholars receiving external support: CAMHS	5 – 0.57%	4 – 0.45%	3 - 0.34%
Number and % of scholars receiving external support: behaviour support	1 – 0.11% (sub conquest) 3 EIO (Marie Ah Mane)	4 - 0.45% 1 sub conquest and 3 EIO (Marie Ah Mane)	4 - 0.45%
Number and % of scholars receiving external support: S and L	5 – 0.56% 3 NHS SLCN team 1 LINGO 1 – 0.11% (EAL)	4 – 0.45% 2 NHS SLCN team (+1 referral waiting) 2 LINGO	0
Referrals to Channel	0		0

SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned.

The SCR was inspected by Zoe Andrews, Principal on 04.06.24. There was also an inspection for CVC Governor, Vicky Ellaway-Barnard and Hanan McKeand on 10.6.2024.

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
County lines - in person training	23/5/2024	Teaching staff and TAs - safeguarding briefing	HM

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	4	2	6
Racist Incidents	3	2	1
Cyber Bullying	1	1	0
Homophobic Bullying	0	0	1
Transphobic Bullying	0	0	0

Analysis and Next Steps

The Pastoral Team are addressing the racist incidents by working particularly closely with families and students involved to provide the appropriate, and necessary educational work that is needed for this particular incident. Alongside this the team are working closely with the SEN team to ensure that the intervention is appropriately adapted for the individuals involved.

There is a current student-voice survey open for 2 weeks, to collect student perceptions of bullying within the school to ensure that we have a full understanding of the current student experience.

Next steps may include a reissuing of reminders around the CVC Tell Us programme, the means of reporting, and reminders to students as to how bullying is investigated at CVC. This will be delivered through the Be Kind Work Hard pastoral/behaviour curriculum. There will be reminders to staff, through our regular briefings about key processes to ensure everyone is following these. We are also planning for robust resources for staff for the academic year 24/25 with a staff handbook to make sure staff are clear on all elements of the school day and how to run these effectively and efficiently, with some supporting microscripts where relevant. We are also working with the national lead for PD, to look at use of effective resources and how to use the It Stops Now Campaign to support the work in school.

Sexual Harassment:

	Number of Incidents							
	22/23 HT 2	23/24 HT 2	22/23 HT 3	23/24 HT 3	22/23 HT 4	23/24 HT 4	22/23 HT 5	23/24 HT 5
Verbal Sexual Harassment		0		0		2		0
Physical Sexual Harassment		0		0		2	1 (Investigation of historic inc.)	2
Sexual Violence		0		0		0		0
TOTAL		0		0		4	1	2

Analysis and Next Steps

The pastoral team have offered educational approaches to support the students involved in this incident. The HOY is working with the students involved, and parents have been in and met with DSL and HOY. In this incident, listening to the voice of the child, we have explored restorative work, and support around consent and sexuality. This bespoke response has been created as the incidents have occurred within a friendship group.

Year 10 into 11 Maximising Achievement Plan

Our Year 10 students are being assessed during June with the outcomes of these available for analysis by SLT at the beginning of July. We have begun the generic elements of planning for Y11 but will not be able to investigate the subject specific or overall performance elements until next month. This data will be combined with the findings of the Summer 2024 GCSEs to create a final plan for September 2024.

Our draft **Year 10 into 11 Maximising Achievement Plan** is shared. Please see **Appendix 1**

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy: 54

FTE Equivalent: 46.16

	Number of Teaching Staff	% of Teaching Staff
SLT	7	15.2
UPS	22.72	49.2
MPS	14.72	31.9
ECTS	5 (4.38 FTE)	9.5
ITTs	N/A	
UQTS (not part of ITT)	0.72	1.6

Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	There are a number of staff at all career stages who are being actively supported to consider promotion.	

Next Steps:

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

Our main focus for training and development for subject teams this half term is to contribute to the co-construction of the Trust-wide core curriculum. We have adapted our school calendar to enable more discussion time for subject leaders to engage in Trust-wide conversations where appropriate. We are taking an active role in supporting the planning of the Trust-wide Training Day on 28 June. This process, and the dedicated curriculum time on the Training Day, has been useful in creating opportunities for dialogue in subject communities and considering how we best work together in subject teams.

We continue to embed good practice regarding SEND through our Deliberate Practice sessions focused on SEND and through learning walks. This half term we are sharply focusing on supporting teachers to complete the APDR process effectively to ensure that our processes support students' individual needs.

CVC staff continue to actively engage in classroom-based research nationally. Our most recent example is that the history department presented their work on the curricular concept of historical significance at the national Historical Association Conference in Birmingham.

Alongside this curricular work we are continuing to use Deliberate Practice sessions to a) continue to hone our 'Means of Participation' techniques, widening these from cold-calling and turn and talk. Kath has now attended the 2-day Lemov training event in London along with colleagues from other Astrea schools. She is now working on how to embed these techniques in a sustainable way to underpin practice and provide teachers with a wealth of T and L strategies that they can trial, deploy, evaluate and embed over time.

Our twilight training event in May enabled nine colleagues to share good practice across the school. Topics for their short T and L sessions included teaching with booklets; checking for understanding; supporting EAL students and modelling amongst others. This twilight session was evaluated positively so we will run training sessions like this in the future.

Behaviour and Culture

An overview of the behaviour points recorded per category is shown below in the table, broken down into half term comparisons.

Number of Reset Base sanctions issued							
2023-2024							
	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	1915	251	399	404	395	466	
PP	594	10	155	156	133	140	
SEND (all)	914	112	196	188	192	226	
SEND E	309	46	76	78	53	56	
SEND K	605	66	120	110	139	170	
Boys	1653	195	350	352	355	401	
Girls	262	56	49	52	40	65	
Year 7	431	29	56	81	115	150	
Year 8	700	53	143	184	153	167	
Year 9	305	78	78	48	46	55	
Year 10	268	49	70	49	46	54	
Year 11	211	42	52	42	35	40	

REWARDS							
2023-2024							
	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	103556	23511	19967	19304	17485	23289	
PP	17251	3969	3327	3020	3016	3919	
SEND (all)	9750	2041	1805	1712	1801	2391	
SEND E	2809	626	507	511	514	651	
SEND K	6941	1415	1298	1201	1287	1740	
Boys	53197	12210	10220	9846	8931	11990	
Girls	50359	11301	9747	9458	8554	11299	
Year 7	27759	5392	5201	5157	5168	6841	
Year 8	29395	5934	6023	5411	5294	6733	
Year 9	18264	4395	4073	2770	2827	4199	
Year 10	18635	4909	3150	3657	3041	3878	
Year 11	9503	2881	1520	2309	1155	1638	

	Total	2023-2024					
		HT1	HT2	HT3	HT4	HT5	HT6
Disruption to learning - C1	5951	1226	1266	1218	954	1287	
Disruption to learning - C2	1142	186	262	242	183	269	
Disruption to learning - C3	948	113	191	192	197	255	
Failure to complete homework	1376	211	185	339	241	400	
Inappropriate language (Swearing)	237	53	73	39	52	20	
Lack of equipment/PE Kit/Books	573	62	117	126	135	133	
Lateness to lesson	256	77	39	32	63	45	
Lateness to school	161	19	17	54	31	40	
Missed Detention	66	56	0	10	0	0	
Mobile phone used, seen or heard	268	42	65	56	53	52	
Refusal to follow reasonable instructions - C1	2252	376	493	432	441	510	
Refusal to follow reasonable instructions - C2	786	123	181	144	149	189	
Refusal to follow reasonable instructions - C3	694	63	145	154	149	183	
Refusal to follow reasonable instructions - C5	98	16	23	31	15	13	
Refusal to Work/Lack of effort - C1	747	118	181	184	137	127	
Refusal to Work/Lack of effort - C2	170	33	39	49	17	32	
Refusal to Work/Lack of effort - C3	54	8	8	15	13	10	
Truancing – external	3	0	1	1	1	0	
Truancing – internal	2040	267	431	552	381	409	
Uniform issue	847	121	89	135	179	323	
Verbal abuse/Rudeness – adult - C1	114	20	33	22	15	24	
Verbal abuse/Rudeness – adult - C2	67	6	24	15	11	11	
Verbal abuse/Rudeness – adult - C3	48	7	15	11	4	11	
Verbal abuse/Rudeness – pupil - C1	59	5	22	18	5	9	
Verbal abuse/Rudeness – pupil - C2	34	2	6	12	10	4	
Verbal abuse/Rudeness – pupil - C3	17	0	2	6	5	4	

Behaviour and Culture Next Steps

Next Steps:

Using the behaviour data and evidence from day-to-day experiences, the pastoral leadership team have addressed some key areas to focus on in HT6 which include: to enhance student readiness to learn, adherence to school policies, attendance, and classroom behaviour to create a more conducive learning environment.

Focus Areas:

1. Bringing the Correct Equipment to Lessons
2. Uniform Compliance with School Policy
3. Reducing Internal Truancy
4. Reducing Low-Level Disruption

Bringing the Correct Equipment to Lessons

Form tutors have led form time sessions on the importance of bringing the correct equipment to every lesson. This has been reinforced via the school newsletter and assemblies to communicate expectations. Students have been provided with an equipment checklist. Form tutors are conducting regular equipment checks. Parents have been informed about the equipment requirements and encouraged to help ensure their child is prepared. Reminders will be provided over the next half term. Form tutors will report to Heads of Year on equipment compliance. Students who do not have the correct equipment are given a behaviour point in line with our school behaviour for learning policy, this also helps to ensure that parent/carers have been informed that their child does not have the correct equipment. AHOYs have spare equipment that form tutors can access and PP students are supported with new equipment when needed. We are also in the process of establishing a school equipment shop where students can purchase new equipment, this will be based in the library and run by our librarian.

Uniform Compliance

The uniform policy has been clearly communicated to students and parents. Form tutors conduct daily uniform checks and sanctions put in place for regular offenders. To support students without uniform to have a disruption free day, without being stopped and asked about uniform, there is a uniform boutique, open every morning for students to borrow any missing uniform and return this at the end of the school day. Pupil Premium students are supported with the purchasing of new uniform. Students who persist in wearing the incorrect uniform and sanctioned in line with our school policy, either via a verbal warning, after school detentions or in extreme cases internal suspension. Parents are contacted via form tutors when there are concerns around uniform. Uniform continues to be an area where improvement is required, as such this will be reviewed and developed over the next half term.

Reducing Internal Truancy

Reduce internal truancy and ensure all students attend all scheduled lessons.

There remains a small number of students with high internal truancy rates, these students have targeted interventions in place via both the AHOY and HOY. Parental engagement has been important in discussing and addressing underlying issues, parents are always contacted when students have been internally truant. Behaviour data is reviewed daily by AHOYs, HOYS and members of SLT to identify students who have truanted lessons and to put appropriate sanctions in place, whilst ensuring that appropriate support is being implemented.

Reducing Low-Level Disruption. Staff have been given additional training this half term to clearly defines low level disruption and how this behaviour fits into our behaviour for learning policy and some modelling of appropriate responses to this. This additional training will support the behaviour for learning policy being consistently implemented.

Suspensions:

Total Number of Suspensions:

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	280	45	61	54	54	31	35	192	21	74	32	29	33	3
PP	130	20	24	25	32	13	16	76	10	25	14	13	13	1
SEN All	141	22	32	30	31	13	13	103	13	40	18	13	16	3
SEN E	70	14	20	14	14	4	4	34	6	14	4	5	4	1
SEN K	71	8	12	16	17	9	9	69	7	26	14	8	12	2
Boys	236	31	54	47	47	28	29	151	18	58	26	20	26	3
Girls	44	14	7	7	7	3	6	41	3	16	6	9	7	0
Y7	27	6	10	7	3	1	0	19	2	6	3	1	6	1
Y8	36	8	4	3	7	2	12	23	0	8	8	3	2	2
Y9	114	14	23	25	25	11	16	49	5	26	5	7	6	0
Y10	72	13	13	11	15	13	7	60	7	20	8	12	13	0
Y11	31	4	11	8	4	4	0	41	7	14	8	6	6	0

Suspension Rates:

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	30.43%	4.89%	6.63%	5.87%	5.87%	3.37%	3.8%	20.68%	2.3%	8.1%	3.5%	3.17%	3.61%	0%
PP	87.84%	13.51%	16.22%	16.89%	21.62%	8.78%	10.81%	41.21%	5.49%	13.74%	7.69%	7.14%	7.14%	0%
SEN All	125.89%	19.64%	28.57%	26.79%	27.68%	11.61%	11.61%	89.29%	11.61%	35.71%	16.07%	11.61%	14.29%	0%
SEN E	148.94%	29.79%	42.55%	29.79%	29.79%	8.51%	8.51%	94.29%	17.14%	40%	11.43%	14.29%	11.43%	0%
SEN K	109.23%	12.31%	18.46%	24.62%	26.15%	13.85%	13.85%	87.01%	9.09%	33.77%	18.18%	10.39%	15.58%	0%
Boys	49.06%	6.44%	11.23%	9.77%	9.77%	5.82%	6.03%	30.08%	3.66%	11.79%	5.28%	4.07%	5.28%	0%
Girls	10.02%	3.19%	1.59%	1.59%	1.59%	0.68%	1.37%	9.72%	0.71%	3.79%	1.42%	2.13%	1.66%	0%
Y7	14.84%	3.3%	5.49%	3.85%	1.65%	0.55%	0%	9.84%	1.09%	3.28%	1.64%	0.55%	3.28%	0%
Y8	19.25%	4.28%	2.14%	1.6%	3.74%	1.07%	6.42%	11.41%	0%	4.35%	4.35%	1.63%	1.09%	0%
Y9	61.96%	7.61%	12.5%	13.59%	13.59%	5.98%	8.7%	25.93%	2.65%	13.76%	2.65%	3.7%	3.17%	0%
Y10	38.71%	6.99%	6.99%	5.91%	8.06%	6.99%	3.76%	33.33%	3.89%	11.11%	4.44%	6.67%	7.22%	0%
Y11	17.13%	2.21%	6.08%	4.42%	2.21%	2.21%	0%	23.03%	3.93%	7.87%	4.49%	3.37%	3.37%	0%

Suspension analysis and commentary:

Overall, we have seen the number of suspensions decrease at CVC in comparison to the prior academic year. The comparison of total number of suspensions shows 280 in 22/23 versus 189 in 23/24 in the first table. This difference of 91 suspensions is equivalent to 32.5% of the total figure for the last academic year. The second table shows the decrease in terms of suspension rate, with almost a 10% reduction in rate in 23/24 in comparison to 22/23.

How has this reduction been achieved? We have overall seen changes in the behaviour choices made by the students to be more positive and fewer meet the threshold where we are considering a suspension. When a suspension threshold has been met, the senior team have been mindful of the suspension reduction plan and where appropriate, have used alternative support arrangements to help support a student to make positive behaviour choices. We have seen this used particularly in the case of SEN students, where additional support has been put in place and additional staff training given around the use of individual pupil strategies.

Despite the additional training and support measures, suspension rates for both PP and SEN are still disproportionately higher than for students not in this category. This is due to repeated behaviours from a small number of pupils within the school (approx 35 students out of 880 have received more than one suspension in the academic year). Our vision is to reduce the number of students who receive multiple suspensions, SLT are targeting currently a small group of Year 8 and Year 9 students that we are working closely with to support with the aim of improving their behaviour choices and therefore reducing the number of suspensions they receive by considering a wider range of strategies to help influence their choices. Please see the next section for an example of one new approach we have trialled this term to help with this.

Empowering Adventures

This half-term, ten students from CVC embarked on an unforgettable Outward-Bound adventure, led by the Head of Year 8 Mr Ben Harper. Each student, coming from a disadvantaged background—whether through pupil premium status or Special Educational Needs and Disabilities (SEND)—returned with stories of personal growth, newfound confidence, and memories to last a lifetime. This trip, aimed at developing confidence, self-esteem, and resilience, proved to be a transformative experience for all involved.



The trip was designed to provide students with opportunities to step out of their comfort zones and engage in a variety of challenging and rewarding activities. From the moment they arrived at the scenic Outward-Bound centre in Aberdovey, nestled amidst rolling hills and tranquil lakes, the students were immersed in an environment that fostered growth and self-discovery. The itinerary was packed with diverse activities, each tailored to push the boundaries of the students' capabilities.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School	95%	91.4%	90.8%
Pupil Premium	95%	84.86%	82.9% (169)
SEND	95%	78.1%	81% (109)
Maximum % of pupils who are PA:		21.1%	24.2%
% of PP pupils who are PA:		41%	50%
% of SEND pupils who are PA:		44.1%	41.9%

Please also provide details of:

- The attendance of the 7 AP students up to and including 24/05/24 was 93.8%. This does include authorised absences.
- the number of scholars moving off roll to EHE – 2 in the summer term

Insert any key points to note

Alongside data led interventions, the pastoral team have been responding to medical, and anxiety interventions reported by tutors, subject teachers etc. This has meant that where possible, families have been supported in addressing attendance issues. For example, a student who would be considered a school refuser is now present in school due to the work of the AHOY, HOY, and Attendance Officer.

Attendance for Year 11: Class of 2026

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School	95%	89.7%	88.3%
Pupil Premium	95%	80.3%	71.4% (26)
SEND	95%	67.4%	72.6% (23)
Maximum % of pupils who are PA:		18.9%	27.7%
% of PP pupils who are PA:		33.3%	73.1%
% of SEND pupils who are PA:		59.1%	60.9%

Insert any key points to note-e.g. attendance compared to last year's Year 11 cohort.

- Whilst we are particularly pleased with individual cases of success within the cohort, where attendance has improved in the lead up to exams, a key focus for the attendance team is going to be the focus on early intervention with the Year 10 group. Work has already begun on this through conversations with students and families alike to ensure that those who have lower attendance can then be supported, with a clear focus on how we can remove barriers.

Attendance for Year 10: Class of 2027

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School	95%	90.2%	89.7%
Pupil Premium	95%	80.1%	79.2% (33)
SEND	95%	83.1%	82.5% (15)
Maximum % of pupils who are PA:		27.4%	28%
% of PP pupils who are PA:		58.1%	65.8%
% of SEND pupils who are PA:		47.8%	38.9%

- Using the BASI approach, the attendance team are focusing on the key individuals (both PP and SEN) to ensure that barriers are being removed. The focus of meetings has been to ensure that there is an open dialogue between the school and families – key areas of success have been through the Attendance Team encouraging communication with the right groups, i.e. Heads of Department, SLT links, or the Pastoral Team.

Attendance Next Steps:

Provide details of any revisions to your Attendance Action Plan.

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

Attendance Next Steps:

- Changes to meeting structures between the Pastoral and Attendance Team have been trialled over the course of the last half term. These have seen a positive step up in the laser like focus on attendance in the year groups. This will be key for us pushing for the 95% attendance for year 11.
- BASI style meetings with key individuals is allowing us to collect student voice about both the intrinsic and extrinsic motivation of those students who are not attending at the moment. This process will continue over the term, especially with year 10 students, so that there is a very positive start to the year 11 programme in September
- Alongside this focused intervention, PW is currently reviewing how attendance features in the pastoral curriculum to ensure that there is a persistent message about the importance of attendance for all year groups.
- Much of the work this term is focusing on the preparation for the next steps of the 'Working together to improve school attendance' which comes into effect at the start of next term. Alongside this is work with the LA to ensure families are fully informed of the changes to possible fines for missing education. PW is working with the National Lead for Attendance (L Yates) to ensure there is consistency in communication.

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

Objective	Key Actions	Update and summary of impact to date
Improving SEN and FSM attendance across the school	Provision of meaningful data to SLT and HoYs to support intervention	<p>Attendance team process redesigned to support pattern spotting and promote early intervention. New process has gone live this half term.</p> <p><i>This will have significant implication for the early intervention for year 11 students. At the time of writing year 11 are in mocks and therefore the interventions will take place once they return to normal school.</i></p> <p><i>Where some students are off – ongoing support is being enacted by pastoral teams. For those with severe absence we are seeing positive steps of engagement with families.</i></p>
	Using data to promote intervention regarding SEN and FSM	<p>Worked with central team to develop the reporting process through Bromcom to allow for more nuanced intervention. Now able to analyze attendance data for wider range of SEN codes.</p> <p>New system live after half term. At time of writing data being reviewed for patterns. Next steps are be discussion with SEN team to identify the key students for intervention. These steps then to be</p>

		<p>cascaded to the pastoral teams to enact the interventions with specific review times set.</p> <p><i>Meetings between attendance, SEN, and safeguarding teams to ensure pastoral outreach is meeting with families. Where necessary the EIO/AIO have also been contacted to support the work of the families. We have seen positive engagement from families from the outreach work</i></p>
Improving outreach programme	Carry out focus groups led by attendance teams and pastoral teams	A range of students have been identified for attendance interventions as discussed above.
Development of rewards and attendance	Carry out student voice on attendance rewards	<p>Use of behaviour curriculum, assemblies, and student council to raise the profile of attendance and the possibility of systematic rewarding attendance.</p> <p>Working with the central team regarding the implementation of perfect week positive points for those who have good attendance.</p>
Development of early intervention strategies	Software CPD for Attendance Team	<p>Working with central team to develop team's ability to use Bromcom, Athena, and Excel to support the development of pattern spotting/analysis of whole cohort data. <i>We will be attending the Trust wide training on use of Bromcom to explore different approaches to streamline current working practices to provide scope for more 1:1 communication where possible.</i></p> <p><i>We are also working closely with the FFT Team to look at the analysis they are able to provide through their Attendance Tracker.</i></p> <p>Year 11 behaviour and pastoral programme has been modified to build in response to student anxiety to reduce stress post mocks.</p> <p>Close work between the Attendance Team and the SLT lead on Maximising Achievement Plan to ensure that the right students are being approached with support.</p> <p>We have been developing our use of FFT and Bromcom insights to track trends on specific groups. We are also working with the central team to discuss use of Bromcom AI and how we can use this to track interventions and to speed up workflows.</p>

Personal Development

Personal Development:

Please provide any updates to your PD curriculum and an update on progress of your PD Action Plan if applicable.

You may wish to include an overview of your curriculum plans. Please attach as **Appendix 3**.

Year Group	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Improvement and Next Steps
Year 7	We use the central curriculum booklets across the year which have been well-received by the PD team.	Very confident	We are liaising with our National Lead about how to develop the booklets for 2024-25.
Year 8	We use the central curriculum booklets across the year which have been	Very confident	We are liaising with our National Lead about how to develop the booklets for 2024-25.

	well-received by the PD team.		
Year 9	We use the central curriculum booklets across the year which have been well-received by the PD team.	Very Confident	We are liaising with our National Lead about how to develop the booklets for 2024-25.
Year 10	We use the central curriculum booklets across the year which have been well-received by the PD team.	Very Confident	We are liaising with our National Lead about how to develop the booklets for 2024-25.
Year 11		Very Confident	We are liaising with our National Lead about how to develop the booklets for 2024-25.

We follow the Central Trust-wide curriculum for KS3 and 4 and use the central booklets provided, that we tweak to reflect our local context. We supplement this with a range of assemblies and tutor time activities. We have a PD Audit due on 13-14 June and may get some specific actions for development then.

We have a small, specialist team of PD teachers. All are confident in delivering the material and we have special briefings to support the delivery of the curriculum.

Our next steps are:

To continue to embed and refine the curricular materials so they are tailored to our context.

To pilot supplementary forms of assessment in PD in liaison with the NL for PD Charlotte Cooper.

To embed the 'It Stops Now' programme which aims to eradicate discriminatory comments that happen when staff are not around.

Curriculum

Curriculum Planning and Model for 2024-25

The focus in this report will be curriculum planning for 2024-25.

Include:

- a copy of your **final** curriculum model for 2024-25 for all key stages. (**Attach as Appendix 4**)
- an overview of your final plan for structure of the school day if you have made changes. **Attach as Appendix 5)**

Key Stage 4 Core Curriculum

Please provide details of the development of your KS4 core curriculum in your academy over the last academic year and your next steps for 2024-25.

You should consider the implementation/use of:

- Quality of curriculum content and sequencing
- Booklets
- Fluency Framework
- Means of Participation
- Intellectual Preparation

Subject	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the Curriculum and Assessment secondary team
English	Specialist team at KS4.	Current staff are confident. Staffing changes in 23-24 have been challenging.	Ensure we put a strategic leadership model in place until we can recruit a HOD.	Recruitment is our key challenge. Practical support from the NL would be useful.
Mathematics	Strong leadership historically. Specialist team	Current staff are confident. Staffing changes in 23-24 have been challenging	Ensure we put a strategic leadership model in place until we can recruit a HOD.	Close monitoring and support, particularly for non-specialists may be needed.
Science	Stable, specialist team. Members shared good practice across school.	Very confident.	Continue to share practice. Develop newer colleagues within the team through mentoring and research opportunities.	Continue to liaise about development of booklets in Year 7 and for the Sparx Science pilot in Year 9.
Geography	Stable, specialist team.	Very confident	Continue with existing resourcing at KS4, particularly around new fieldwork booklets.	Continuation of excellent level of support from Geography NL.
History	Stable, specialist team.	Increasingly confident – new HOD this year.	Review our resources at KS4 in the light of the 2 nd time we have entered Year 11 for our spec.	Continued support from NL to provide supplementary resources for us – this has been useful this year.
MFL	Stable, specialist team.	Confident: curricular change here has been rapid.	Embed new approach in Year 9 to support work at KS4.	Engage with subject community led by AA.
Personal Development	Specialist, strong team.	Increasingly confident.	Review and evaluate curricular resources with a particular focus on local context and varying the model of assessment.	PD Leads are working with NL on tweaks to booklets to contextualise for CVC/
RE	Specialist, strong team.	Very confident	Review existing resources in the light of KS4 outcomes.	Subject Associate is HOD.

CPD Planning for September

Please provide:

- **details of your draft staff onboarding and reboarding plans.**
- We are re-working the staff handbook and producing micro scripts to support new and existing staff with their classroom practice. These are still in draft form. If we have any new staff for induction later this month the day will change from previous years, in that we will encourage teachers to observe lessons and feedback on what they saw through an evaluative discussion with Kath Goudie to draw out key features of effective practice at CVC.

This will be followed by a programme of lesson observations at the very start of the autumn term when new staff will have further opportunity to see effective practice but will also be observed themselves by SLT and given constructive feedback on practice. This is to ensure that high expectations of classroom practice are modelled and shared across all lessons.

The Training Days in September will focus on key aspects of routines and classroom practice as we re-introduce these in September. We are awaiting feedback from the central behaviour day on 4 June and Principal's leadership days before we finalise plans.

The focus on SEND provision will continue and be a key focus for 2024-25.

- **your draft plans/calendar for CPD, deliberate practice and intellectual preparation for 2024-25.**

We are still in discussion about finalising these, but we want to continue with the deliberate practice sessions in the mornings, as these have been useful and positively received overall. The main focus for the DP for teaching and learning will continue with embedding Means of Participation. Across the year, if we feel the time is right, we will then focus on strategies for ensuring and developing excellent whole-class discussions. This may be particularly important with the recent national emphasis on oracy, which is likely to become more prominent in 2024-25.

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

3G Pitch

We gave instruction to move into the design and planning stage on 24th April 2024 and we are now within a 6-week period of surveys before a prepared design will be issued towards the end of June 2024. Following this there will be a two-week period of preparing technical information and proposal statements for a draft planning application. The design consultants anticipate submitting planning application in early July 2024. We have not yet been given anticipated time frame for the construction phase, but it is hoped that construction will take place mid to late 2025.

Alongside the build element of this project, a great deal of work is going into securing investment. We have partnered with Sustainable Schools Project to assist us in compiling a successful grant application to the Football Foundation. There are many parts of this application, and one focus is around community engagement and demonstrating how our project is being delivered in partnership with our community. We are in the process of formalising Terms of Reference for a new User/Steering Group which we are hoping to create for partners involved with operations and development of the Sports Centre. From this we also anticipate a smaller project group being set up to work on the development of the Football Foundation investment project.

NOR and Projections Update for September 2024

Please provide updates below of current NOR.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
June 2024	180	177	178	177	176	888
March 2024	177	179	172	173	176	877
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 22 Census	176	172	178	171	178	873
1 st September 22	175	170	179	171	180	875
October 21 Census	169	178	174	179	173	875

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Leavers YTD-end of HT5 2024	3	5	12	5	1	26
Leavers-YTD by end of HT5 2023	5	9	6	11	4	35
Joiners YTD-end of HT5 2024	4	5	15	7	4	35
Joiners-YTD by end of HT5 2023	6	16	7	16	0	45

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
EHE YTD-end of HT5 2024	3	2	3	2	1	10
EHE YTD by end of HT5 2023	2	1	2	3	0	9
EHE End of Year 2022-23	2	2	2	3	0	9

Projected NOR for September 2024

Please include details of offers made for Year 7 on National Offer Day

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
1st March 2024	180	179	178	173	173	883
End of HT 4 Update	180	177	179	172	173	881
End of HT 5 Update	180	180	180	180	179	899

	Total Offers	Of which are 1 st Preference	Of which were 2 nd Preference	Of which were 3 rd Preference	Of which were non-Pref. (or <3 rd)	Total acceptances to date
1 st March 2024	180	169	78	51		
End of HT 4 Update	180	173	76	53		152
Comparison with End of HT4 2023	180	160	62	40		
End of HT 5 Update	180	175	78	53		152
Comparison with End of HT5 2023	180	160	62	40		

Analysis and Commentary:

CVC is growing in number and now the largest the school has been in terms of pupil number. The main challenge of the larger size of school is managing the site during poorer weather. With this in mind, we are looking at a new proposal for an easier way to manage lunchtimes from September.

Any Other Academy Matters

Activities Week 2024

Anticipation Builds for This Year's Exciting Activities Week

As the end of term approaches, excitement is in the air as we prepare for Activities Week. This eagerly awaited event, taking place during the final week of term, promises an exhilarating array of experiences designed to enrich the students' educational journey. With 25 day trips and two residential adventures planned, there is something for everyone. Activities Week is one of the highlights of the school year, offering students the chance to step outside the classroom and engage in a diverse range of activities. This year's line-up reflects our commitment to providing enriching, hands-on learning opportunities.

Day Trips: A Wide Array of Choices

Our 25 day trips span a variety of interests and subjects, ensuring that each student can find something that excites and inspires them. Some of the standout trips include:

- **Science Excursions:** Visits to The National Space Museum will allow students to marvel at scientific discovery.
- **Historical Sites and Cultural Tours:** Students will step back in time as they visit historical landmarks such as The Tower of London and cultural institutions, gaining a deeper understanding of history and heritage.
- **Art and Creativity Workshops:** Budding artists will have the chance to hone their skills in hands-on workshops run by our Art and Design departments.
- **Sports and Adventure Activities:** For the more physically inclined, trips to adventure parks and sports facilities will provide plenty of thrills and opportunities to test their limits.

Date	Day Trip
Monday 15th July	Madame Tussauds
	Go-Ape
	The Playground
	Pleasurewood Hills
	Ninja Warrior and Bowling
	In school activities – Multi Sports
	In school activities – Creative Design
Tuesday 16th July	In school activities – Cooking
	Aqua Park Cambridge
	London Dungeons
	National Space Centre
	Tower of London
	Bletchley Park
	In school activities – Multi Sports
Wednesday 17th July	In school activities – Cooking
	In school activities – Creative Design
	Dulham Stud
	Cadburys World
	Harry Potter World
	The Lion King – London
	Rumble and Extreme 360
Thursday 18th July	In school activities – Multi Sports
	In school activities – Cooking
	In school activities – Creative Design
	Woburn Safari Park
	Duxford
	Colchester Zoo
	Grafham Water (Archery and kayaking)
Friday 19th July	Ninja Warrior and Bowling
	In school activities – Multi Sports
	In school activities – Cooking
	In school activities – Creative Design
	Cambridge Aqua Park
	The Playground
	Gulliver's World
	Go-Ape
	Grafham Water (Archery and kayaking)
	In school activities – Creative Design
	In school activities – Multi Sports
	In school activities – Cooking

Residential Trips: Immersive Learning Experiences

In addition to the day trips, we have two exciting residential trips planned. These longer excursions offer immersive experiences that are sure to create lasting memories.

PGL Bawdsey Manor and Tallington Lakes: These residential trips will take students to picturesque locations where they will participate in activities like rock climbing, canoeing, and hiking. These residential experiences aims to build teamwork, resilience, and a love for the great outdoors.

The build-up to Activities Week has been marked by a buzz of excitement among students and staff alike. Students have been eagerly discussing their choices, sharing what they are most looking forward to, and making new friends with shared interests. Activities Week is more than just a break from the usual routine; it is a vital part of our educational philosophy. By participating in these trips, students can:

- **Enhance Learning:** Real-world experiences complement classroom learning, making abstract concepts concrete and engaging.
- **Develop Skills:** From problem-solving and critical thinking to teamwork and leadership, students develop a wide range of skills that are essential for their future success.

- **Build Confidence:** Stepping out of their comfort zones and tackling new challenges helps students build self-confidence and resilience.
- **Foster Connections:** Shared experiences outside the classroom strengthen the sense of community and foster deeper connections among students and staff.

Appendix 1 – Maximising Achievement Plan for Year 10 into Year 11

Year 10 Context					
<p>Context of the Year 10 cohort and position of the academy, including reference to Summer 23 outcomes</p> <p>Overarching objective of the plan, including Year 10 Mock performance position</p> <p>There are 177 pupils in Year 10 with a KS2 SS (104.5) score significantly lower than last year's cohort who has a KS2 SS of 105.5. There is one Y10 student in AP, following alternative provision pathways, currently with Academy 21. The cohort has the following context:</p> <p>M – 90 F – 87 LPA – 29 MPA – 94 HPA – 33 N/A – 17 PP – 33 EHCP – 6 (3 are within our DSC) SEN Support – 9 EAL – 24 LAC – 1</p> <p>2 students are currently FSM and EHCP known as double disadvantage (1 is a long-term school refuser).</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.</p> <p>If funding allows, we would like to run new reading tests with the Year 10 cohort at the end of June to allow us to capture an up-to-date understanding of the reading profile of this year group, as this dataset for reading ages is now 18 months out of date.</p> <p>The summer 2023 outcomes saw us attain a P8 score of 0.23 and A8 score of 5.2.</p> <p>Our maximising achievement plan for Year 10 sets out our key areas for focus and the intent we have for building on our positive outcomes from Summer 23. 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					
Attainment 8 score: ALL: 5.28 (FFT5) PP: 3.9 SEND: 3.9 (support) 3.2 (EHCP)	Grade 5+ Eng & Maths: 65% FFT5	Grade 4+ Eng & Maths: 80%	% of students entered for EBacc 61.6%	No Progress 8 targets are listed because there will be no P8 measures for 2024-25	
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. Careful allocation of subject specialist teachers for KS4 groups where recruitment has been 	KGO	Stakeholder feedback	SLT line managers	

	challenging – particularly in English			
Attendance to lessons is high	<p>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.</p> <ul style="list-style-type: none"> 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. (affected by SLT teaching/cover levels) 	PWI	Attendance data.	All Y11 tutors/teachers/pastoral leads
School culture supports effective use of lesson time	<p>All lessons disruption free, using the school behaviour policy and processes.</p> <ul style="list-style-type: none"> Implementation of Astrea Way Core Routines from the Start of September. Regular deliberate practice routines embedded in staff training sessions to allow improvement of delivery of routines. Regular QA by SLT walkabout to collect data on lessons and respond as appropriate. (affected by SLT teaching/cover levels) Regular SLT discussions about what is seen during lessons, picked up at VP briefings and addressed as needed. Use of Reset room to remove any distractions from lessons. Use of first aid room to be removed from lessons, aside from medical emergencies. 	CCD/PWI and SLT	SLT walkabout. Behaviour data.	SLT
Pedagogy and resourcing strong in all departments, ensuring every teacher an expert in their subject area.	<p>Curriculum development time used to secure the strong teaching and learning. Regular QA with middle leaders/SLT line managers evidences highly knowledgeable subject teachers who use lesson time effectively to challenge and support all students to achieve excellent outcomes.</p> <ul style="list-style-type: none"> Daily learning walks by SLT to ensure challenge and 	KGO/SLT	Assessment outcomes, SLT walkabout.	SLT

	<p>implementation of curriculum supports ambitious plans for outcomes. (affected by SLT teaching/cover levels)</p> <ul style="list-style-type: none"> • 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. 			
Pupil premium students	<p>All Y11 PP students to be fully resourced to be able to bridge any gaps in subject knowledge. School using a 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 on 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. • Fortnightly LM meetings with middle leaders to discuss current situation for priority students. • Regular data analysis by senior leader (AP) to look at where additional interventions may be required. 	CCD/APA	Assessment outcomes, attendance data, behaviour data.	CC/SK (SENDCo)
SEN students	<p>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.</p> <ul style="list-style-type: none"> • 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 	JCH/CCD	Learning walk QA, data analysis, mock exam outcomes.	

	<p>additional meetings detailed for all SLT to be fully aware of all issues.</p> <ul style="list-style-type: none"> • Introduction of informal SEN coffee mornings for parents to bring into school more regularly. 			
Reading Ages	<p>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:</p> <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. 	JCH	NGRT Testing at end of Y10 to identify students requiring support (depends on funding)	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. 	KGO	Parent and student feedback. Mock exam results	KGO/Middle leaders
Exam preparation	<p>Ensure parental messaging gives support during the lead up to exams, with weekly reminders for parents using the newsletter.</p> <p>Use drop-down mornings as required to ensure that mock exams are well supported in the core-subjects.</p> <p>Weekly meetings to review the interventions and list of targetted students to attend these. Communication to parents of the importance of these sessions.</p> <p>Use the Countdown plan to carefully look at how to use the final weeks in school well to support the strongest academic outcomes.</p> <p>Withdraw students from exams as needed, where it will support stronger outcomes.</p> <p>Use study leave carefully, to ensure best preparation for the exam period.</p>	ZA		ZA

Additional actions over Year 11:

- 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 – 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.