

COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 29 April 2024

To be held from 5.45pm

At Cottenham Village College

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: Melanie Basson

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

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 January 2024	Papers attached (pp2-6) - Chair
4	40 mins	Principal's Update	Papers attached (7-55) - Principal
5	10 mins	English as an additional language – CVC response to change in demographic	Oral item – Principal
6	5 mins	School visits and risk <ul style="list-style-type: none"> SEND Link Lead visit – 7 February 2024 - VC Fundraising Link Lead visit – 7 February - VC 	Papers attached (pp56-57) -Chair
7	5 mins	Chairs update	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 24 June 2024	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair



**COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE
HELD ON
MONDAY 29 JANUARY 2024
In conference via Teams**

MINUTES

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

	Summary of action required	By whom	Status
20.11.23 Item 7	Academy to publish policies: <ul style="list-style-type: none"> CVC Attendance policy 2023-25 CVC RSE policy 2023-25 CVC Recording and Reporting 2023-25 	Principal	Complete
20.11.23 Item 4	Consider providing a breakdown of reasons for student absence, in future Principals Reports.	PW	Complete - ongoing
29.01.24 Item 6	Establish Link Lead role for Mr Phillips	Clerk	

1) Introductions and apologies

The meeting started at 5.45pm.

Apologies for absence were received from Kate Tarlow and these were accepted by the committee.

Jo Myhill-Johnson, Sarah Powell and Kath Goudie sent apologies.

Mark Phillips was welcomed as a potential new governor, to observe proceedings.

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 20 November 2023 were ratified electronically on 5 January 2024 and adopted by the committee.

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

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

4) Principal's Update

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

- Safeguarding
- Data Analysis November Mock Exams
- Year 11 (& 13) Maximising Achievement Plan Update
- Teaching and Learning
- Behaviour and Culture
 - Including updated suspension reduction plan
- Attendance
- Pupil Premium Plan for 2023-24
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community

Questions were invited.

Noting an increase to the number of scholars identified as Young Carers attending CVC, Ms Ellaway-Barnard questioned what steps are in place to support them.

Ms McKeand informed the committee that Laura Reynolds, CVC Young Carers Champion continues to identify scholars who could be supported as Young Carers. CVC delivered training around supporting Young Carers, aspects of which are being communicated to all scholars in assemblies.

The Chair questioned whether reasonable adjustments are made to support Young Carers.

Ms McKeand confirmed that reasonable adjustments are made for Young Carers with regards to homework, behaviour and attendance expectations.

The committee sought clarity of the bullying, racist incidents and sexual harassment data as it is presented with regards to cumulative and/or termly format.

Mr Winter agreed to include an explanation clarifying how data and totals are calculated in future Principal reports.

Teaching and Learning

Ms Bigglestone-Widdows questioned whether teachers were aware of teacher gradings as reported by the Trust.

The Principal explained teachers are aware if they are on a support plan but that CVC do not report gradings to individual teachers.

The Principal informed the committee that CVC sent two representatives to join subject leads from other academies in the Trust. Subject Leads in each academy will work with Trust National Subject Leads to co-ordinate a Trust wide curriculum for each subject. Matt Carnaby, Director of Curriculum visited CVC to deliver a better understanding of the Trusts current approach to curriculum.

The Trust aspire to offer a common core curriculum, with academy representatives able to decide which elements their academy will follow to ensure the curriculum best meets the needs of their local demographic.

Ms Bigglestone-Widdows questioned what response the staff have had in relation to the changes to curriculum approach.

The Principal explained there has been a positive response from those who have attended the subject lead workshop, having had the opportunity to network with other subject leaders, leaving them reassured the curriculum direction is clearer.

In light that some CVC teachers are teaching a second subject, the Chair questioned how CVC are assessing the impact on the quality of teaching and learning.

The Principal reassured the committee that some members of SLT have picked up more teaching periods in their subject. Where teachers are teaching English and maths as a second subject, the Principal reassured the committee these teachers have qualifications to teach English and maths in KS3.

The Principal reassured the committee that lesson observations are taken into account when assessing the quality of teaching and learning.

In light that SLT are carrying out fewer lesson observations to deliver lessons, the Chair questioned what impact this is having on the quality of teaching and learning.

The Principal explained that CVC had planned for high coverage of SLT walkabout duties this academic year, to provide support for colleagues in assuring a disruption free learning environment. Given the reduced SLT coverage available, CVC plan have developed a plan to prioritise areas of support.

Ms Ellaway-Barnard questioned whether the balance of teaching and allocated SLT time was sustainable at current levels.

The Principal confirmed CVC strategical aspects involving the SLT may not be progressing as quickly, due to the increased workload on staff, but in the short term scholars come first. The committee were reassured that once staffing levels increase and vacancies recruited to, SLT colleagues will have more time allocated to strategical aspects of the role.

Behaviour and culture

The Chair questioned why there was an increase in the total number of suspensions for all scholars, increasing from 2.36% last term (last year 4.89%) to 8.31% (last year 6.63%) this term.

Mr Crisford explained this does not mean that behaviour in general has declined. CVC continue to work with a particular group of students who receive suspensions repeatedly. Mr Crisford explained CVC consider managed moves for some students who are struggling to meet behaviour expectations. Scholars remain dual registered for a period of fifteen weeks, whereby if successful the scholar is removed from CVC role. If unsuccessful, scholars remain on CVC and next steps are considered to best suit the scholars education provision.

Attendance

The committee noted CVC student attendance was 92.4% for all students for the autumn term, compared to this time last year at 91.3%.

CVC site and operations

The committee noted the progress of CVC 3G football pitch as reported in the Principals Report.

The Chair enquired why CVC are installing fencing at the front of reception.

The Principal explained a perimeter fence is being explored to further secure the school site, restrict access to CVC scholars, staff and visitors and to safeguard scholars and staff.

Mr Winter reported that students have voiced opinions around opportunities to experience extra-curricular activities. CVC has planned a rolling programme over the next few terms to offer experiences such as theatre trip to the London West End to 'The Play that goes wrong', and are considering more local performances and potentially organising CVC shows and productions.

Year 11 (and 13) November Mock Exams

The committee noted Year 11 and 13 November mock examination results. Ms Parker reported that scholars overall achieved slightly higher results compared to last year's cohort. Headline results for scholars achieving a 5+ in English and Maths were encouraging. CVC are working with scholars to sequence revision sessions to maximise outcomes.

The Chair referred to CVC SLT visiting other local educators and questioned whether CVC are considering similar approaches in maximising outcomes.

Ms Parker informed the committee CVC are considering its use of time and pace in lessons.

The Principal added approaches to pedagogy in the classroom, means of participation, pace and routines contributed to maximising outcomes.

Regarding the rollout of CVC Communication Strategy, Ms Chipps informed the committee around ten parents/carers showed interest in attending informal coffee mornings to offer their feedback. CVC aim to invite parents/carers to meet after half term.

The committee acknowledge the progress of CVC Suspension Reduction Plan.

The Principal was thanked for their report.

5) CVC admissions consultation

The Principal explained CVC are required to review the admissions process every seven years. CVC Admissions policy will allow a priority for children of members of staff, to secure a school place at CVC. Scholars living out of CVC catchment with a sibling will no longer have priority due to the changing landscape of CVC locality with regards to building developments. CVC expect to reach Pupil Admission Numbers (PAN), which accommodates scholars nearest to CVC in Cottenham, Willingham and Waterbeach. Any remaining school places will then be decided on distance to CVC.

CVC has shared the proposed Admissions criteria with parents/carers as part of the consultation process.

6) School visits and risk

The committee were informed that Ms Ellaway-Barnard visited CVC on 12 January 2024 to check CVC Single Central Record was up to date. Ms Ellaway-Barnard is to continue termly visits to discuss progress against the current priorities and to ensure the SCR is being reviewed regularly.

Questions were invited.

Ms Ellaway-Barnard was thanked for their report.

Action: The Clerk was asked to follow up with potential governor Mr Phillips and consider vacant Link Lead roles.

7) Chairs update

- Class sizes
- Trust expenditure and financial responsibilities

8) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **29 April 2024 to be held at CVC from 5.45pm.**

Future agenda items

- English as an additional language – CVC response to change in demographic

9) Any Other Business

Ms Bigglestone-Widdows highlighted a road closure on Rampton Road planned for 18-20 March 2024, which may have an impact on the CVC community.

The Principal thanked Ms Bigglestone-Widdows for this information.

Acknowledging other local Astrea schools are experiencing negative press on social media and the local news, Ms Bigglestone-Widdows enquired whether this is having an impact on staff.

The Principal recognised this and reassured the committee that communication works well in supporting the CVC community and staff, but has no concerns around this in relation to CVC.

The Principal gave thanks to Ms Cantrill for all her support and help with the PTSA.

Ms Cantrill reported that fundraising activities have included a Christmas jumper day and food bank raised just over £400 and CVC Christmas concert and auction raised just under £500.

The committee shared appreciation for Ms Cantrill and PTSA members for successful fundraising efforts.

There were no items of any other business.

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

The meeting finished at 7.35pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 16 February 2024.

Principal's Report

Summer Term One

2023-2024

Cottenham Village College

Zoe Andrews

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Safeguarding

Introduction and contextual information about the school:

CVC is a fully inclusive 11-16 school with 880 students on roll. 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.

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	Fencing outside of reception has been installed, and DSL will be checking SCR half termly.	Awaiting security fob for new fencing at reception	
Trends in School	WhatsApp groups and issues arising from them, in particular Year 7. Year 8 boys and sexualised gestures	Possible assembly for Year 7 on safe social media use. Online safety information in the parental newsletter. Sanctioned and call home.	
Update on significant cases (anonymised)		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.	
Ofsted Qualifying Complaints	0		

Welfare Profile:

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

Children at risk and children in need:	Current	Previous Report (Spring term 2)	This time last year
Number and % of PP	150 – 17.5%	148 – 16.8%	148 – 17.37 %
Number and % of LAC	3 – 0.34%	3 – 0.34%	5- 0.59%
Number and % of young carers	17 – 1.93%	15 – 1.71%	4 - 0.47 %
Number and % of students privately fostered	2 – 0.23%	2 – 0.23%	1 - 0.12 %

Number and % of students with CP plan	6 – 0.7%	5 – 0.57%	0
Number and % of CIN	0	1 – 0.11%	1 - 0.12%
Referrals made for early help	3 – 0.34%	3 – 0.34%	4 - 0.47%
Family support assessments conducted	1 – 0.11%	1 – 0.11 %	1 - 0.12%
Proportion meeting threshold	0	1 – 0.11%	1 - 0.12%
CP meetings attended	6	8 - .91%	0
Number and % of students with an EHCP	36 – 4.09%	35 – 3.98%	47 – 5.52%
Number and % of students with serious medical conditions	2 – 0.23%	2 – 0.23%	23 – 2.59%
Number and % of students receiving external support: CAMHS	4 – 0.45%	4 – 0.45%	2 - 0.23%
Number and % of students receiving external support: behaviour support	4 - 1 sub conquest and 3 EIO (Marie Ah Mane)	1 – 0.11% (sub conquest)	4 - 0.47%
Number and % of students receiving external support: S and L	4 – 0.45% 2 NHS SLCN team (+1 referral waiting) 2 LINGO	3 – 0.34% 2 NHS SLCN 1 LINGO	0
Referrals to Channel	0	0	0

SCR Scrutiny:

Review 15/4/24 by ZA, Principal to check that leavers and joiners have been correctly processed during the Easter break. HS (DSL) checked on 18/4/24 with SOM (Head's PA).

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
Child on child abuse	21/3/2024	Staff briefing	HM and HS

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	2	2	12
Racist Incidents	2	0	4
Cyber Bullying	1	0	3
Homophobic Bullying	0	0	4
Transphobic Bullying	0	0	0

Analysis and Next Steps

Students have been working on our “it stops now” campaign around racist language, students will also do restorative work around discriminatory incidents while in ISR. We are addressing this through HOYs and all incidents are addressed during daily debrief to ensure that they are dealt with robustly. BH (HoY 8) did an extra bespoke assembly to Y8 on discriminatory language.

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
Verbal Sexual Harassment		0		0		2
Physical Sexual Harassment		0		0		2
Sexual Violence		0		0		0
TOTAL		0		0		4

Analysis and Next Steps

Pattern of behaviour in year 8 boys including sexualised gesturing. In each case-by-case basis, we are contacting home to ensuring a bespoke response to these sensitive matters. It should also be noted that this is a very small group within the cohorts and our early intervention, working with families, is being reviewed to ensure it is successful.

Data Analysis: March Mock Exams

March Mock Exams

Please see **Appendix 1**

Year 11 (& 13) Maximising Achievement Plan Update

Year 11 Maximising Achievement Plan Update

Please see **Appendix 2**

Teaching and Learning

Next Steps:

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

Subject leaders used their analysis of their Year 11 mock examinations in March 2024 to decide what to target for their homework and revision package for examination students in these final, crucial weeks before the examinations start in May 2024. Question-by-question analysis helped subject leaders to identify question types where students may need more help and support, ensuring that we maximise the impact of any additional homework or revision tasks we set students in these final weeks.

Our internal leadership development work is being supplemented this term by further training events from the Central Team with the aim of co-constructing our curriculum. This process has been useful in creating opportunities for dialogue in subject communities and considering how we best work together in most subjects.

In addition to the focus on final revision preparation for Year 11 for their GCSEs, we continue to embed good practice regarding SEND through our Deliberate Practice sessions focused on SEND and through learning walks.

Timetable changes have continued into this term which means a continued focus of our intellectual preparation training time has been supporting non-specialist teachers. 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.

CVC staff continue to engage in classroom-based research nationally with colleagues attending the recent Research Ed conference in Cambridgeshire. We look forward this half term to them sharing their reflections with the wider staff body.

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 is attending a two-day training event from Lemov in London on 18 and 19 April focused on 'Checking for Understanding'. This means helping teachers to establish whether students have really learnt what they have been taught in the curriculum over time. We made this a focus of our Teaching and Learning Intellectual Preparation last year, but it is highly likely that we will use this two-day course as a starting point to refresh and revisit some of these key ideas going forward for our T and L deliberate practice sessions.

We are also focusing on sharing good teaching practice across the school through our twilight training event in May where staff from across the school will be encouraged to share their classroom practice with others through a series of practical workshops.

Behaviour and Culture

Behaviour Data:

	2021-2022					2022-2023								2023-2024			
	Total	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total HT 3-6	HT1	HT2	HT3	HT4
Disruption to learning - C1	3376	866	950	849	711	4192	736	807	697	628	762	562	2649	1226	1266	1218	954
Disruption to learning - C2	536	124	183	130	99	708	115	112	129	141	121	90	481	186	262	242	183
Disruption to learning - C3	127	16	26	33	52	327	44	58	61	57	66	41	225	113	191	192	197
Failure to complete homework	615	157	197	145	116	915	194	219	134	177	115	76	502	211	185	339	241
Inappropriate language (Swearing)	21	4	5	6	6	80	7	10	32	38	12	15	97	53	73	39	52
Lack of equipment/PE Kit/Books	484	107	127	99	151	623	199	125	110	118	71	44	343	62	117	126	135
Lateness to lesson	1438	118	439	496	385	1327	260	176	221	331	339	174	1065	77	39	32	63
Lateness to school	434	199	111	85	39	113	29	18	15	26	25	13	79	19	17	54	31
Missed Detention	441	94	116	123	108	236	65	56	33	47	35	14	129	56	0	10	0
Mobile phone used, seen or heard	70	15	12	20	23	165	19	30	31	37	48	33	149	42	65	56	53
Refusal to follow reasonable instructor	779	126	229	207	217	1855	252	273	309	372	280	279	1240	376	493	432	441
Refusal to follow reasonable instructor	328	61	76	108	83	664	66	146	172	134	146	94	546	123	181	144	149
Refusal to follow reasonable instructor	206	34	52	57	63	463	49	75	85	127	127	65	404	63	145	154	149
Refusal to follow reasonable instructor	88	15	14	32	27	109	19	20	13	51	6	14	84	16	23	31	15
Refusal to Work/Lack of effort - C1	451	100	113	117	121	458	88	85	112	78	95	67	352	118	181	184	137
Refusal to Work/Lack of effort - C2	107	13	40	19	35	89	18	15	10	37	9	16	72	33	39	49	17
Refusal to Work/Lack of effort - C3	45	8	8	12	17	75	17	15	15	15	13	11	54	8	8	15	13
Truanting - external	2	0	0	0	2	19	4	5	4	6	0	0	10	0	1	1	1
Truanting - internal	226	9	44	50	177	1320	129	185	351	249	252	222	1074	267	431	552	381
Uniform issue	662	105	179	156	222	289	25	46	90	72	56	67	285	121	89	135	179
Verbal abuse/Rudeness - adult - C1	80	13	22	14	31	127	22	25	27	37	16	19	99	20	33	22	15
Verbal abuse/Rudeness - adult - C2	85	19	12	18	36	81	8	17	15	24	17	11	67	6	24	15	11
Verbal abuse/Rudeness - adult - C3	47	16	16	3	12	65	8	9	24	23	1	12	60	7	15	11	4
Verbal abuse/Rudeness - pupil - C1	71	14	20	19	18	51	7	17	10	8	9	5	32	5	22	18	5
Verbal abuse/Rudeness - pupil - C2	24	3	5	10	15	19	1	3	4	5	6	5	20	2	6	12	10
Verbal abuse/Rudeness - pupil - C3	17	8	1	3	5	16	3	2	5	4	2	4	15	0	2	6	5

Rewards data:

	2022-2023								2023-2024			
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4
All	68628	13714	13569	10817	11737	11955	6836	68628	23511	19967	19304	17485
PP	9798	1933	1900	1526	1667	1729	1043	9798	3969	3327	3020	3016
SEND (all)	6048	1212	1152	1001	1051	1013	619	6048	2041	1805	1712	1801
SEND E	2328	469	440	406	412	386	215	2328	626	507	511	514
SEND K	3720	743	712	595	639	627	404	3720	1415	1298	1201	1287
Boys	34015	6924	6638	5385	5822	5945	3301	34015	12210	10220	9846	8931
Girls	34613	6790	6931	5432	5915	6010	3535	34613	11301	9747	9458	8554
Year 7	18934	3150	3623	3005	3522	3304	2330	18934	5392	5201	5157	5168
Year 8	18068	3522	3543	2723	2898	3125	2257	18068	5934	6023	5411	5294
Year 9	14804	3180	3054	2252	2227	2701	1390	14804	4395	4073	2770	2827
Year 10	12029	2403	2378	1859	2245	2300	844	12029	4909	3150	3657	3041
Year 11	4793	1459	971	978	845	525	15	4793	2881	1520	2309	1155

The total number of negative events, in relation to disruption to learning, dropped last half term in comparison to the previous half term. We attribute this positive trend to an enhanced level of consistency in the implementation of policies by all staff.

	2021-2022						2022-2023						2023-2024				
	Total	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total HT 3-	HT1	HT2	HT3	HT4
Disruption to learning - C1	3376	866	950	849	711	4192	736	807	697	628	762	562	2649	1226	1266	1218	954
Disruption to learning - C2	536	124	183	130	99	708	115	112	129	141	121	90	481	186	262	242	183
Disruption to learning - C3	127	16	26	33	52	327	44	58	61	57	66	41	225	113	191	192	197
Total number of negative events relating to disruption to learning	4039	1006	1153	1012	862	5227	895	977	887	826	949	693	3355	1525	1719	1652	1334

Rewards assemblies were held at the end of last term to celebrate student success, and both Year 7 and Year 9 took part in external rewards trips. The HOYs for Year 8 and 10 are currently planning rewards trips for their respective year groups at the end of this half term.

The overall learning environment continues to be predominantly positive. Nevertheless, there remains a notable concern regarding a small minority of students, particularly in relation to internal truancy, resulting in several external suspensions. The total number of negative events for internal truancy has slowly started to show signs of going down, there has been a range of support measures put in place for these students and we expect this to improve over time, whilst remaining a priority area.

Staff training has focused on the following areas, which aim to embed this culture of disruption free learning:

1. Disruption to Learning – We strongly advocate for the right of every student to learn in an environment free from disruptions and affirm the right of every teacher to teach without interference.
2. Student uniform – ensuring consistency and developing pride in their uniform.
3. Following reasonable instructions – in relation to the use of mobile phones. We have seen an increase in the number of students who have been seen with their mobile phone during the school day. Our policy on mobile phones remains unchanged since its implementation in January 2022. If mobile phones are seen or heard on site during the school day they will be confiscated, and parents will be contacted and asked to collect them. Mobile phones should be turned off and placed in bags or lockers.

Suspensions:

Suspensions - The total number of suspensions per half term:

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	280	45	61	54	54	31	35	157	21	74	31	29	2	0
PP	130	20	24	25	32	13	16	62	10	25	13	13	1	0
SEN All	138	22	32	29	30	13	12	74	12	35	15	10	2	0
SEN E	70	14	20	14	14	4	4	31	6	14	4	5	2	0
SEN K	68	8	12	15	16	9	8	43	6	21	11	5	0	0
Boys	236	31	54	47	47	28	29	123	18	58	25	20	2	0
Girls	44	14	7	7	7	3	6	34	3	16	6	9	0	0
Y7	27	6	10	7	3	1	0	13	2	6	3	1	1	0
Y8	36	8	4	3	7	2	12	19	0	8	8	3	0	0
Y9	114	14	23	25	25	11	16	42	5	26	4	7	0	0
Y10	72	13	13	11	15	13	7	47	7	20	8	12	0	0
Y11	31	4	11	8	4	4	0	36	7	14	8	6	1	0

Suspensions - The suspension rate per half term:

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	30.43%	4.89%	6.63%	5.87%	5.87%	3.37%	3.8%	17.44%	2.33%	8.22%	3.44%	3.22%	0.22%	0%
PP	87.84%	13.51%	16.22%	16.89%	21.62%	8.78%	10.81%	35.03%	5.65%	14.12%	7.34%	7.34%	0.56%	0%
SEN All	127.78%	20.37%	29.63%	26.85%	27.78%	12.04%	11.11%	68.52%	11.11%	32.41%	13.89%	9.26%	1.85%	0%
SEN E	148.94%	29.79%	42.55%	29.79%	29.79%	8.51%	8.51%	91.18%	17.65%	41.18%	11.76%	14.71%	5.88%	0%
SEN K	111.48%	13.11%	19.67%	24.59%	26.23%	14.75%	13.11%	58.11%	8.11%	28.38%	14.86%	6.76%	0%	0%
Boys	49.06%	6.44%	11.23%	9.77%	9.77%	5.82%	6.03%	25.47%	3.73%	12.01%	5.18%	4.14%	0.41%	0%
Girls	10.02%	3.19%	1.59%	1.59%	1.59%	0.68%	1.37%	8.15%	0.72%	3.84%	1.44%	2.16%	0%	0%
Y7	14.84%	3.3%	5.49%	3.85%	1.65%	0.55%	0%	7.22%	1.11%	3.33%	1.67%	0.56%	0.56%	0%
Y8	19.25%	4.28%	2.14%	1.6%	3.74%	1.07%	6.42%	10.44%	0%	4.4%	4.4%	1.65%	0%	0%
Y9	61.96%	7.61%	12.5%	13.59%	13.59%	5.98%	8.7%	22.83%	2.72%	14.13%	2.17%	3.8%	0%	0%
Y10	38.71%	6.99%	6.99%	5.91%	8.06%	6.99%	3.76%	26.86%	4%	11.43%	4.57%	6.86%	0%	0%
Y11	17.13%	2.21%	6.08%	4.42%	2.21%	2.21%	0%	20.11%	3.91%	7.82%	4.47%	3.35%	0.56%	0%

Suspension analysis and commentary:

Suspensions went up quite significantly in HT2 and therefore it was particularly pleasing to see the numbers and rates come back down during HT3 and HT4. Indeed, the numbers and rates have again fallen below the equivalent number at the same point last year.

Suspension rates for both PP and SEN are still disproportionately high. There remains 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. We are working closely with the Outward Bound Trust to develop a residential programme to take some of these students out of the day to day context of school, the programme aims to challenge the students in different ways with aim of developing new skills that are then transferable to the school environment upon their return.

Behaviour and Culture Analysis Next Steps:

Staff training has focused on the following areas, which aim to embed this culture of disruption free learning:

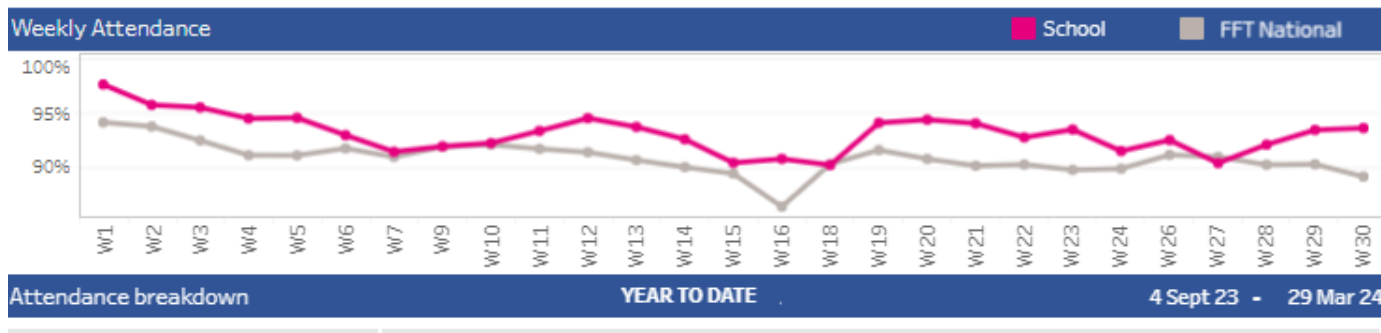
1. Disruption to Learning – We strongly advocate for the right of every student to learn in an environment free from disruptions and affirm the right of every teacher to teach without interference.
2. Student uniform – ensuring consistency and developing pride in their uniform.
3. Following reasonable instructions – in relation to the use of mobile phones. We have seen an increase in the number of students who have been seen with their mobile phone during the school day. Our policy on mobile phones remains unchanged since its implementation in January 2022. If mobile phones are seen or heard on site during the school day they will be confiscated, and parents will be contacted and asked to collect them. Mobile phones should be turned off and placed in bags or lockers.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of spring term two
Whole School	95%	91.3	90.9
Pupil Premium	95%	84.8	83.1 (#166)
SEND	95%	78.0	80.9 (#107)
Maximum % of pupils who are PA:	95%	21.5	24.2
% of PP pupils who are PA:	95%	39.6	50.0 (#83)

% of SEND pupils who are PA:	95%	44.1	42.0 (#45)
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Average AP attendance for the 9 students up to and including 28/03/24 was 93.23%. This does include authorised absences. As of 15/04/24 we have 7 students on AP of which 5 are in Year 11.

The number of students moving off roll to EHE – 10 in total (5 in Autumn Term, and 4 in Spring Term, 1 in Summer)

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of spring term two
Whole School	95%	90.2	89.2
Pupil Premium	95%	81.3 (#32)	71.5 (#26)
SEND	95%	82.8 (#23)	73.2 (23)
Maximum % of pupils who are PA:	95%	27.4	25.4
% of PP pupils who are PA:	95%	56.2 (#18)	76.9 (#20)
% of SEND pupils who are PA:	95%	52.2 (#12)	77.3 (#18)

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

- The data in the final column includes all students in the year group. When accounting for students with very specific medical, anxiety, SEN needs which impact attendance figures our data for attendance is as follows:
 - PP – 826%, SEND – 84.0%.
- 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 Next Steps:

- We have attended our first DfE Attendance Hub. This has supported our ongoing reflection on processes and early intervention. We have engaged with culture as a first session – where much of the recommendation is already in action. However there is more we can be doing to support this.
- PW will lead staff training on attendance and attendance conversations in Pastoral Briefings over this term
- We are looking to introduce attendance nudges to support families and students. This will be used in conjunction with our work on identifying students at risk of PA.
- Next key steps focus on student focus groups, gathering student voice around the process of attendance. This will work alongside staff feedback of streamlining processes to ensure appropriate set up for September.
- Working with the Central team on the use of Nudges to build and foster family relationships. This will be partnered alongside work with the safeguarding office and the HOYs, so that we are able to give the right nudge and support to the right families.

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 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	<p>A range of students have been identified for attendance interventions as discussed above.</p>
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>

SEND Update

SEND Executive Summary:

	Number of students	% of cohort
Number of students on Roll	879	
Number of students with an EHCP (E)	36	4.1%
Number of students with SEN Support (K)	70	8.0%
Breakdown by Year Group:		
Year 7 (177 students)	E: 6 (inc 1 DSC) (+1 EHCNA) K: 21	E: 3.4% K: 11.9%
Year 8 (179 students)	E: 5 (+1 at draft, +2 EHCNA) K: 16	E: 2.8% K: 8.9%
Year 9 (173 students)	E: 4 (+1 EHCNA) K: 15	E: 2.3% K: 8.7%
Year 10 (174 students)	E: 6 (inc 3 DSC) K: 8	E: 3.4% K: 4.6%
Year 11 (176 students)	E: 15 (inc 1 DSC) K: 8	E: 8.5% K: 4.5%
Breakdown by Gender:		
Boys (472 students)	E: 21 K: 48	E: 4.4% K: 10.2%
Girls (407 students)	E: 14 K: 22	E: 3.4% K: 5.4%
Breakdown by Type:		
Cognition and Learning	E: 12 K: 44	E: 11.3% K: 41.5%
Communication and Interaction	E: 8 K: 12	E: 7.5% K: 11.3%
Social, Emotional and Mental Health	E: 10 K: 14	E: 9.4% K: 13.2%
Sensory and/or Physical needs	E: 5 (all DSC) K: 1	E: 4.7% K: 0.9%

Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	91.3%	81.0%	92.5%
PA YTD	24.4%	41.2%	21.8%

Suspensions:

	All Students	SEND Students	Non-SEND Students
Number of Suspensions YTD	157	74	83
1+ FTE YTD %	2.67	9.26	1.3
Perm Ex	0	0	0

Areas of strength and improvement, and impact:

Through training of staff and development of robust systems and processes, teaching staff are confident in identifying students' emerging needs and raising concerns to the SEND team, so that students' specific strengths and difficulties can be identified at the earliest opportunity. As a result of increased identification of needs, the number

of students on SEN support has increased over the last year from 54 students to 70 students. We also have several students going through the EHC needs assessment process where more significant needs have been identified.

All students on the SEN register have a clear and personalised one page profile (1PP) which is co-created with the student and their family and communicates clearly to staff students' specific strengths and difficulties alongside strategies to support them in lessons. This has allowed for more targeted, individualised support within lessons.

All staff have engaged in regular SEND CPD opportunities, including the use of deliberate practice sessions focussed on specific learning difficulties (e.g. dyslexia) and more detailed sessions on PD days, including whole staff training on ASD using the Autism Education Trust's principles. Training has also been targeted at curriculum leaders to support them with quality assurance of SEND support in their curriculum areas, and the pastoral team have been looking closely at the overlap between pastoral and SEN support and how they can utilise their skills to intervene early with student who may be impacted by SEN. In addition, the TA team have been working with Cambridgeshire's trainee educational psychologists to develop their knowledge and skills so that their work in the classroom and interventions can have the greatest impact.

Areas for development and intended impact:

Significant work has already gone into building positive relationships with parents and families of students with SEN, and this will remain a key priority – details of the work so far are given below.

In addition, we will continue to work with staff at all levels to ensure that students with SEN consistently receive the best support in lessons across the curriculum.

Following the input of the trainee educational psychologists, we are reviewing our SEN interventions to ensure that we are using the best available evidence-based practice with fidelity, and scrutinising the use of assessment to identify students for targeted support and to track their progress over time.

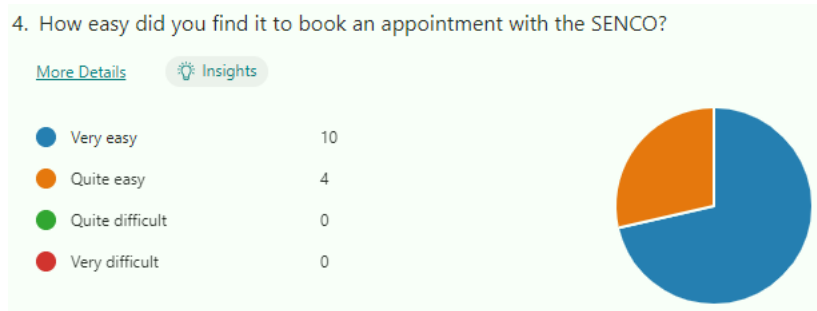
Access planning and arrangements:

We are currently conducting a detailed accessibility audit and using this to review CVC's accessibility plan, including setting relevant short, medium and long-term objectives to improve accessibility. Once the accessibility plan is finalised, this will need to be reviewed and accepted by the governing body.

Access arrangements for Y11 are in place and all JCQ documentation is complete. We are looking to complete formal access arrangements assessments for Y10 later this term and have conducted training with all staff around identifying need for access arrangements and the processes that teachers are responsible for within this.

Parental communication and engagement:

Communication and engagement with parents has been a significant focus this academic year. We now have an established system for parents to book meetings directly with the SENCO without the delay of having to identify a mutual time via email/phone call. So far, 60 parent appointments have been run through this system (which began at the start of October). An automated system sends parents an evaluation form following the appointment, and 14 parents have completed this, with feedback shown below:



5. How quickly were you able to meet with the SENCO following your initial request to meet?

[More Details](#)

[Insights](#)

Very quick (within 5 days)	8
Quite quick (within 6-10 days)	5
Quite slow (within 11-15 days)	0
Very slow (more than 15 days)	1



6. How easy was it to get an appointment slot that fitted with your schedule?

[More Details](#)

[Insights](#)

Very easy	7
Quite easy	6
Quite difficult	1
Very difficult	0



7. How useful did you find your appointment slot?

[More Details](#)

[Insights](#)

Very useful	10
Quite useful	3
Quite unhelpful	1
Very unhelpful	0



9. Did your appointment reach the desired outcome?

[More Details](#)

[Insights](#)

Yes	9
Partly	5
No	0



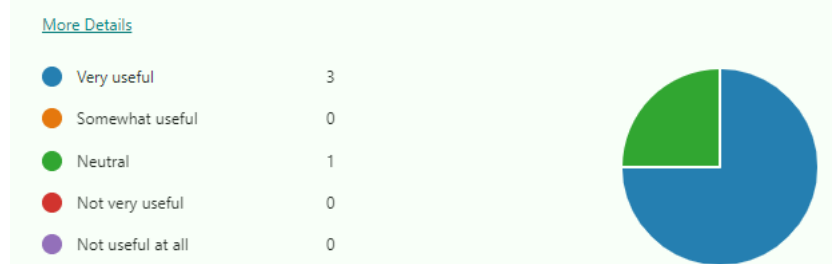
This system was established in direct response to parental feedback in the summer term 2023 that it was difficult to arrange face-to-face meetings outside of the formal annual reviews, and that communication was not always quick enough.

Following any meeting or phone call with the SEND team, a record is logged of agreed actions, who they are assigned to and a date for completion, and this parental communication log is reviewed in a weekly meeting with the assistant SENCO to ensure that timely action is taken following all parental contact.

Following consultation with parents through the parent newsletter, our first SEND Parent Forum was held on Thurs 28th March. A small number of motivated parents attended and contributed to the discussions, and feedback from the parents who attended has been largely positive. Parents valued the opportunity to discuss matters with members of SLT in attendance, including discussion of behaviour in relation to SEND, and this is an area we intend to revisit again as it has prompted some work around ensuring fair access to rewards trips for students with SEND. We

will schedule in another forum for summer term 2 and will work to engage more parents to get involved. The minutes are included in **Appendix 5**.

2. Overall how useful did you find the SEND parent forum?



To help provide clarity to parents around systems and processes for SEND at CVC, a draft SEND Parent Handbook has been produced, which is included in **Appendix 6**. This includes school specific information, signposting to information from the local authority (including the Local Offer and Cambridgeshire's Ordinarily Available Provision toolkit), and sharing information about independent support services available for parents (SENDIASS and Pinpoint). This draft has been shared and discussed with parents attending the SEND Parent Forum, and with additional parents who expressed an interest in joining the forum but were not available for the first meeting – feedback has been invited, in particular around suggestions for FAQs to be included. The final handbook will be shared with all parents, including those of current Y6s to support through transition to Y7.

Astrea Reads Update

Please provide an update on the Astrea Reads strategy in your school.

STRAND 1: Astrea Reads Aloud

The READ programme continues to run during the afternoon form time session for KS3 groups. Generally, the texts being read for each year group are as below.

Year 7	Year 8	Year 9
<i>Alice's Adventures in Wonderland</i> by Lewis Carroll	<i>Animal Farm</i> by George Orwell	<i>Fahrenheit 451</i> by Ray Bradbury
<i>Boy in the Tower</i> by Polly Ho-Yen	<i>Northern Lights</i> by Philip Pullman	<i>Life of Pi</i> by Yann Martel
<i>Mythos</i> by Stephen Fry	<i>I am Malala</i> by Malala Yousafzai	<i>Lord of the Flies</i> by William Golding
<i>The Hunger Games</i> by Suzanne Collins	<i>The Giver</i> by Lois Lowry	<i>1984</i> by George Orwell
<i>The Hobbit</i> by JRR Tolkien	<i>The Call of the Wild</i> by Jack London	<i>War of the Worlds</i> by H G Wells
	<i>Noughts and Crosses</i> by Malorie Blackman	<i>The Outsiders</i> by S E Hinton

Staff continue to have access to the text guides to support their preparation and delivery of each text: we have had some very useful feedback regarding information to allow us to amend and improve these guides so that they can be as effective as possible. In addition, we have offered individual support and advice to staff where they have had queries about how to deal with certain issues that might arise in a text. We have regular updates and features on the Read programme through briefings and the staff bulletin and we have had some intellectual preparation sessions focused on reading over the academic year.

In addition, we have sought staff and student voice on the programme to allow us to plan for the future iterations of this programme for CVC. One thing that both staff and students have been keen to offer are suggestions of texts that students could read in the future and we have had some very useful suggestions.

The Read programme is part of the on-call rota so that Heads of Year and members of SLT can visit reading sessions and monitor the progress. The reading and literacy co-ordinator (who recently moved on to a new role in a new school) was line managed by SLT and had weekly Line Management sessions where part of the discussions would be on excellent practice in the classroom that can be celebrated and shared (as has happened at Intellectual preparation sessions) as well as flagging those members of staff who might be struggling and need further support.

Students have a 'reset' week after every holiday and as part of the reminders about expectations, the READ programme is included in these activities.

We have some excellent practice in KS3 tutor groups and students, particularly in Y7 and Y8, have shared positive feedback about their experience with staff who read aloud to them and bring those texts to life. Popular texts with students that have had a high level of engagement and enjoyment are The Hunger Games, Noughts and Crosses and The Boy in the Tower.

One of our Heads of Year is running a bespoke session for a small group of Year 8 boys who had been struggling with the sessions, have low reading ages and many of them are SEND and/or PP students, and are some of the students who can pick up behaviour points. This group meet every afternoon form time and we have purchased some texts for these students – they are now choosing the titles they would like to read and are really enjoying these sessions. The Head of Year has set up a group which is now reading every day and enjoying the books that they are choosing, which are both age and reading age appropriate. This has been a real success of the programme for CVC.

Further funding to allow us to buy more copies of popular texts that are suitable for the students in our context, as well as to purchase new titles to expand our reading choices and to include a wider group of voices for students would be very welcome.

STRAND 2: Reading Intervention

Please provide an overview of the students accessing Fresh Start and progress to date.

	Number of students started on Fresh Start in the Autumn term	Number of students who have graduated from the programme	Progress up to the Spring term assessment
Year 7	8		<p>5 students are now working on the final modules of the programme</p> <p>1 student has moved from the Introductory module to module 8</p> <p>2 students have moved from module 4 to modules 13 and 14</p>
Year 8	3	1	<p>1 student has progressed from module 1 to module 11</p> <p>1 student started from module 16 and has now graduated from the programme (module 33)</p> <p>2 students are new arrivals to the school and have just started the programme.</p>
Year 9	3	2	<p>2 students started on module 26 and have passed and exited the programme</p> <p>1 student started in module 16 and is now on module 26</p>
Year 11	2		<p>1 student has started on the introductory module and progressed to module 1. They are EAL and new to the UK with no English so the</p>

			<p>progress for this student is slower, at an older age.</p> <p>1 student has a lot of absence and so has made slower progress as well.</p>
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We have a very dedicated and hard-working Fresh Start team. In December, we were able to extend the team so that we now have 5 staff who deliver Fresh Start on a daily basis. This allowed us to work with more students at once and reduce group sizes so that we can really work on a 1:1 or very small group basis, enabling the programme to have as much impact as possible.

All students have made progress on the course with the key data summarised in the table above. Reading age tests will be carried out at the end of the academic year which will be able to measure the impact of the programme on their reading ages, but all students have seen an impact from completing Fresh Start and are reading more confidently than they were.

A parent information evening for the Fresh Start programme was held in the second half of the Autumn term which explained the programme, how it works, showed some example videos so that parents could see the way sessions run, explained how they could help at home and shared the resources they might use to support their children at home. The SENCo and one of the Fresh start teachers attended in addition to the SLT member with overview of reading in the school.

STRAND 3: Reading in the Curriculum

Years 7 to 9 have a Sparx reading homework of 30 minutes set every week. The exceptions to this are those students who are on the Fresh Start programme as agreed with the Fresh Start national lead for Astrea. Those students can opt to use Sparx but do not have a mandatory homework to complete each week.

Positives	Areas for Improvement	Next Steps and Actions
Students are regularly reading on a weekly basis	Increasing the rate of completion and maintaining this	<p>English teachers have a weekly summary of which students have not completed their homework – these students are targeted by the teacher to see what the barriers are</p> <p>Homework club is offered to students to support them</p> <p>Students placed in detention for not completing homework</p>
Students are enjoying some of the text choices they are being offered	Students rushing the reading and getting more questions wrong – this lowers their ability to meet the number of points for the leaderboard	<p>Advice has been offered to students and parents – about why taking things at a slower pace will allow for more success, and suggesting options like taking screen shots of passages so that students can refer back to the information to answer the questions – these are not memory tests, so we are offering ideas about how they might enable themselves to refer back to the text to ensure more accuracy with question completion.</p>

	Feedback from students and parents has been that text choices on the platform are limited (there is also crossover with the texts chosen for the READ programme)	Feedback is being regularly fed back to the Sparx team so that they can take these views into consideration as they continue to develop the platform.
	Some frustration from parents and students at the amount of extra time students are spending on a 30-minute homework but not getting 300 points so it suggests that 30 minutes of reading has not taken place.	Reading ages have been adjusted where there seems to be genuine difficulty in accessing the texts originally offered to enable students to have more success within the 30-minute homework timeframe.

Sparx Reader Next Steps:

As referenced in the table above, there are several methods in action that should continue to push up the Sparx Reader completion rate as we target a 90% rate:

- Weekly review of completion rates by the English department and individual English teachers chasing students/making contact home/issuing detentions
- Offer to students who are at risk of not completing Sparx homework to attend homework club after school
- Detentions issued to complete Sparx Reader homework
- Amending reading ages and book choices for students who are struggling (informed by discussions with families)
- Advice shared with students about how to ensure they are as accurate as possible with comprehension question on each read section so that they can get to 300 points more easily and quickly – this is the biggest barrier to the completion rate. A very high proportion of students complete homework. It is not students not completing homework that is affecting our completion rate, it is actually that they are struggling to reach 300 points.

Transition Update

Year 6 to 7-Please attach as Appendix 4:

- Your transition plan
- Your Home/School Agreement

These documents have been attached in Appendix 4. However it should be noted that these documents are in current live or draft format as we are responding to changes in the transition process. For example, changing the date of the Step Up day in response to feedback from our primary schools has meant that some dates have been altered in the document. Likewise, we are currently investigating whether the Home School agreement might become an electronic, rather than paper document. We are exploring how the logistics of this would work to support our families and students as they become onboarded with CVC.

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

Electrical Upgrade

The third phase of a whole site rewiring project is currently underway. Along with providing an update to the site's electrical infrastructure, the site will benefit from new LED lighting and sockets. The final areas to be upgraded are

the Centre School Cabins, DT block and the Sports Centre. The most invasive work successfully took place during the Easter break and the project is due to be completed by the end of this year.

Connect the Classroom

CVC was selected as an eligible school for the Government's Connect The Classroom programme, a government-funded initiative to improve internet speed in schools. Work to upgrade network switches and access points was successfully completed during the Easter Break. This improvement will future proof the school's connectivity as the upgrade covered both hardware infrastructure and cabling. There has also been an increase to the amount of access points across the site to increase Wi-Fi coverage.

Any other site or operational matters

New 3G Pitch

There has been positive news for the 3G pitch project. A resolution for the ground source heat pump issue has been found which means the project can move forward. The site's current ground source heat pumps, which are located under the playing field, will be decommissioned, left in situ, and replaced with a gas system based in the sixth form plan room. By arranging an alternative heating system, the original pitch location is now acceptable (shown below). The next step will be project consultants beginning work on the detailed design phase and submitting planning application. The new estimated build date is Summer 2025.



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
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
4th September 2023	179	177	174	176	174	880

July 2023	176	178	179	177	176	886
January 2023	176	174	178	174	177	879
October 22 Census	176	172	178	171	178	873
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 HT4 2024	3	3	11	4	1	22
Leavers-YTD by end of HT4 2023	4	5	5	10	4	28
Joiners YTD-end of HT4 2024	1	5	9	2	4	21
Joiners-YTD by end of HT4 2023	5	13	5	16		39

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
EHE YTD-end of HT4 2024	3	1	3	1	0	8
EHE YTD by end of HT4 2023	2	2	2	3	0	9
EHE End of Year 2022-23	2	3	2	3	0	10

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
1st March 2024	180	179	178	173	173	883
End of HT 4 Update	180	177	179	172	173	881

	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		
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Analysis and Commentary:

We continue to see healthy numbers of applications for placements for the next academic year and look to reach PAN. The Local Authority have asked us to admit over PAN for September, to admit late entries within catchment, however, the local START team details for children with EHCP do not appear to be covered within the current admissions list and we are in danger of not being able to physically fit enough children and adults within the classrooms if there is too much variance in these figures. We are currently asking the LA to confirm the total figures including the students with EHCP figures so that we can make a decision about any further admissions to the September 2024 cohort.

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

The school were awarded the EPDA in the final week of the Spring Term, with thanks to Lorraine Young for her coordination of the evidence for this and to the multitude of stakeholders who were involved in staff, parent and student panels.



Fen Edge Festival 2024

The Fen Edge Festival takes place again this year which will present many opportunities for members of the Cottenham Village College community to get involved.

This request is one of those opportunities – the festival committee are looking for stewards to help with a variety of tasks during the festival which include road crossing duties, set up of marquee for activities, general presence around the festival, litter picking and supervising rides.

The volunteer slots are only for 2 hours and run throughout Fri, Sat and Sun from 7.45am through to midnight. Those that have experienced previous festivals will know that this is a really great community event and sparing a couple of hours (or more!) makes a huge difference and is lots of fun too!

If you can offer some time over that weekend to volunteer, please sign up here <https://tinyurl.com/FEF2024> If you have any questions please email chair@fenedgefestival.co.uk.

For an insight into the Festival watch this short [reel](#). And to keep up to date with what will be happening you can follow in



[Facebook](#) or [Instagram](#)

Appendix 2 – Year 11 Maximising Achievement Plan Update

CONTEXT AND INTENT					
<p>Context of the Year 11 cohort and position of the Academy, including reference to Summer 24 outcomes</p> <p>There are 176 pupils in Y11 for 2023/4, with a KS2 SS (105.5) score significantly lower than last year’s cohort who has a KS2 SS of 106.0. There are a small number of KS4 students in AP, following alternative provision pathways with one full time in Olive Academy and one in CRC futures.</p> <p>There are 14 students with EHCPs, one within our DSC and 2 within specialist AP provision. 22 students with FSM6, 18 student who are EAL. 4 students are currently FSM and EHCP known as double disadvantage (2 are in AP units).</p> <p>Following the strong improvements in attainment for GCSEs in Summer 2022, 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: 5.89 (FFT5) PP: 4.9 SEND: 4.0 (support) 4.9 (EHCP)	Grade 5+ Eng & Maths: 66% FFT5	Grade 4+ Eng & Maths: 83%	% of students entered for EBacc 45.8%	Progress 8 score target: ALL: 0.5 PP: 0.0 SEND:0.2	
Priority area	Strategic Intent and Specific actions		Lead	Evidence of impact	Actioned by
Strong subject teaching	Careful deployment of subject teachers to consider planned absences due to ill health/ planned maternity absences. KS4 classes avoid being split between teachers where this does not complement the structure of the curriculum.		APA	Student feedback	APA

	<p>Support and monitoring to be increased in subjects where academic performance of summer 2023 was weaker (based on Sistra indicators from August 2023- to be reviewed with final data after reviews of marking):</p> <ul style="list-style-type: none"> - English - History - Business - Computer Science <p>Due to long term absences and unfilled vacancies – SLT carefully supporting subject leaders with the impact of sustained staff absences in English, Computing, Business, iMedia and maths.</p>			
Continuity of KS4	Changes to subject leadership do not affect continuity for students in English and History.	KGO	Stakeholder feedback	SLT line managers
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. 	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. 	CCD/PWI and SLT	SLT walkabout. Behaviour data.	SLT

	<ul style="list-style-type: none"> 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. 			
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 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. 	KGO/SLT	Assessment outcomes, SLT walkabout.	SLT
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 2023/24, 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 • New SENCo to take a lead on AA • 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. 	JCH/CCD	Learning walk QA, data analysis, mock exam outcomes.	
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.	SEND Team/APA
Homework	Working from Y22-23 pilot, continue to plan homework clearly and share 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>	ZA		ZA

	<p>Weekly meetings to review the interventions and list of targeted 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>			
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Appendix 3 Suspension Reduction Plan

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

Transition 2023-24

Context

An effective transition between Key Stage 2 and Key Stage 3 is important in establishing long term success for students within their secondary provision. Research tells us that ‘Children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition’ ¹. In addition, we know that Primary colleagues can sometimes find the transition process frustrating due to the variance of approach from secondary schools, which disrupts the final few weeks of year 6 and students’ Primary experience.

Consequently, within Astrea, our transition process is guided by two key aims:

- To create a programme that is based around the common features of successful transition.
- To provide a cohesive transition programme across Astrea academies within the same locality.

Defining a successful transition

At Astrea, we define a successful transition for students as:

- developing new friendships and improving their self esteem and confidence
- having settled so well in school life that they cause no concerns to their parents/carers
- showing an increasing interest in school and schoolwork (including homework)
- quickly getting used to new routines and wider school organisation with great ease
- experiencing curriculum continuity

Key features of a successful transition programme ²

- Effective information sharing between primary partner schools and the secondary school.
- The use of ‘bridging materials’
- Visits to Secondary school by prospective teachers, children and their parents
- Induction events (as a whole cohort and additional opportunities for any vulnerable pupils)
- The distribution of key information about secondary school to parents/carers in a timely manner
- Talks at the school, taster days and other joint social events between schools
- Ensuring there are regular opportunities to prepare by addressing worries, reassuring and encouraging students, explaining what to expect and how secondary school works, and by giving advice and tips on how to cope at their new school.

¹, ² [Evangelou, Taggart, Sylva, Melhuish, Sammons and Siraj-Blatchford, 2008, ‘What Makes a Successful Transition from Primary to Secondary School?’ \(2008\), DfE](#)

CVC context specific check list - Transition Plan

Who	What
Judith	Contact all relevant PS to collate EHCPs. Check whether they want to lead on wider SEN
Paddy	Speak to Clare Lowen - data sheet on all the new students and request any letters that are going out.
Paddy	Contact Sam M and Cath M regarding music and PE festivals
Paddy	Review the transition handbook and find powerpoint
Paddy	Confirm Head Student process
Paddy/Judith	Arrange parent meetings - what can we do to support transition? i.e. school visits
Paddy	Contact HoDs to update sections
Paddy	Use data sheet to compile email addresses of all Heads/Office to contact regarding Datra request columns
Paddy	Contact the schools for a meeting so they can pass on info about any student who may need early transition support that are not SEND. If there are any with safeguarding concerns these will need to be passed onto Helen and I so we can make contact and have a meeting about that if needed.
Paddy	Review Hanan activity pack for form time. Review year 11 timetable to see who might be able to run lessons for step up days.
Paddy	Email all heads with BASI information request. Based on feedback Paddy to contact families
Clare	Can we send out the letters. What order can we send letters on. Do these go out with the data collection?
Paddy	Review list from Clare Lowen and start to reviewing the bus passes
Paddy	Send activity pack to Angela for printing
Paddy	Start create form groups (balance of SEN/Gender/Ability)
	Y6 Progress Evening

Transition overview

Transition	Actions to be taken	Person	Date/range
* Effective information sharing between primary partner schools and the secondary school.	* Secondary to follow up offers to ensure there is a clear understanding of which students are attending	Paddy / Clare	Spring 2 / Summer 1
	* Incoming Year 7 student information to be collected electronically via Microsoft forms	Clare	Summer 1
	* Year 6 teacher & Year 7 HOY transition meeting to take place for all students	Paddy	Summer 1
	* Safeguarding and SEN transition meetings to be booked in between Secondary and Primary schools	Judith	Summer 1
	* Preemptive work to take place with students and families with historically low attendance	Paddy / Sally	Summer 2
* The use of 'bridging materials'	* Students to be provided with a range of fun 'bridging materials', that link to knowledge retrieval of KS2 national curriculum and exposure to new topics / opportunities e.g. CEIAG / Cadets / KS3 texts	Paddy / Transition Day	Summer 2
	* Explicit teaching of the behaviour curriculum as part of the weekly curriculum offer	Sept step up days	Aut 1
* Visits to Secondary school by prospective teachers, children and their parents	* Open coffee morning for Primary colleagues to come and visit the school (one a term)	Paddy / Judith	Ongoing

* Talks at the school, taster days and other joint social events between schools	* Year 6 open event to take place in October, which includes clear explanation and myth busting around core routines	Paddy / Zoe	Summer 2
	* Incoming Year 7 'Welcome event' to take place 1st week in Summer term (after the allocations)	Paddy	Step up evening
	* Incoming Year 7 Induction Evening for students, parents /carers to take place prior to the students' first full day transition event.	Paddy / Zoe	Step up evening
	* Primary partner schools invited to bring Year 5/6 to be the audience for the dress rehearsal of the school performance	Will G / Sarah-Jayne / Maria	Summer 1
* Induction events (as a whole cohort and additional opportunities for any vulnerable pupils)	* Induction programme that is aligned across Astrea academies (agreed by primary and secondary leaders).	Paddy	Aut 1
	* 4 Additional induction events for vulnerable students – SEND, Attendance issues, behaviour issues, only student from their primary	Paddy / Judith	Summer 2
	* Strong focus on reward for 100% attendance at school over the transition period (building good habits)	Paddy	Step up evening
	* Comprehensive onboarding programme in September (1 week) to ensure all Year 7's are taught the routines and the behaviour expectations	Paddy / HoY	Aut 1
* The distribution of key information about secondary school to parents/carers in a timely manner	* Welcome letter sent to all families from the secondary school following the offer day	Paddy	Summer 1

	* Specialist 'Transition' area of the website to be developed and to include welcome videos, information packs and bridging units (available later)	Paddy	Ongoing
	* 'Welcome pack' of information to be developed, including key staff, information about subjects & extra-curricular, positive messages from current Year 7's	Paddy	Family Handbook
	* Video welcome to be created which includes a virtual tour of the school, led by current Year 7 pupils	Paddy / Will G	Summer 2? Funding?
* Ensuring there are regular opportunities to prepare by addressing worries, reassuring and encouraging students, explaining what to expect	* Transition section of the website to provide videos and information for students to revisit at home	Paddy	Summer 1 - launching CVC Year 7
	* Number of induction days to be substantial enough for students to go beyond the superficial and build a positive relationship with the secondary teachers	3 offered	
	* All incoming Year 7's names to be learnt by the key pastoral staff before they start in September.	HoY / AHoY / Form Tutors	Summer 2
	* All parents/carers to be offered the opportunity to visit the secondary school during the day	Paddy	Ongoing

	* Form allocation to reflect primary colleagues advice around groupings closely, Careful consideration to be given to Year 7 Form Tutors to give the right balance of experience within this critical year group	Paddy	Summer 2
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Appendix 4: Home School Agreement DRAFT

Home School Agreement 2024 - 2025

We believe that a great education is delivered when everyone is united in a common goal to provide the best educational experience for the students and community. Cottenham Village College is in a truly privileged position, having been established by Henry Morris, as a Village College to support the development of our students, and the development of the whole community, helping to shape the future of generations to come. This a partnership between The College, students, and families, holding the highest aspirations and working together to ensure every child and young person excels. We believe that this partnership is essential in achieving this aim.

Vision:

- We believe that all students, regardless of their starting point, should be guided and supported to develop the academic, social and moral understanding and behaviours to be successful and happy in their future.
- As a community of students, staff and parents/ carers we are respectful, polite and courteous to each other in all that we do.

Values:

Scholarship	Tenacity	Curiosity	Respect	Responsibility
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Students and parents/carers can expect Cottenham Village College to:

- provide a supportive, inclusive, and safe learning environment so that students can fulfil their potential;
- teach a carefully sequenced knowledge-rich curriculum which is aspirational and accessible to all students, optimising progress;
- promote a positive approach to learning and celebrate all forms of achievement;
- review class work and homework and give regular feedback in class and through reports and Progress Evenings;
- provide opportunities for parents/ carers to meet teachers, when progress will be discussed;
- encourage high standards of behaviour, a sense of personal responsibility and resilience;
- promote and support emotional, physical, and mental wellbeing
- let parents/carers know about any concerns or problems that may affect student learning, behaviour or well-being and offer support when required;
- keep parents/ carers informed about activities through letters, newsletters, the website, and the 'My Child at School App';
- provide a range of extra-curricular and enrichment opportunities.

At Cottenham Village College we expect students to:

- always model the Academy's values and ethos;
- treat all staff and fellow students with kindness and respect;
- complete classwork and homework on time and to the best of their ability;
- be a good representative of Cottenham in and out of uniform, including with any online activity;
- uphold the highest standards of behaviour and abide by the student rules;
- strive to achieve 97%+ attendance and arrive on time to all registrations and lessons every day;
- bring all the equipment, books and kit needed each day;
- wear uniform correctly, looking smart and presentable at all times;
- switch mobiles phones and electronic devices off during the academy day. Any phones seen or heard or used during the academy day will be confiscated;
- follow all instructions first time and every time;
- take responsibility for their actions, intentions and words;
- complete any sanctions required and respond in a polite and courteous way;
- keep the school and the surrounding environment free from litter and graffiti;

- contribute to a safe community by refraining from bringing prohibited items into school, and always reporting instances of bullying or hate;
- embrace extra-curricular and enrichment opportunities, contributing positively to their House, the College, and the wider community.

Cottenham Village College expects parents/carers to:

- support your child's education, believing that your involvement is vital for their success;
- work in partnership with staff;
- give your full support to the work we do at Cottenham, including supporting all policies and procedures;
- support our behaviour policy and procedures and ensure your child always attends and completes sanctions required by the school;
- support our ethos of mutual respect in all communications;
- attend meetings about your child's education, progress, and attendance;
- support the teaching and learning of students by ensuring that your child completes their homework under suitable conditions;
- support your child to attend every day, working with the school to ensure your child has excellent attendance and punctuality;
- ensure that your child has all necessary equipment and has appropriate uniform;
- inform Cottenham Village College of any changes in domestic circumstances, or any other areas where you think the school and families can work together successfully to enhance your child's provision.

By signing this agreement, you are acknowledging that you have read the above information and that you agree to support this partnership with your child and the staff at Cottenham Village College.

Student name:	Parent / carer name:
Student signature:	Parent / carer signature:
Date:	Date:

Cottenham Village College SEND Parent Forum

Date & time: Wednesday 27 th March, 5-6pm	Location: Main hall
CVC Staff members present: Judith Chipps, Clive Crisford	CVC Parents present: DP, CP, HMu, HMa, NO, AL
Agenda items	Discussion lead
1. Aims and objectives of the SEND parent forum	Judith Chipps (SENCO)
2. Update on SEND training for staff in 2023-24	Judith Chipps (SENCO)
3. Supporting Y6 transition – CVC SEND handbook first draft	Judith Chipps (SENCO)
4. Future agenda item suggestions / AOBs	
5. Informal networking over refreshments	
Agreed actions / outcomes	Allocated to / by date
<ul style="list-style-type: none"> • Further opportunities to discuss SEND in relation to the behaviour policy, reasonable adjustments, and staff training. • 1PPs to be sent home each term alongside the APDR meeting records. • Explore possibility of fundraising with the PTFA to fund a section of the library dedicated to books designed for students with literacy difficulties (e.g. Barrington Stoke books), to encourage reading for pleasure and age-appropriate content for lower reading ages. • Ensure information around financial assistance is available to parents of SEND students for accessing additional resources. Add an update (or link to information) in SEND handbook. • Y6 transition – provide more information to parents around additional transition work for SEND students, e.g. through SEND handbook, Y6 parent information evening, primary school links. • Further feedback on the SEND handbook requested, including suggestions for FAQs to include. 	<ul style="list-style-type: none"> • Judith/Clive/Paddy, June/July forum. • Judith/Maddie, June/July APDR meeting cycle. • Judith to contact PTFA on behalf of the forum & feedback by end of April. • Clive, by May half term. • Judith, by May half term. • Parents, by end of April.

SEND Parent Handbook

Cottenham Village College



Who to contact at CVC?

Form tutor

The first point of contact is usually your child's form tutor – they see your child every day and can support you and your child with the day-to-day aspects of school life, including both pastoral and academic concerns.

Subject teacher

If you have a query about a specific lesson, please contact your child's teacher for this subject in the first instance.

Head of year / Assistant head of year

Where additional pastoral support is needed beyond what the form tutor can provide, the assistant head of year or head of year is usually the next point of contact. This may include concerns around mental health support, behavioural support or SEN concerns.

Lead TA / Keyworker

If your child is being supported through the SEN register, under SEN support (K) or an EHCP (E), then they will be allocated a lead TA or keyworker who will meet with your child 1:1 at least once per term, but usually more frequently than this. They will communicate with you around your child's SEN targets each term.

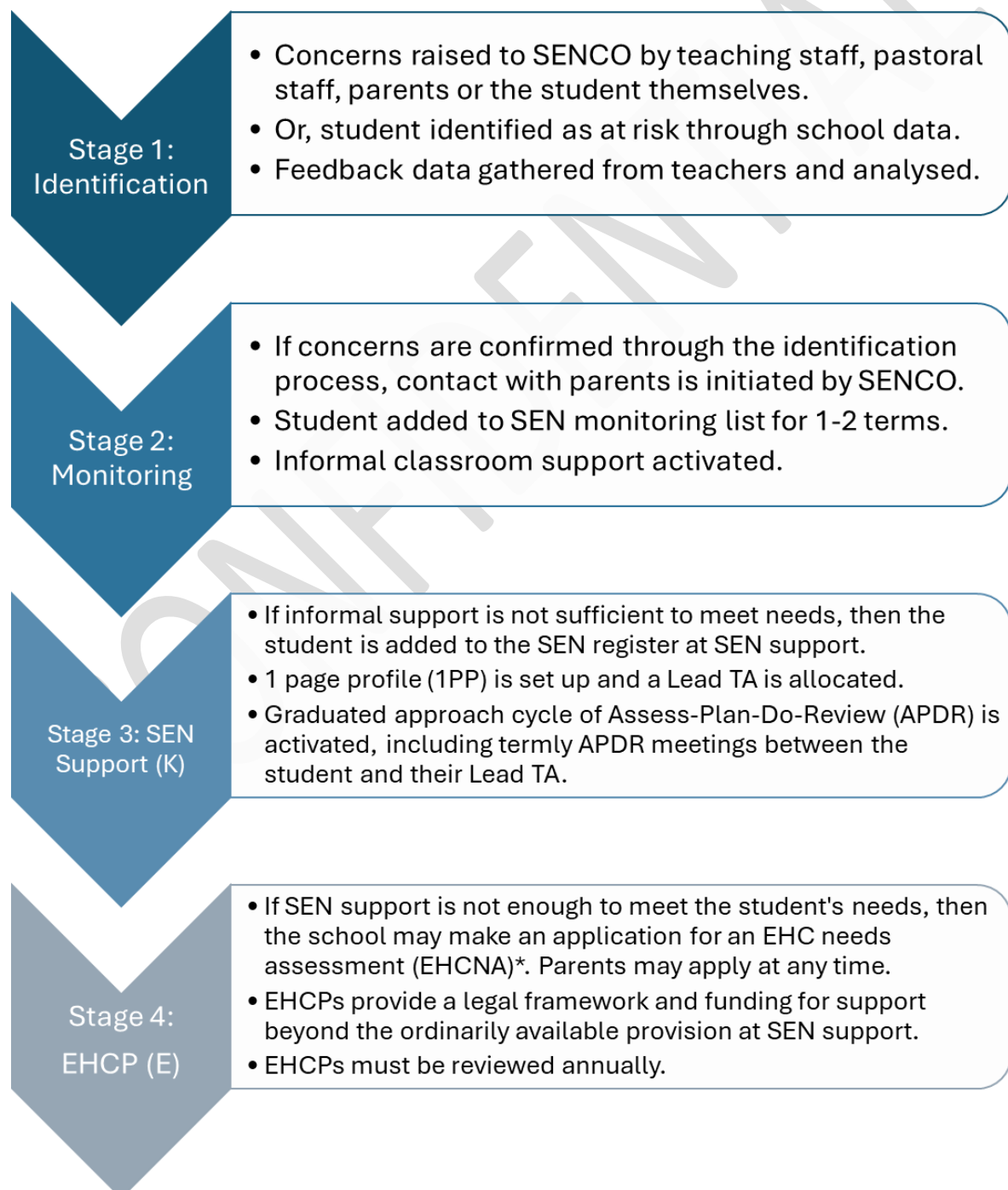
Special Educational Needs Coordinator (SENCo)

If you have concerns that your child needs more SEN support than they are currently getting in and beyond the classroom, then please get in touch with the SENCO. You will also be able to book an appointment to meet with the SENCO on progress review evenings, and for children with an EHCP you will meet for your child's annual review. In addition to this, any parent can request an appointment through the SENCO appointment booking system at anytime – please scan the QR code below or use the link in the SENCO's email signature.



Scan this to book an appointment with the SENCO

SEN Levels of Support



**More information about EHCPs and the EHC needs assessment process is included later in this handbook.*

Identifying SEN

Y6 Transition

Following the confirmation of places being allocated, initial information is gathered from the primary school at the end of the Spring term to feed into our planning for the cohort. Detailed transition meetings are held in the summer term between CVC's SENCo and the SENCos of each of our main 3 primary feeder schools to gather information about students on the SEN register as well as those students with emerging needs as the transition to secondary school approaches.

Teacher referrals

Teachers (and pastoral staff) are able to refer a student to the SEN team at any stage via an electronic 'learning concerns' form. Training is delivered each year to ensure staff are aware of when they might need to refer a student, including signs to look out for in their lessons. Teachers are trained to recognise a range of differing signs of potential SEN, including differences in the four broad categories of need: cognition and learning; communication and interaction; social, emotional and mental health; physical and sensory.

Parental concerns

Parents are able to raise concerns of emerging needs by contacting school staff. You may be invited to attend a meeting to discuss these concerns in greater detail.

Data analysis

Following a referral from a member of staff, or a concern raised by a parent, feedback is gathered from teachers working with your child to help us develop a clearer picture of their specific difficulties. The data gathered is then analysed to identify areas of concern that we need to support your child with. They may be added onto our SEN monitoring list depending on the level of concern highlighted, alongside an informal plan of support – you may be invited to attend a meeting to discuss the next steps with the SENCo.

1 Page Profiles (1PP)

All students on the SEN register have a 1PP set up, which is shared electronically with all teaching and pastoral staff. This document provides a concise summary of the student's difficulties and support strategies to use in the classroom. It is also a chance for your child to share things that are important to them with all their teachers. 1PPs are updated frequently, as we are aware that student's needs and strategies will change over time. The electronic template is shown on the next page.

Cottenham Village College: SEND 1 Page Profile

Student Details

NAME		Photo
SEN STATUS		
PP		
H/M/L PA		
READING AGE		
KS2 Eng		
KS2 Maths		
CATS		
EXAM ARRANGEMENTS		

Summary of needs:


Summary –


Student Voice
I would like you to know...
I am good at...
I find it difficult to... this means that...
Things I like...
Things that are important to me...
Aspirations...

Difficulties:	Strategies:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

*New strategies added will be in green

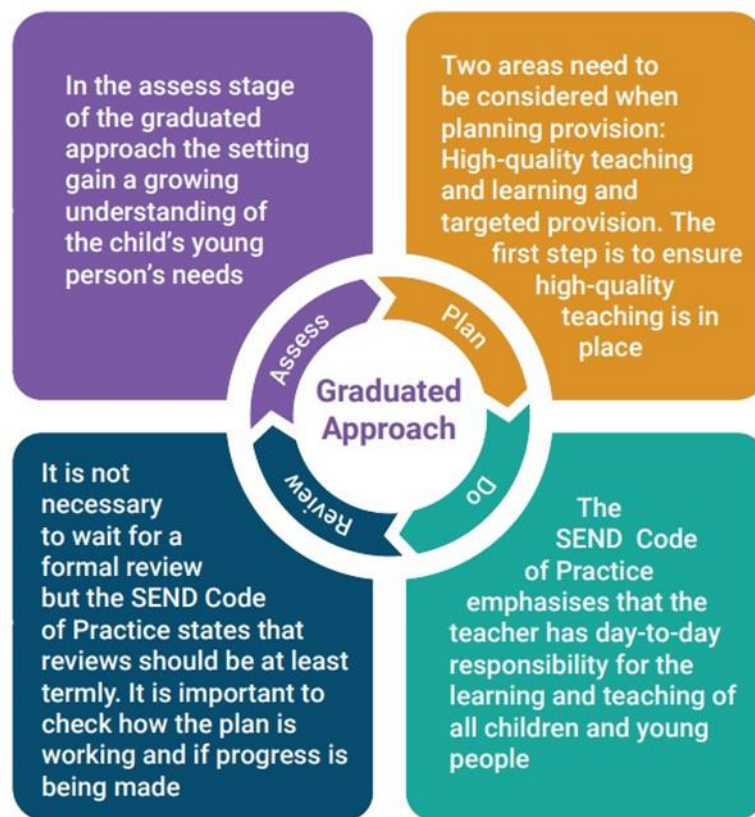
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The Graduated Approach (APDR)

All students on SEN support are supported through the 'graduated approach' – this is a continuous cycle of four stages (Assess-Plan-Do-Review) that allow students' needs to be identified and targeted support to be put in place. APDR meetings are held termly, usually between the student and their lead TA, and a record of the meeting is sent to parents electronically to invite parental feedback. Two targets are agreed for the term, selected by the student (with guidance) from the individual targets suggested by each of their subject teachers, as well as discussing any support the student needs to be able to meet the targets set.



EHCPs

When might an EHCP be suitable?

The majority of children and young people with SEN or disabilities will have their needs met through SEN support, but some students with more significant, long-term and complex needs require additional support through an Education and Health Care Plan (EHCP). Through the APDR cycle, students on SEN support are monitored closely. If the student is needing support beyond the Ordinarily Available Provision (OAP) and it is felt that SEN support is not enough to meet their SEN needs, then they may need the additional support that an EHCP can provide. Schools are not able to issue an EHCP – only the local authority is able to assess the need for an EHCP and issue one for a student.

Cambridgeshire County Council's SEND Information Hub (Local Offer) provides information for parents about EHCPs, the processes involved, and the roles of the Statutory Assessment Team: [SEND Information Hub \(Local Offer\) | Education Health Care \(EHC\) Plans \(cambridgeshire.gov.uk\)](#) (or scan the QR code to the right).



What does an EHCP provide?

An EHCP describes a child's strengths as well as their special educational, health and social care needs and explains the additional help required to meet those needs (written as identified outcomes and provisions within the EHCP), as well as providing some additional funding to access this support. It defines how that help will support the child to achieve what they want to in their life. The EHCP is written with the needs and aspirations of the child at the forefront, and includes the following sections:

- A. The views, interests and aspirations of the parent/carer and the child/young person.
- B. Special educational needs.
- C. Health needs related to SEN.
- D. Social care needs related to SEN.
- E. Outcomes – how the extra support and provision will benefit the child/young person.
- F. Special educational provision (support).
- G. Health provision.
- H. Social care provision.
- I. Placement – type and name of school/college (this will be blank on a draft plan).
- J. Personal budget arrangements (if any).
- K. Advice and information – a list of the reports and information gathered during the EHCNA.

Scan the QR code to watch an easy-to-follow, short animation developed by the Council for Disabled Children for parents who want to quickly learn about the EHC planning process:



The EHC Needs Assessment

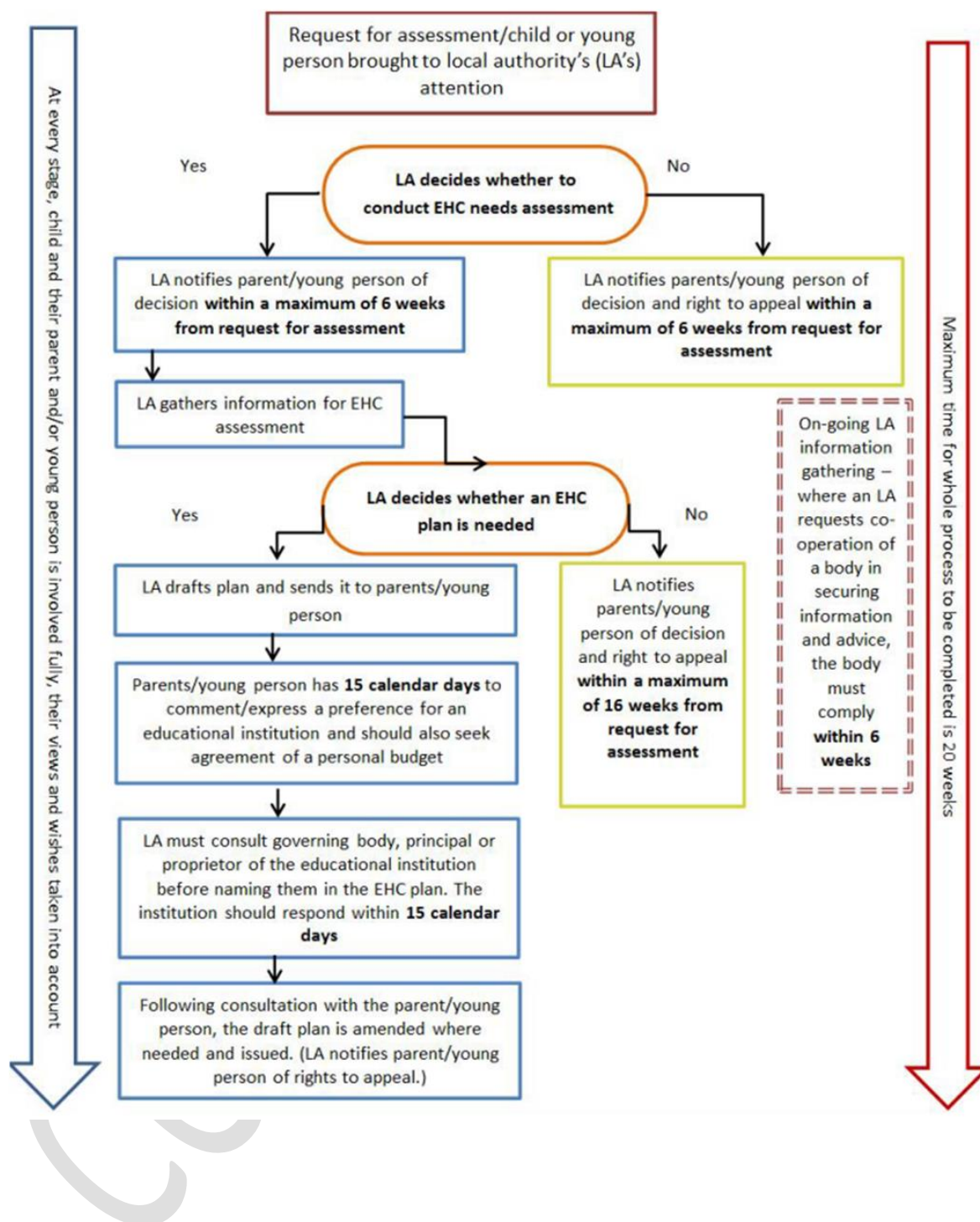
An EHC needs assessment (EHCNA) can be requested by the school, or by parents. Information on this process can be found here: [SEND Information Hub \(Local Offer\) | Applying for an Education, Health and Care Plan \(EHC Plan\) \(cambridgeshire.gov.uk\)](#) or by scanning the QR code.



The legal test for local authorities to agreeing to an EHCNA is set out in s36(8) of the Children and Families Act 2014: "The local authority must secure an EHC needs assessment for the child or young person if the authority is of the opinion that – (a) the child or young person has or may have special educational needs, and (b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan."

An EHCNA will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan. The local authority must meet the statutory timescales for EHC needs assessment as set out below (extract from SEND Code of Practice, 2015):

Statutory timescales for EHC needs assessment and EHC plan development



EHCP Annual Reviews

All students with an EHCP will have a formal annual review, which must be completed within 12 months of the last EHCP being finalised by the local authority. At CVC, we always aim to complete these reviews within 12 months of the previous annual review date, rather than the date of the finalised EHCP, as this allows us to formally review progress more frequently. We generally aim to complete annual reviews for each year group during the terms set out below, but we will deviate from this as needed:

- *Year 7: Summer term*
- *Year 8: Summer term*

- Year 9: Spring term
- Year 10: Spring term
- Year 11: Autumn term – this will be a post-16 phase transfer review.

Prior to the annual review, feedback from teaching staff will be gathered, as well as student and parent views, as well as requesting reports from any external professionals working with the student (e.g. Teacher of the Deaf, or the NHS Speech, Language and Communication Needs team).

Ordinarily Available Provision

Cambridgeshire County Council have set out the expected provision available in mainstream schools through their Ordinarily Available Provision (OAP) Toolkit: [SEND OAP Toolkit - Learn Together \(cambblearntogether.co.uk\)](https://cambblearntogether.co.uk)



Cambridgeshire Local Offer

Alongside the OAP Toolkit, Cambridgeshire County Council have also provided a SEND Information Hub (often referred to as the 'Local Offer') where parents and carers can find out more information about SEND services in our local authority area: [SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://cambridgeshire.gov.uk)



External Professional Services

In cases where SEN support in school has not been enough to support good progress, and/or a student's needs are complex, schools are able to refer students to a range of external professional services linked to a student's identified SEN.

Speech, Language and Communication Needs

The NHS SLCN team can assess students' language and communication difficulties and provide advice and support. They will only provide social communication support for students who also have language difficulties, not where social communication is the only difficulty.

The LINGO team (through Astrea Academy Trust) provide fortnightly speech and language support sessions for students managing a range of difficulties, including those whose only difficulty is with social communication.

Occupational Therapy

The NHS OT service helps children and young people participate in normal everyday activities such as play, participations in school as well as managing personal care. They can support with a range of difficulties including co-ordination and motor skills, hand skills, toileting issues, sleep and sensory differences. In addition to accepting referrals from schools, they also provide a wealth of information, advice and training on their website: [Cambridgeshire Children's Occupational Therapy \(cambspborochildrenshealth.nhs.uk\)](https://cambspborochildrenshealth.nhs.uk)



Educational Psychology

As part of Cambridgeshire's SEND Specialist Services, educational psychologists (EPs) support children/young people who are experiencing problems within an educational setting. They aim to enhance their learning, development and emotional wellbeing. EPs might work with staff and parents, carry out classroom observations, talk to children and carry out psychological testing.

EPs promote evidence-based practice when making recommendations to support children and young people. They also work closely with other services, including health and social care. EPs work with staff in schools and settings to help them have the skills and knowledge to meet the needs of children with SEN, particularly those who are receiving SEN Support and where there are significant and complex SEND difficulties which are affecting their access to learning and have not responded to the support already in place. EPs also complete assessments with students as part of the EHCNA process, and these statutory pieces of work always take priority.

Each school in Cambridgeshire is allocated a link EP (who will work with a number of nearby schools), who can provide support and guidance throughout the year.

CAMHS (via YOUNited)

CAMHS (Child and Adolescent Mental Health Service) provide assessments and support for children and young people experiencing mental health difficulties. Schools and GP services are both able to make referrals to request additional support for individuals needing more formal, tailored mental health support than the ordinarily available provision in schools can provide.

Referrals for Diagnostic Assessments

ASD/ADHD

Schools are able to make a referral to CAMHS (through YOUNited) for a neurodevelopmental assessment to identify whether a child/young person has ASD or ADHD. We will only be able to do this where the child/young person's difficulties are significantly impacting on their learning.

The threshold for these specialist assessments is very high and evidence needs to be submitted with the referral that demonstrates a number of interventions have taken place and have not proven to be enough to support the child/young person in their learning. These interventions often include a mixture of SEN and pastoral input. There are a number of additional steps required prior to a referral being possible, including opening an Early Help Assessment for family support and the completion of a "Triple P" parenting course and evidence that strategies from both of these interventions have been implemented at home.

Parents do have the legal 'right to choose' a mental health provider to carry out a neurodevelopmental assessment by requesting the 'right to choose' route from your GP – schools cannot refer to this service.

Dyslexia, dyscalculia and dyspraxia

Primary schools in Cambridgeshire have access to Specialist Teachers who are able to assess students for Specific Learning Difficulties (SpLD) such as dyslexia, but secondary schools do not have access to this service. This means that we do not have a referral pathway for assessing a student for dyslexia, dyscalculia or dyspraxia. We focus on identifying specific aspects of learning that are causing difficulties, and providing targeted support in these areas.



More information on Cambridgeshire's approach to literacy difficulties and dyslexia can be found here: [Reading: Resources - Learn Together \(cambslearntogether.co.uk\)](https://cambslearntogether.co.uk)

Independent Support for Parents and Carers

SENDIASS

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice, and support to parents and carers who have a child with SEN or a disability or have concerns that their child has special educational needs: [SEND Information Hub \(Local Offer\) | SEND Information, Advice and Support Service \(SENDIASS\) \(cambridgeshire.gov.uk\)](#)



SENDIASS can help you with:

- Confidential support and someone to talk to in confidence.
- Advice and information about special educational needs.
- Independent support for children, young people and families going through the EHCNA process.
- Preparing for meetings with your child's school or with professionals who are working with your child.
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance.
- Get regular updates about local events and activities and other useful information by signing up to the Special Needs Community Information Point: SEND Information Hub (Local Offer) | SCIP (Special needs Community Information Point) (cambridgeshire.gov.uk)
- Get a SCIP card that can be used as proof that your child/young person has a disability if they need to use facilities for disabled people or need to ask for assistance when out and about.

Pinpoint

Pinpoint is Cambridgeshire's Parent Carer Forum, which is run by parents for parents. Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire (pinpoint-cambs.org.uk)



Pinpoint can offer:

- Information, signposting and support.
- Peer support groups.
- Information sessions and workshops.
- Training sessions.
- Seek and share views with the local authority, health and others.
- Volunteering opportunities.
- Social media channel Facebook groups.
- Pinpoint ADHD/ASD parent groups (monthly parent groups for parents and carers of children with ADHD and/or Autism – with or without a formal diagnosis).

FAQs

1. My child was on the SEN register under SEN support at primary school – does this mean they will always be on the SEN register at secondary school?

Text

2. My child was not on the SEN register at primary school – does this mean they will never be on the SEN register at secondary school?

Text

3. My child has a diagnosed learning difficulty, disability or medical condition – does this mean they will automatically be added to the SEN register?

Text

[NB: parents attending the forum have been asked to suggest questions and answers to include in the FAQs section]

List of acronyms/terms used in this report

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

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

LGC Committee Member Visit Record

Name	Vikki Cantrill
Date of Visit	07 February 2024
Focus of Visit	SEND
Classes/staff visited	Judith Chipps
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i></p> <p>Meeting with JC to discuss SEND priorities and progress from a meeting earlier in the academic year.</p>	
<p><i>What I have learned as a result of my visit</i></p> <ul style="list-style-type: none"> - The new, straight-forward, process for staff to flag students (who are not already receiving SEND support) to the SEND team for early identification of need/support is now embedded (staff received appropriate training). A good number of new students have been identified as a direct result of this process enabling early strategies/monitoring and review to assist students. JC thinks the system is working well so far and the priority now is to continue to identify students in year groups in which the number of SEND students is below expected levels. - One-page profiles are developed for all students receiving SEND support to ensure that relevant information is easily accessible by all staff. Profiles are created with input from students and parents and viewed positively. Staff find profiles helpful. - A current priority is to undertake learning walks to ensure profiles are being used as designed and are helpful for staff. JC is keen to see the strategies identified to support individuals in action. - JC is also continuing to form a working group to bring the parents and carers of SEND students together. The group may include training/information events and/or more social get togethers for families to meet and support one another. JC has conducted a survey with parents to inform decisions here. - JC is planning further staff training and a handbook for parents to provide them with more detailed information about SEND provision and procedures. A similar handbook will be considered for staff. 	
<p><i>Positive comments about the focus</i></p> <p>Many thanks to JC for agreeing to meet and take time out of her very busy schedule.</p>	
<p><i>Aspects I would like clarified/questions I have</i></p> <p>n/a</p>	
<p><i>Ideas for future visits</i></p> <p>It will be great to return towards the end of the academic year to take part in/discuss the findings from the planned learning walks and community meet-ups.</p>	
<p><i>Any other comments</i></p> <p>n/a</p>	

Signed (committee member): VCantrill

Signed (link staff member): JChipps



LGC Committee Member Visit Record

Name	Vikki Cantrill
Date of Visit	07 February 2024
Focus of Visit	Fundraising – updates and collaborations between CVC / LGC and PTFA
Classes/staff visited	Sarah Powell, Operations Manager
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. Discussions with Sarah Powell, Operations Manager at CVC. This meeting was to learn about current priorities, establish firm links with the LGC and also begin collaborations with the new PTFA.	
<p>What I have learned as a result of my visit</p> <p>Schools are under increasing financial pressure, so funds from grants and fundraising activities become ever more important year on year.</p> <ol style="list-style-type: none"> Grants. There continue to be several active projects within the school. SP is particularly keen to secure funding for the new 3G pitch. The application is in progress, albeit with some significant hurdles to overcome, so this is a current priority area. Other priority areas for SP have been associated with work to improve the school environment, such as window blinds (both environment control and security reasons), improved H&S reporting, and site parking and vehicle management. A committee to monitor income and ensure expenditure from grants and donations is to be set up. Consider meeting annually – may be combined with PTFA. VC and SP to action. Since the last meeting, a PTFA has been established to raise funds to benefit CVC students. The PTFA will work closely with the school to provide support as and when it can. PTFA fundraising. Processes and protocols are needed for allocation and spending of PTFA funds raised. VC to provide a framework in consultation with the PTFA committee on how this could work. VC and SP to then review the processes to ensure they are as easy to implement and easy for staff to apply for. Consider funding meetings each term. Re-evaluation of results from the survey to CVC HODs and librarians last year to identify additional areas of need/funding opportunities and inform planning decisions. VC to ensure SP has the correct final information from the survey to review and SP to review the information with a view to identifying possible funding. 	
<p>Positive comments about the focus</p> <p>As always, I was warmly welcomed to the school. SP and VC had open discussions about school funding and potential fundraising benefits. SP has some excellent ideas to improve the overall school environment and it will be great to see these materialise in due course.</p>	
<p>Aspects I would like clarified/questions I have</p> <p>SP will investigate how best to track income and expenditure from fundraising and grants. To be reviewed at the next meeting.</p>	
<p>Ideas for future visits:</p> <p>Review expenditure tracking processes.</p>	
<p>Any other comments</p> <p>None</p>	