COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Wednesday 29 September 2021

To be held at 6.00pm

At Cottenham Village College

Membership: C Webb (Chair); Z Andrews (Principal); W Hall; P Williams; A Tyrrell; B Benderli.

In attendance:
K Goudie – Vice Principal
T Quinn – Operations Manager

Clerk: Melanie Basson

Item	Summary of action required	By whom	Status
08-07-21 Item 4	Marking and Feedback policy to be presented to be reviewed by CVC and presented to the LECC for ratification in the Autumn term	KG	Agenda item 9
08.07.21 Item 11	Identify potential candidates to join CVC LGC and advise Clerk	ALL	Ongoing. Agenda item 12

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair - CW	Clerk
2	2 mins	Introduction and apologies	Oral item - Chair
3	2 mins	Declarations of interest (annual declarations) (p3)	Papers attached - Chair
4	2 mins	Committee Terms of Reference (p4-8) and Scheme of Delegation (no changes)	Papers attached - Chair
5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 8 July 2021 (p9-13)	Papers attached - Chair
6	15 mins	Principal's Update (p14-22)	Papers attached - Principal & SLT members
7	15 mins	CVC College improvement plan (CIP) (p23-32), 2021-22 improvement planning, Self Evaluation Form (SEF) (p33-41)	Papers attached- Principal

8	5 mins	Admissions criteria update and Children in Care	Oral item - HMcK
9	5 mins	Policies to be reviewed: • Feedback and Marking policy • CVC Safeguarding policy • CVC Admissions policy 2022-23	Papers attached – KG/LL
10	5 mins	LGC member visits/Chairs update • Dates for LGC member visits	Oral item – Chair

11	5 mins	Member Training
		• Annual Safeguarding training:
		    o Child Protection in Education
		    o Equality and Diversity
		    o Sexual Violence and Harassment between children
		    o Prevent Duty– Safeguarding Lead
		    o Keeping Children Safe in Education (Part 1)
			Oral item - Chair

12	2 mins	Local committee recruitment	Oral item – Chair
13	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 2 December 2021	Oral item - Chair
14	2 mins	Any Other Business	Oral item - Chair
15	15 mins	**Part B (Confidential)** CVC Impact Statement 2020-21	Chair

Astrea Local Governance Statutory Information: COTTENHAM VILLAGE COLLEGE 2021-22

First Name	Last Name	Appointed	Term End Date	Attendance 2020/21	Employment, Appointments and Directorships	Non-profit Membership	Astrea Connections	Other Education Appointments
Zoe	Andrews	01.09.21		N/A	CVC Principal	None declared	None declared	None declared
Cerian	Webb	01.06.20	31.05.24	6/6	CVC LECC Chair Employment: University of Cambridge	None declared	None declared	Associate Lecturer, Newnham College, Cambridge
William	Hall	09.12.20	08.12.24	4/4	CVC LECC member Employment: HeleCloud Ltd	Docker Inc GitLabInc	None declared	None declared
Andrea	Tyrrell	01.06.17	31.05.25	5/6	CVC LECC staff member	None declared	None declared	None declared
Paul	Williams	01.06.20	31.05.24	5/6	CVC LECC member Employment: Cambourne Village College	None declared	None declared	None declared
Burcu	Benderli	17.06.21	16.06.25	1/1	CVC LECC member	None declared	None declared	None declared
Former members								
Geraint	Brown	01.04.21	31.08.21	2/2	CVC Int Principal	*None declared*	*None declared*	*None declared*
Sean	Blandford	01.06.17	31.05.21	4/5	Former Chair CVC LECC member Employment: Flamco Ltd	*None declared*	*None declared*	*None declared*
Joanna	Mills	01.06.17	31.05.21	2/5	CVC LECC member Employment: Genome Research Ltd	*None declared*	*None declared*	*None declared*
Sally	Roberts	01.06.17	31.05.21	5/5	CVC LECC member Employment: Cambridge University Hospitals – Addenbrookes NHS Trust	*None declared*	*None declared*	*None declared*
Helen	Cassady	01.06.17	31.03.21	4/6	CVC Principal	*None declared*	*None declared*	*None declared*

No committee members declared interests in the following categories: Related Party Transactions; Gifts and Hospitality; Contractual Interests; Shareholdings and Investments.

Astrea Local Committees Terms of Reference

With effect from 1st September, 2021.

Introduction

As a charity and company limited by guarantee, the Trust is governed by a board of trustees (the **Board**) who have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust.

In order to support the effective operation of the Trust and the Academies, the Board has established a number of committees to which it has delegated certain powers and functions. These terms of reference set out the constitution, membership and proceedings of the Trust's local committees.

In summary, the Board has established two different types of committee:

- main Board committees which are established to deal with Trust-wide matters such as Education and Standards; Finance and Budget; People and Remuneration; Audit and Risk Assurance (**Board Committees**); and

- local committees which are established by the Board to support the effective operation of the Academies.

Local Governing Bodies outlined under the articles appointed pursuant to Articles 100-101A and 104 will be known in practice as Local Governance Committees (LGCs).

The Board will review these Terms of References together with the membership of the local committees at least once every twelve months.

These Terms of Reference may only be amended by the Board. The functions, duties and proceedings of LGCs set out in these Terms of Reference shall also be subject to any regulations made by the Board from time to time.

1   Establishing the Committees

The Board has resolved to establish local committees for its Academies each as a separate committee of the Board. A local committee may act in respect of two or more Academies.

For schools in need of a high level of support and direction from the Trust, a Trust Management Board (TMB) will be established and employees of the Trust will be assigned to be included as members. The functions of these Boards will mirror those of the Local Governance Committees (LGCs) though its members will – by virtue of their position within the Trust – exercise greater direction than an LGC.

Local committees have five core accountabilities:

1. To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
2. To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
3. To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained.
4. To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
5. To identify, understand and report to Trustees any strategic risks facing the school.

2   Membership

2.1   All local committee members are formally appointed by the Trust, including in circumstances where they are elected by a stakeholder body or co-opted by the committee.

2.2   The Trust may appoint such independent persons as it deems fit to be members – including the Chair - of Trust Management Boards, provided that the numbers in each category do not exceed those indicated for LGCs.

2.3   Each LGC operating in respect of one Academy shall, unless the Board resolves otherwise, have a minimum of five members and a maximum of twelve members.

2.4   Each LGC operating in respect of two or more Academies (a "joint LGC") shall, unless the Board resolve otherwise, have a minimum of seven members and a maximum of fourteen members

2.5   The membership of each LGC (each an LGC Member) shall be as follows (unless the Board resolve otherwise):

- Up to two parent members;
- Up to two staff members;
- The Academy Principal;
- Up to seven persons appointed by the Trust;

2.5.1   The membership of each joint LGC shall be as follows (unless the Board resolves otherwise):

- Up to 1 parent member per Academy
- Up to 1 staff member per Academy
- Up to 1 Principal per Academy
- Additional persons appointed by the Trust so that a minimum membership of 7 is achieved, subject to a maximum of 14

2.6   The Trustees shall:

2.6.1   determine all matters relating to an election of parent local committee Members, including any question of whether a person is a parent of a registered pupil at an Academy. When a vacancy arises, the Principal(s) will write to all parents at the Academies in question seeking parents to nominate themselves for the vacancy. Nominees will be asked to provide a personal statement identifying their skills and suitability for the role. In the event that the number of suitably experienced nominees equals or is less than the number of vacancies on the

LGC, the LGC can choose to appoint all (or any) of those nominated. If there are more nominees than places available, the Principal(s) will write to all parents at the Academies in question asking them to vote for their preferred candidate.

2.7 The LGC may co-opt two staff members whose experience, skills and attributes would benefit the committee.

2.8 The term of office for any LGC Member appointed on or after 1st September 2021 shall expire on the last day of December, March or August, being the first of these dates to fall four years after a member is appointed, save that this time limit shall not apply to a Principal. Subject to remaining eligible, any member may put themselves forward for re-appointment or re-election (as the case may be). For illustrative purposes, this means that a committee member appointed on 10th October 2021 shall reach the end of his or her term of office on 31st December 2025.

3 Chairs

3.1 The term Chair refers to the person appointed under this paragraph as chair of the relevant local committee.

3.1.1 the LGC Members shall at the first meeting of each academic year appoint an LGLGC Member to act as Chair of the LGC;

3.1.2 the LGC Members will elect a temporary replacement from among the members present at the meeting in the absence of the Chair;

3.1.3 the Trust shall appoint the Chair of a TMB.

4 Authority, remit and responsibilities of the local committee

4.1 Each local committee shall be responsible for the matters as set out in the Scheme of Delegation and below in Appendix A.

4.2 Each local committee is authorised by the Board to:

4.2.1 Carry on any activity authorised by these Terms of Reference; and

4.2.2 Seek any appropriate information that it properly requires to carry out its role from any senior employee of the Academy and all senior employees shall be directed to co-operate with any request made.

4.3 The establishment of any new sub-committees other than ad hoc working groups required to deal with specific issues, must be agreed in advance with the Trust CEO.

5 Proceedings of local committee meetings

5.1 The local committee will meet as often as is necessary to fulfil their responsibilities but at least six times a year (unless otherwise resolved by the Board), and to review the frequency of meetings as necessary or on the advice of the Trust.

5.2 Meetings attended by three or more full members of the committee shall go ahead. Where fewer than three members attend, the Chair may determine whether the number of members attending a meeting is sufficient for the committee usefully to discharge its responsibilities.

5.3 The relevant Principal(s) shall ensure that a clerk is provided to take minutes at meetings of the committee.

5.4 Any resolution at a meeting of a LGC must be determined by a majority of the votes of the members present and voting on the matter.

5.5 Each committee member present in person shall be entitled to one vote.

5.6 Where there is an equal division of votes the Chair shall have a casting vote.

5.7   A register of attendance shall be kept for each committee meeting and published annually on the relevant Academy's website.

5.8   Local committees may invite attendance at meetings from persons who are not members to assist or advise on a particular matter or range of issues. Any member of the Executive Board may also attend and speak at local committee meetings.

5.9   References to the "Chair" shall in the absence of the Chair be deemed to be references to the chair of the relevant committee meeting.

6   Conduct of Committee members

6.1   All committee members shall observe at all times the provisions of the Code of Conduct.

7   Members' Interests

7.1   Local committee members are required to declare any business or other interests in any item being discussed at a meeting.

7.2   Each committee member, if present at a meeting, disclose their interest, withdraw from the meeting and not vote on a matter if:

7.2.1   there may be a conflict – or the appearance of a conflict – between their interests and the interests of any of the Academies or the Trust;

7.2.2   there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or

7.2.3   they have a personal interest (this is where they and/or a close relative will be directly affected by the decision of the committee in relation to that matter) in a matter.

8   Disqualification & Removal of Committee Members

8.1   A person shall be ineligible for appointment to a local committee and, if already appointed, shall immediately cease to be a member if the relevant individual:

8.1.1   is or becomes disqualified from holding office under the Trust's Articles of Association;

8.1.2   is or becomes disqualified from holding office as a governor of a school or academy;

8.1.3   is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;

8.1.4   is barred from any regulated activity relating to children;

8.1.6   is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);

8.1.7   has been fined for causing a nuisance or disturbance on school/academy premises during the 5 years prior to or since appointment or election as a Committee member;

8.1.8   refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check;

8.1.9   commits a serious breach of the Trust's Code of Conduct or any standing order or protocol implemented by the Board, as determined by the Trust;

8.1.10   is absent without the permission of the committee from all their meetings held within a period of six months;

8.1.11   resigns his/her office by notice in writing to the relevant Chair;

8.1.12   in the case of a Principal, they cease to be the Principal;

8.1.13   their term of office expires and they are not re-appointed.

8.2   The Trustees shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any committee member by written notice to the member and the relevant Chair.

8.3   The suspension from employment duties of any committee member who is an employee of the Trust shall have the effect of suspending their membership of the committee.

8.4   Any committee member who is subject to a banning order issued by the Principal shall be deemed to be suspended from the committee for the duration of the ban.

8.5   The CEO may suspend a local committee member where it is necessary to undertake an investigation into any alleged breach of the Code of Conduct.

9   Reporting Procedures

9.1   Within 5 working days of each meeting, the Clerk will produce draft minutes of the meeting;

9.2   Within 15 working days of each local committee meeting, the draft minutes will be received by its members and agreed as a final, accurate record of the meeting;

9.3   Once ratified at the subsequent meeting of the committee, the final adopted committee minutes will be held by the Central Governance Team and the Academy Office as an official record.

9.4   The Chair of the local committee shall meet, or arrange for a deputy to meet, the Link Trustee and will report on the committee's work.

9.5   Each committee shall conduct an annual review of its work and shall communicate its finding to the Trust

Appendix A: Remit and Responsibilities of the local committees

The powers and functions delegated by the Board to the committees are set out in detail in the Trust's Scheme of Delegation as approved by the Board and in summary include the following which should be read in conjunction with the scheme of delegation:

1   To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
2   To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
3   To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained.
4   To monitor and advise on the running of the Academy in terms of learning, standards, safety and wellbeing. This includes identifying committee members that take on a special link responsibility in the following areas: Safeguarding, SEN, Grants (PP/PE/COVID Catch-up).
5   To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
6   To support the Academy's senior management staff to deal with parental complaints pursuant to the Trust policy on parental complaints and support Principal(s) in recruitment and selection, grievance and disciplinary processes where appropriate.
7   To review the decisions of Principals of other Academies within the Trust in exclusion cases where appropriate and, if requested, recruitment panels.
8   To record visits to the Academy/Academies both during school hours (with prior arrangement with the Principal) and for evening events.
9   To identify, understand and report to Trustees any strategic risks facing the school. To draw any significant recommendations and matters of concern to the attention of the Trust Board via the Link Trustee.

COTTENHAM VILLAGE COLLEGE

LOCAL EDUCATION CONSULTATIVE COMMITTEE

HELD ON

THURSDAY 8 JULY 2021

Via the virtual platform 'Microsoft Teams'

MINUTES

Members Present:	Cerian Webb (Chair) Geraint Brown (Int. Principal); Will Hall; Paul Williams; Burcu Benderli, Andrea Tyrrell.
In Attendance:	Melanie Basson (Clerk) Kath Goudie – Assistant Principal; Amelia Parker – Assistant Principal; Hanan McKeand – Assistant Principal; Patrick Braybrook – St Ivo

Item	Summary of action required	By whom	Status
20-05-21 Item 4	Principals Update report to be circulated to LECC	Clerk	Complete
20-05-21 Item 6	CVC SRE policy to be adopted by the LECC and published accordingly by CVC	KG	Complete
20-05-21 Item 4	Staff bulletin example to be sent by the Principal to the Clerk for circulation to the LECC	Principal Clerk	Complete
20-05-21 Item 7	Consider points raised regarding CVC website with a view to improve presentation and content	Principal	Complete
20-05-21 Item 11	Letters acknowledging thanks on behalf of the LECC to be sent to parting LECC colleagues	Clerk	Complete
20-05-21 Item 13	Fundraising opportunities with Co-Op to be considered by CVC	LL	Complete
20-05-21 Item 13	Principal to feedback regarding CVC plans to consider reinstatement of Year 10 Science practical lessons and Geography field work	GB	Complete
08-07-21 Item 4	Marking and Feedback policy to be presented to be reviewed by CVC and presented to the LECC for ratification in the Autumn term	KG	
08.07.2021 Item 11	Identify potential candidates to join CVC LECC and advise Clerk	ALL	

1) Introductions and Apologies

There were no apologies for absence.

Mrs Benderli was welcomed as a newly appointed member of the LECC.

The Chair welcomed all attendees and introductions were given.

2) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LECC meeting held on 20 May 2021 were circulated to the committee and were ratified electronically on 15 June 2021.

The committee reviewed matters arising and all actions have been completed.

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

3) Declarations of interest

There were no declarations of interest made on any agenda item.

4) Principal's Update

The Principal and members of SLT gave an update to the LECC and highlighted:

- Headlines
- Leadership and Management
- Safeguarding
- Attendance – 93.6% average for all students up to 23 June 2021
- Inclusion
- Curriculum
- Achievement and outcomes
- Year 10 end of year data
- TAGs
- Staffing and timetable
- Finance & budget
- Site and Operations

The Principal invited questions.

Mr Braybrook reported regarding behaviour and informed the LECC that behaviour is generally good overall and the number of same day detentions is lower compared to other local Astrea schools.

Mr Hall sought clarification of whether the number of students attending detentions, reflects levels of behaviour in school. The Principal reported that students received detentions for non-completion of homework as well as breaches of the behaviour policy. From September 2021, the Principal reported an increase of student detentions is likely as CVC have set higher expectations for students completing homework.

Mr Williams questioned whether all staff are setting homework in accordance with CVC homework policy. Mrs Goudie reported all staff have been reminded to be consistent when setting homework and students will not be sanctioned for work not set in accordance with the homework procedure on 'Show my homework.'

Mr Williams questioned whether students attending detentions for non-completion of homework and bad behaviour, attend the same detention session. Mrs Goudie informed the LECC that students attend separate detention sessions for behaviour breaches and non-completion of homework, whereby these sessions allow students to use the time productively to catch up on missed homework.

Clerk was asked to add CVC Marking and Feedback policy to the next CVC LECC agenda.

5) Data & Achievement

Update on Y11 Teacher Assessed Grades (TAGs)

Mrs Parker reported the process for awarding grades this summer has been completed, with grades quality assured both internally and at Trust level, and sent off in accordance with the timetable/requirements laid down by JCQ (Joint Council for Qualifications).

With regard to appeals in relation to TAGs, Mrs Benderli questioned whether CVC dealt with any appeals last academic year in response to CAGs. Mrs Parker reported that CVC dealt with a handful of queries but were all were resolved satisfactorily and CVC are confident this year students work has been rigorously assessed and quality assured, resulting in accurately awarded grades.

The Principal thanked Mrs Parker and the team for their hard work in dealing with the TAG process in a robust, consistent way.

CVC Key Data was shared with the LECC, who noted the headlines:
- Progress 8 figures were compared for 2017, 2018, 2019 and 2020, showing an improving trend, with 2020 figure of +0.74
- Attainment 8 figures were compared for 2017, 2018, 2019 and 2020, showing consistently higher attainment than both the local authority and national average and an improving trend, with 2020 figure of 55.57
- CVC are focussing on supporting students who are predicted to not achieve a 5+ in both English and Maths
- Newly appointed Regional Director, David Thomas has set CVC aspirational target that 131 students (75%) to achieve 5+ in both English and Maths
- With a view to raising achievement, subject leads to identify cohorts for targeted interventions.

The Principal reported that David Thomas is supporting CVC in a bid to raise around £80k from the Trust, to fund extra catch up teaching for all students.

LECC members raised the following questions:

When asked whether CVC have a Professional Development programme, the Principal assured the LECC that we do have a structured Continuing Professional Development (CPD) offer for staff.

When asked whether CVC has the staff resources to deliver the extra tutoring required to provide an extra period to Year 11 students, the Principal confirmed CVC have the teaching resources to deliver quality teaching in line with CVC teaching provision.

When asked whether it is compulsory or optional for students to attend an extra period at the end of the school day and what are CVC doing to ensure students and parents/carers are on board; the Principal reassured LECC members that students will not miss out on curriculum if they choose not to attend non-mandatory period 6 teaching sessions. Mrs Parker explained the purpose of the additional period on the end of the school day is to revise content already taught to students in Year 10, with more in depth work of the curriculum and catch up work and revision.

When questioned whether CVC plan to publish a curriculum map for these sessions for students to give students opportunity to select which ones they could benefit more from; Mrs Parker explained the work set will be guided by teachers and all students will be encouraged to attend all sessions.

The LECC discussed the need to strike the right balance with regards to CVC's expectations of students to complete homework and summer catch up activities, which aim to be productive without de-motivating students.

6) CVC sexual abuse and harassment strategy in response to Ofsted Report

In light of the outcome of the Ofsted review into sexual misconduct in schools and colleges, published in June 2021, Mrs Goudie reported that the CVC strategy for addressing this has been added to CVC SIP for the next academic year.

Mrs Goudie reported that students have been reminded of procedures for reporting sexual abuse and harassment and of expectations and perceptions regarding these issues. CVC are planning to survey student opinions to establish their perceptions of sexual abuse and harassment.

Mrs Goudie informed the LECC in future CVC plan to review the curriculum, and survey staff perceptions with a view to embedding a culture of equality and acceptable behaviours and appropriate language around these issues.

The Chair informed Mr Williams, in his role as Safeguarding Link LECC Lead, that Nic Law, Astrea Deputy Director of Inclusion, invited all Astrea LECC safeguarding Leads an opportunity to get in touch with her if they would like to seek advice of what questions to ask of school leaders regarding challenging safeguarding practices.

7) CVC College improvement plan (CIP), 2021-22 improvement planning, self-evaluation form (SEF)

CVC SEF and CVC Post-Lockdown Recovery Improvement Plan Summer Term 2021, was circulated to the LECC in advance of the meeting and the Principal invited questions.

The Principal reported CVC are currently updating the annual CIP, to be reported in the Autumn term and gave the LECC a headline summary regarding:
1. Quality of Education
2. Behaviour and Attitudes
3. Personal Development
4. Leadership and Management

The Chair thanked the Principal for his report.

8) Handover to new Principal – Zoe Andrews

In light that Mr Brown, interim Principal will be leaving CVC at the end of this academic year, to take up the role of Astrea Director of Teaching, the Chair thanked Mr Brown for his valued input and commitment to CVC in his interim role as Principal.

The Principal informed the LECC that as part of the handover to the new CVC Principal, the recovery CIP will be used for planning a three year CIP.

9) CVC LECC proposed 2021-22 meeting dates:

The LECC adopted the LECC meeting dates for 2021-22:
- Weds 29 September 2021
- Thursday 2 December 2021
- Thursday 27 January 2022
- Thursday 17 March 2022
- Thursday 12 May 2022
- Thursday 30 June 2022

10) LECC member visits/Chairs update

The Chair met with the Principal on 15 June 2021 and 29 June 2021, and reported matters discussed to LECC members and questions were invited.

The Chair was thanked for her reports.

11) LECC membership

LECC members were invited to identify potential candidates to join the LECC and advise the Clerk of any interested candidates.

12) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on Wednesday 29 September 2021.

13) Any Other Business

The LECC were informed that CVC have appointed a new Operations Manager and invited LECC members to inform CVC of fundraising opportunities which CVC could benefit.

Attendees were thanked for their input and left the meeting.

The meeting finished at 7.30pm.

The LECC agreed the above to be a true and accurate record of the meeting on: 21 July 2021

Principal's Update Report

Cottenham Village College (July 2021)

Headlines & updates since previous meeting:

- Timetabling is complete, fully staffed and Y9 options finalised (confirmation sent to parents)
- TAGs submitted – English language & literature called for review
- David Thomas, new Regional Director, has started his role and has visited CVC weekly
- Pat Braybrook (from St Ivo school) has been on secondment to replace Ryan Nash
- SLT main focus is currently on Y10 progress, following mocks, including Raising Achievement plans for 2021-22 academic year
- Website updates have begun; we are waiting for more support from the Trust
- A sudden and sharp increase in Covid cases has led to larger numbers of pupils in self-isolation and significant staff absences

Leadership and Management:

Mr Pat Braybrook, an experienced Head of Year from St Ivo Academy, joined us after half term on secondment following Ryan Nash's departure to his new job. Pat took on the role with ease, overseeing the pastoral teams and behaviour and reward systems and immediately making improvements to internal systems, such as developing more robust incident reports for day-to-day events and developing and introducing ideas for engaging pupils in work during detentions. He has quickly developed useful insights into strengths and areas for improvement and has quickly sought and suggested changes. We will be very sad to see him leave us at the end of term!

David Thomas has started his role as the new regional director for Astrea and has quickly made a positive impact during his weekly visits. David has joined he central Astrea team from Inspiration Trust, where he was a principal and strategy director. He was recently awarded an OBE for his work setting up the Oak National Academy. He has got to know the senior team, supported our analysis of the school's curriculum and teaching, and helped us quickly refine our improvement plan objectives for new academic year, including raising achievement for the current Y10 heading into Y11. He has been a huge help in helping sharpen the focus back on the core business of teaching, following a challenging year.

Zoe Andrews, Principal from 1 September 2021, has been visiting CVC and meeting with members of SLT in order to be ready for starting the role. Zoe has also met with David Thomas to support the transition to the new role.

Pupil Profile data

Disadvantaged pupils – number of pupils (% of cohort)

Y7	Y8	Y9	Y10	Y11	Y7-11
28 (3.19)	19 (2.17)	19 (2.17)	25 (2.85)	32 (3.65)	123 (14.03)

SEND pupils – number of EHCP pupils (% of cohort)

Y7	Y8	Y9	Y10	Y11	Y7-11
15 (1.71)	26 (2.96)	20 (2.28)	10 (1.14)	8 (0.91)	79 (9.01)

Safeguarding – 2020-2021

Safeguarding Data Return	Autumn	Spring	Summer up to 30 June	Total
No. of Referrals made to Social Care	5	4	7	16
Cases picked up by Social Care	2	2	1	5
Early Help Assessments submitted/ cases opened at TAC level (or equivalent)	5	1	3	9
No. of children open to Child Protection Plan	4	3	3	3
No. of children open to Child In Need Plan	2	1	0	1
No. of children with TAC Plan/EHA or equivalent currently in place	9	16	9	11
No. of children on EHCP		34	35	35
No. in temporary accommodation	1	0	0	1
No. of Young carers	5	7	9	9
Discriminatory incidents	3	5	5	13
Bullying Incidents	10	13	15	38
Recorded Restraints	0	0	0	0
Prevent Concerns	0	0	0	0
Prevent Referrals	0	0	0	0
Previous LAC	3	0	0	0
Current LAC	3	3	3	3
Current no. on Reduced Timetable	8	2	2	12
Current no. on reduced timetable exceeding a half term	0	8	5	8
No. removed from roll to EHE - total this year	1	3	5	5

Exclusions

	2020-21 (01.07.21)			2019-20			National (2018/19)
	No. of exclusions	No. of students	%	No. of exclusions	No. of students	%	
Whole school	48	29	3.29	55	27	3.05	10.75
Multiple exclusion		5	0.56		11	1.25	2.03

2020/21 (01.07.21)	Boys		Girls		Disadvantaged	
	No. of students	%	No. of students	%	No. of students	%
Whole School	15	3.05	14	3.38	10	7.51
Year 7	2	2.24	0	0	0	0
Year 8	3	2.80	1	1.12	1	4.76
Year 9	3	3.15	8	8.98	4	17.39
Year 10	4	3.92	1	1.29	2	7.69
Year 11	3	3.06	4	5	3	8.82

After-school detention numbers since return from lockdown 8th March 2021 - 21st June 2021:
- Behaviour detentions 70.83% (561 of 792)
- Homework detention 29.17% (231 of 792)
- Behaviour detentions included 226 different pupils
- Homework detentions included 138 different pupils

Managed moves 2020-2021
Dual registered: 5
Subsidiary: 1

Attendance Data
93.6 % up to 23 June 2021

Attendance	2020/2021 23.06.21	2019/20*	National 2018/19	PA	No. of students	2020/2021 23.06.21	No. of students	2019/20*	National 2018/19
School	93.6%	94.8	94.5	School	132	6.44%	101	11.5	10.9
Year 7	96.4%	96.3		Year 7	12	3.55%	17	9.19	
Year 8	94.2%	94.5		Year 8	26	5.78%	22	12.22	
Year 9	91.2%	96		Year 9	29	8.83%	17	9.66	
Year 10	93.8%	93.2		Year 10	26	6.24%	28	15.64	
Year 11	92.0%	93.7		Year 11	39	8.04%	17	10.76	
Disadv	84.0%	89.9	92.5	Disadv	54	15.99%	26	23.42	22.8
Non Disadv	95.2%	95.4	95.8	Non Disadv	78	4.84%	91	11.39	8.3
SEN Support	*84.2%*	91.4	93.5	SEN Support	15	15.76%	37	28.03	
EHCP/State	76.4%	91.8	91.3	EHCP/State	20	23.63%	18	33.33	24.6
Non SEN	*95.1%*	95.1	95.7	Non SEN	97	4.94%	80	10.28	9

Curriculum – intent and implementation (inc. CPD)

The emphasis for our curricular work since our last meeting has firmly been around the outcomes at KS4 with the majority of staff time, including all calendared CPD time, been taken to make sure that our final grades for Year 11 were robust and accurate.

The key learning points in terms of our curricular intent and implementation from this process were as stronger understanding of:

- The relationship between questions types and assessment objectives and how to make judgements about which type of questions are most useful;
- how best-fit descriptors and how this compares and contrast to mark schemes for particular questions;
- what makes a qualitative difference between responses and how these relate to 'grade boundaries';
- what outcomes at different grades might look like across subjects.

Overall, the extensive set of moderation steps involved in arriving at grade judgements has allowed for collaboration within and across subject areas and can only strengthen practice when preparing pupils for examinations in 2021.

This term we have reallocated all training time on the calendar to the TAG process and have also suspended all voluntary CPD meetings (such as the Professional Book Group) in light of the very significant workload associated with the TAG process. Instead, '5 bullets on the bulletin' has become a regularly, weekly dose of CPD around a pertinent whole-school T and L issue, we have continued with our weekly T and L briefing on a Thursday morning and have produced a regular 'CPD@CVC' to counteract the lack of CPD meeting time.

Subject Reviews

Since half term, SLT have been visiting more classrooms to ensure a calm end to the year and to begin to refocus on developing practice. This has been accompanied by an opportunity for all subject leaders to have a 'curricular conversation' with their line manager about the strengths and areas for development for their KS3. The notes from this process will form the basis of an overview of KS3 curricular practice in terms of intent and implementation for Zoe Andrews in September. This should act as a starting point for further CPD and staff development.

In addition, SLT are working with science and geography to made progress with areas of practice identified as needing further development. For science, this is the sequencing of, and level of challenge within, KS3 and how well it prepares for KS4. This has been an ongoing area of work since our last Ofsted inspection. For geography, we are reviewing the level of challenge at KS3 in terms of the demand on extended reading and writing at KS3 and how well progress through the curriculum is monitored in books. This is as a result of feedback from our Regional Director of Education, David Thomas. This theme of extended reading and writing aligns with the Trust strategic plans for 21-22.

This week we host our first onsite LECC learning walk and these reflections will also feed into our strategic planning for 2021-22.

The Wider Curriculum

We have now timetabled an additional fortnightly lesson into KS3 for PSHE in Year 7 and 9. We will pilot this model, and if successful, will add more timetabled lessons in other year groups. This timetabled curricular model allows is seen as best practice in the sector, as it allows for a 'spiral curriculum' with more regular opportunities to return to key concepts over time.

We have appointed Alex Farzad as PSHE Lead from September 2021 to work alongside our RSE Lead, Nicola Bussingham to oversee the intent and implementation of these new lessons and to coordinate how these new lessons will dovetail with our existing provision through our tutor programme and Conference Days. We have

timetabled a new pastoral specialist team, including members of SLT, to deliver this new curriculum. We have also applied for some funding to further develop our curriculum in line with recent changes to the RSE Framework with the Cambridgeshire PSHE Service. It is, perhaps, unlikely to be successful, as our work is more advanced than the funding model suggests, but it is always worthwhile to apply for funding to add curricular development when available.

Next year, our draft strategic aims for the curriculum and teaching and learning will include:
- To review and develop how extended reading and writing opportunities are integrated across our KS3 and 4 curricular to ensure suitable levels of challenge;
- To embed strategies that focus on active participation, including how pupils respond independently to whole-class feedback. (carried forward from 20-21).
- Establish a model with leaders for regularly reviewing our Key Stage 3 curriculum (scope, sequencing, coherence and rigour) to ensure that pupils can identify and retain the core knowledge they need in each subject to make at least expected progress
- To regularly review data that suggests that cohorts may have fallen behind and introduce timely responses to address any curricular gaps caused by lockdown. This target will have a focus on groups of pupils who may have fallen significantly behind (SEND, LPA, PP).
- We hope to be able to extend the school day next year, particularly for Y11 and groups of identified pupils who are significantly behind expectations as a result of the disruption to their education. It is expected that all Y11 will be able to access additional teaching/tutoring at least three times a week.
- We have started a Corrective Maths programme, which is aimed at the very lowest attainers in Y7 and Y8 to help them make rapid progress in their numeracy. Similarly, next year we are starting a new literacy programme called Fresh Start, aimed at pupils with a reading age of 9.5 yrs or below.

Achievement & Outcomes

TAGs update

Since our last meeting, all TAGs were submitted by Friday 19 June. After we returned from the half-term break more faculty time was created to allow faculties to revisit and reconsider any grades for pupils. Therefore, more moderation of whole portfolios took place in each subject area – a break of a week allowed staff to look with fresher eyes and amendments were made as a result.

Internal quality assurance at a senior level happened alongside the final fortnight before the deadline for TAGs to be submitted. This involved discussions at Line Management meetings, particularly around where historic data suggested that there were anomalies, for example a higher number of Grade 9s or a higher number of grades 5+. Discussions focused on why these anomalies might be (such as very small cohorts which meant historic data wasn't as useful in identifying 'trends') and where necessary, subject leaders were invited to consider and review some decisions.

Additionally, the SLT meeting was used to go through every pupils' TAGs in all their subjects – where there were anomalies in a pupil's results that stood out or where we felt it seemed they had over or underperformed, we identified them for SLT moderation. On Wednesday 17 June, member of SLT spent 12 hours moderating portfolios for the sample identified in each subject. Where we disagreed with a grade we gave feedback to the subject leader and asked them to consider their other grades given what we had identified: for example, if Grade 4/5 boundaries seemed to be slightly harsh, then subjects were asked to review those pupils sitting on those boundaries and adapt as needed. There were some challenging and robust discussions had with staff; this was absolutely what needed to happen – we were asking the questions the exam boards would be as well.

Astrea quality assurance was also carried out in this time – they interrogated our data based on historic data and performance. They did not wish to question any of our results.

English Language and English Literature were the two subjects selected for the exam board moderation sample and 10 pupils' work was shared with AQA on Wednesday 23 June. We still have had no communication from the exam board regarding what was sent. We await to hear.

Planning for the results day is taking place and preparation for the appeals process which will happen from 12 August onwards. Senior leaders will be available to run the appeals process over the summer holidays. Given the careful and thorough moderation, although we expect to have appeals lodged, we would anticipate as few appeals as possible.

Year 10 end of year data

Since our last meeting, Year 10 pupils have completed their end of year exams. These were conducted as formal exams: this was important in ensuring that pupils become used to the environment and process for formal exams as well as getting to grips with things such as managing time and the requirements of exam papers in each subject. The Year 10 reports were shared with pupils, parents and carers on Wednesday 30 June: percentage attainment in exams was shared along with the median average for the cohort in that subject. We did not report grades for exams because pupils did not sit all papers for each subject, as they have not yet covered all content, and many subjects created new papers or adapted existing papers, so grade boundaries are not in existence or reliable to use. Additionally, the important focus for pupils is on where they need to focus revision and improve performance to make progress; response to feedback and working out what they know and where they need to do more work is the most important outcome for pupils ahead of Year 11.

In order to review Year 10 attainment at the end of the year and allow us to effectively prepare and plan for supporting and targeting pupils throughout Year 11, grade projections have been analysed from the end of year reports. This gives us the headlines for next year's Year 11 results, as projected by Year 10 teaching staff.

Against targets, Year 10 projections are lower for next year's headline results. Given that Year 10 have had significant disruption to their education (they have not had a full year of education in school since Year 8, for instance), we might expect to see projected attainment as lower. However, it is important to note that when comparing Year 10 summer projections in 2018 for Year 11 2019 (the last year exams took place), against actual attainment for Year 11 in 2019, there is a historic tendency to under-project performance and attainment. There are reasons why this might be:

- Staff are naturally cautious and more likely to err on the side of caution than risk over-projecting.
- There will be a greater tendency towards cautious projections given the disruption to studies over the past two academic years.
- Pupils have not finished their GCSE courses and their knowledge and understanding and their application of this in subjects has not developed as far as it will over Year 11 (hence, staff adopting a more conservative/cautious approach to projections).

It is fair to assume, therefore, that there will be some increase in performance from that projected in these exams. The past data shows increases of between 2 and 5% in each of the headline measures so this would be a sensible premise to work from. The data which will come out of the Year 11 mocks in November next academic year will be vital in checking on progress and to see if the anticipated rise in attainment and projections do take place.

The Year 10 report data has been analysed for the projected headlines for next year, and has been used to identify key target groups: this is within subjects and also for key pupils who are at risk of under-performing next academic year. Using this analysis, a whole-school raising achievement plan has been drawn up. The SLT team have discussed this plan this week ahead of putting it into action from September 2021. The data and the plan will be shared with subject leaders so that they know the pupils who are their key focus for next academic

year and so that they and their teams can plan effectively to support pupils to make the most progress possible next year.

Key ideas for supporting Year 10, in particular, include:

- Using the Year 10 summer, ahead of Year 11, to set meaningful and useful work in all subject areas – this will probably be focused on revision activities.
- Regular use of assessment and data to track progress – creating discussion between Line Managers and subject leads about what to do to support pupils further.
- High-quality teaching and learning – renewing a focus on teaching and learning and CPD so that lessons ensure excellent first-teaching (the best form of intervention there can be).
- Clear and effective communication with parents and carers to ensure support from home, particularly with those pupils who have more ground to make up than others.
- Targeted support – this would be both 1:1 where needed and also small group interventions.
- Mentoring – for those who need more support.
- Support, praise and recognition for hard work and pupils making great progress throughout the year.

	Year 10 Summer Projections						Year 10 Targets						Year 11 Actual 2019						Year 11 2019 - Y10 Summer Projections					
	All	PP	SEN K	EHCP	Boy	Girl	All	PP	SEN K	EHCP	Boy	Girl	All	PP	SEN K	EHCP	Boy	Girl	All	PP	SEN K	EHCP	Boy	Girl
English & Maths 7+	17.2	0	0	0	16	18.9	19	0	0	0	15	24.3	29.5	0	16.7	0	32.4	26.9						
Ebacc Standard Pass	47.1	20	16.7	0	42	54.1	51.7	20	33.3	0	46	59.5	28.8	0	0	0	27.9	29.5	22.8	0	0	0		
Ebacc Strong Pass	35.1	12	16.7	0	31	40.5	40.2	16	0	0	37	44.6	26	0	0	0	26.5	25.6						
Ebacc 7+ Pass	9.8	0	0	0	4.6	5.2	13.8	0.6	0	0	5.7	8												
5+ 9-4 including English & Maths	79.3	44	16.7	0	80	78.4	81.6	52	0	0	82	81.1	69.9	28.6	16.7	0	63.2	75.6	67.1	18.2	11.1	0		
5+ 9-5 including English & Maths	59.2	32	16.7	0	58	60.8	63.8	32	33.3	0	66	60.8	53.4	9.5	16.7	0	52.9	53.8	51	4.5	11.1	0		
9-4 in English	85.6	56	16.7	0	83	89.2	89.7	68	33.3	0	88	91.9	78.8	47.6	33.3	0	72.1	84.6	78.5	36.4	11.1	0		
9-5 in English	72.4	52	16.7	0	67	79.7	74.1	44	33.3	0	71	78.4	65.8	23.8	16.7	0	60.3	70.5	67.8	27.3	11.1	0		
9-7 in English	24.1	4	0	0	18	32.4	24.7	8	0	0	17	35.1	41.1	9.5	16.7	0	35.3	46.2						
9-4 in Maths	84.5	52	50	20	88	79.7	86.2	56	33.3	0	90	81.1	74.7	28.6	16.7	0	73.5	75.6	70.5	27.3	22.2	0		
9-5 in Maths	66.7	36	33.3	0	68	64.9	67.2	32	0	0	71	62.2	63.7	14.3	16.7	0	61.8	65.4	53.7	4.5	11.1	0		
9-7 in Maths	25.9	0	0	0	28	23	28.2	8	0	0	31	24.3	37.7	4.8	16.7	0	44.1	32.1						
P8 English Element	-0.19	-0.17	-0.59	0.49	-0.47	0.21	-0.11	-0.03	0.24	0.99	-0.41	0.33	0.24	-0.17	-0.21	-0.46	-0.2	0.64	-0.09	-0.7	-0.55	-0.36	-0.52	0.31
P8 Maths Element	-0.08	-0.44	0.01	0.02	-0.05	-0.12	0.11	0.06	0.18	0.77	0.21	-0.05	0.57	-0.21	-0.32	-1.03	0.61	0.55	0	-0.8	-0.51	-0.62	-0.15	0.14
P8 Baccalaureate Element	0.04	-0.1	0.18	-0.2	-0.02	0.14	0.12	0.16	0.12	0.46	0.1	0.15	0.54	-0.09	-0.65	-0.54	0.42	0.64	0.07	-0.62	-0.7	-0.2	-0.19	0.32
P8 Open Element	-0.03	-0.3	-0.65	-0.43	-0.35	0.43	0.1	0.12	0.27	0.76	-0.18	0.5	0.07	-0.56	-0.88	-1.37	-0.33	0.43	-0.29	-1.02	-0.93	-1.06	-0.74	0.15

Staffing and timetable

- We are fully staffed on the timetable; there are no subject-teaching vacancies for September 2021.
- Interviews for two teaching assistants take place on 6 July.
- We have increased the hours of 6 teaching assistants from 27.5 hrs to 32.5 hrs to provide additional support, particularly after school.
- We have appointed Molly Rowland to the position of Alternative Provision teacher from 1.9.21
- Interviews for a new examination officer are due to take place this week.
- We are advertising for two covers supervisors this week
- Interviews for a new Operations Manager are taking place on Thursday 8 July.

Site & Operations

The site team are currently reviewing quotes for summer works, including the refurbishment of the pupil toilets and enhancing the rooms for Alternative Provision and Internal Exclusion. We have a significant clean-up to do following a year of teaching in zones with teachers moving across the site for lessons. We hope to be able to move back to faculty-based zoned classrooms from September, with greater ownership of rooms by staff. The site team will be doing deep cleaning work over the summer, as well as urgent repairs and refreshment of key rooms. With Y11 leaving we have been able to get science labs back into operation first.

Budget & Finances

We are projected to complete the year with a surplus of c.£70K, although this is based on the forecasts regarding the opening of the sports centre over the summer. The budget for 2021-2022 is awaiting final signoff from the executive board. It falls in line with benchmarks and targets we have worked towards with the finance and education teams. As a MAT, we have moved to a 'GAG-pooling method' which means as a school we are allocated funding based on need and what we bid for. The method uses key criteria and metrics, which suggest we have a healthy budget. We have also applied for additional funds from the Trust to support the catch-up needs of pupils, particularly in Y10 going into Y11, following the disruptions Covid has had to pupils' education.

"Aspire, Endeavour, Flourish"

Post-Lockdown CVC Recovery College Improvement Plan

Summer Term 2021

Headline summary:

Quality of Education

- To review and enhance the taught curriculum in AP to that it meets individual pupils' needs and ensures they make academic, as well as personal, progress.

- To establish a strong catch-up model targeting key underachieving pupils in Year 10 supporting them to make progress in key subjects ahead of Year 11.

- To ensure that the CAGS are accurate, reliable and valid so that Year 11 can go to the next stage of their education.

Behaviour and Attitudes

- To embed new staffing structures, systems and processes designed to monitor and address behaviour and evaluate their impact.
- To embed our systems that quickly identifies and deals effectively with actual or perceived incidents of bullying.

Personal Development

- To establish a clear model for PSHE/RSE provision from 2021 and put the necessary staffing in place to deliver that curriculum, ready for teaching in September 2021.
- To review and evaluate our PSHE and RSE provision for 2021 to identify strengths and areas for curricular development of enhanced materials for 2021-22.

Leadership and Management

- To enable the interim SLT to work effectively together ensuring that efforts are targeted towards taking collective responsibility for addressing strategic priorities.
- To ensure that SLT communications with all stakeholders are timely and clear about our strategic priorities and operational management of the College.
- To embed our health and safety protocols in target areas.

1. Quality of Education				SLT Lead: GB/KG/AP
Key Strategic Priority	**Actions**	**Success Criteria**	**By whom**	**Monitoring and Evaluation Points**
To review and enhance the taught curriculum in AP to that it meets individual pupils' needs and ensures they make academic, as well as personal, progress.	Review Astrea audit/review to evaluate recent progress. Review updated AP policy and effectiveness of AP panel. Taught mainstream subjects need updated SoWs and resources to be available for AP Co-ordinator to access. Time to be made available for HoF/AP Co-ordinator meetings to take place. Adapt and update pupil programmes (timetables) to prioritise teaching in separate key stages/year groups by subject specialists. AP staff survey to be conducted and analysed to identify best practice and areas to develop after first full year of in-house AP. Confirm budget, staffing and support for 2021-22 to ensure that multiple year groups are not taught by one member of staff.	All staff teaching in AP clear about what each pupil is studying, how they access the subject (in class, online) and at what level. Pupils, taught be specialists, will access age/level appropriate curriculum and make progress in each subject. Follow-up AP review from Astrea will evidence progress in quality of provision. There will be a reduced number of students having to be educated off site. Invite LA back to review AP provision on and off site.	LL/HM	**April**: Confirm staffing and pupil timetables, inc. any qualifications **April/May**: summative assessment outcomes (inc NGRT, subject mid-year assessment) **May/June:** Astrea audit and review of AP provision. LA review of provision

To establish a strong catch-up model targeting key underachieving pupils in Year 10 supporting them to make progress in key subjects ahead of Year 11.	To review the curriculum for a key group of Year 10 pupils and amend for a reduced curriculum. To use freed up time from amended curriculum to focus on key subjects so that pupils can make progress in the subjects where most needed. To use staff to work with pupils on a 1:1 or small group basis so that time is used effectively, and intervention is of high quality. To provide other interventions where appropriate to support progress e.g. online tutoring for literacy/numeracy support. To target pupils' post-16 plans to create direction and provide a target to work towards (and target issues of self-esteem).	Amended curriculum for key group of Year 10 pupils. Subjects identified for extra intervention time and focus, sessions taking place with staff to ensure quality provision and to support pupils to make progress. AtL and behaviour data to show impact on changing attitudes. Assessment and reporting data (e.g. projected grades and assessment outcomes) will show progress in subjects. Post-16 plans discussed and a range of potential options identified.	AP EC (PP role)/ relevant HoFs/staff delivering sessions (once identified)	**April:** Reduce/amend curriculum for pupils. **April**: identify and prepare staff to work with pupils. Liaison in those subjects between AP/staff/HoFs. **April-June**: sessions underway to target subjects. **July**: review and evaluation of impact via identified data (see success criteria)
To ensure that the CAGS are accurate, reliable and valid so that Year 11 can go to the next stage of their education.	Create familiarity with the process for CAGS across the school. Create fortnightly timeline and steps for HOFs (and then for staff) so that everyone is clear about the principles behind the grading process. Review the calendar so that time is sensibly allocated to the CAG process and other activity is stripped away. Explore whether further time can be given over to marking and moderation process.	All leaders and teachers will be able to clearly articulate their contribution to the creation of Year 11 grades. All leaders and teachers will meet all internal deadlines. All teachers and leaders will feel confident about the final grades that they award pupils. CVC data sent for cross-Trust or external moderation will be robustly reliable and valid so that they stand up to external scrutiny.	AP/HOFs/ Teachers	**SLT Time:** Significant portion of early meeting devoted to making sure we have a clear shared strategic understanding of the grading process. **Weekly:** HOF briefings used to support leaders through the process. **Fortnightly:** Creation of timeline and guidance for staff. **Fortnightly:** Line Management meetings will support individual subject leaders through the process. **Regularly:** Calendared meeting time prioritised around this process.

2. Behaviour and Attitudes				SLT Lead: GB/KG
Key Strategic Priority	**Actions**	**Success Criteria**	**By whom**	**Monitoring and Evaluation Points**
To embed new staffing structures, systems and processes designed to monitor and evaluate how effectively we are working towards a consistently high standard of behaviour.	Review implementation of new same-day detentions and improve newly-established mechanisms to ensure that the data is 'live' so that nothing is "missed". Identify and analyse patterns of repeat offending in detentions to arrive at solutions to support individuals with amending their behaviour. Continue to clearly communicate expectations and new systems & processes to all pupils and staff so that they are applied consistently. Weekly communication of reward and sanction outcomes to SLT and pastoral leaders for review and follow-up. Weekly training with pastoral and behavioural team, and SLT to ensure that all areas of behaviour remit are understood.	Pupils will know and be able to explain the rationale behind our rewards and sanctions system. Analysis of the number of detentions for low-level disruption will accurately reflect behaviour patterns and levels of staff confidence in the behaviour system. Strategies to support 'repeat offenders' to manage their behaviour will have reduced the frequency with which the individuals find themselves sanctioned. HOY will have positively evaluated their role in practice and the pastoral team will have provided practical suggestions for how the pastoral systems could be tweaked and improved from September 2021.	RN, SLT links/PLs, HOY/wider pastoral team	**Weekly** scrutiny of reward and sanction data and monitoring of numbers in same-day detentions by Progress Leads and feedback to SLT. **Fortnightly** review of support for pupils identified as having repeat patterns of sanctions. **Half-termly** reviews of role of new staffing structures and opportunities for pastoral staff and tutor teams to feedback.

To embed our systems that quickly identifies and deals effectively with actual or perceived incidents of bullying.	Review current systems of reporting, investigating, and deciding on actions to tackle all incidents of bullying and discrimination. Relaunch and communicate the peer-to-peer ambassadors and ensure that this support mechanism is known and accessed by those who need it. Plan to integrate strategies and resources from recommended anti-bullying campaigns (i.e. the Diana Award) to influence the culture of anti-bullying and the perception amongst the community.	Clear use of logging, recording, and actions that show how incident of bullying are tackled. Clear improvement in perception that bullying is being addressed and will be dealt with using appropriate sanctions and supportive mechanisms. Ensure that the wider curriculum offer can evidence a clear joined-up approach of tacking bullying and improving perceptions on how bullying is addressed at CVC. This will also involve new, 'refreshed' resources and ideas from external sources.	RN, HMc, PLs, HoYs, Pastoral team.	**April/May:** Training provided on current systems and approach to all main stakeholders involved in antibullying. **May:** Review of system to develop processes and approach to tackling issues. Resources from Diana Award reviewed and items to implement decided. **May/June**: Ensure that anti-bullying ambassadors have clearly communicated time slots. **May/June:** Student voice survey completed by all again as well as more
				qualitative feedback on tackling bullying.

To increase awareness of our existing strategies to improve attendance and evaluate their impact on attendance data.	Current attendance and punctuality key messages are prominently displayed around the school. To encourage Form Tutors to notice the early signs of poor attendance and address with pupils. To review our use of rewards to encourage good attendance. To encourage staff to buy into the attendance strategy in a team manner. To develop a way of recording early support for attendance.	Pupils will be able to clearly explain the rationale for good attendance, taking pride in their personal attendance and knowing where to check for it on the Astrea App. Tutors will have knowledge of their form groups attendance and be able to offer encouragement for good attendance. Improvement of overall attendance to be at least in line with national. The implementation of early/ timely attendance interventions are accurately recorded on SIMs. Leaders will have knowledge of up-to-date attendance data and how to support high levels of attendance.	LL/SH	**April/May:** Tutors to be supported in spotting early signs of attendance issues. (Staff briefing) **May:** To establish a consistent way to display positive attendance messages around school and to have them in place. **May:** To have a rewards system in place that is timely and appropriate. (Every 2 weeks) **May/June:** To have an easy way of recording early support for attendance in an easy to use and auditable manor.

3. Personal Development				SLT Lead: GB/KG/AP
Key Strategic Priority	**Actions**	**Success Criteria**	**By whom**	**Monitoring and Evaluation Points**
To establish a clear model for PSHE/RSE provision from 2021 and put the necessary staffing in place to deliver that curriculum, ready for teaching in September 2021.	Confirm curricular plan for 2020-21 at SLT level establishing key principles behind the PSHE spiral curricular model. Advertise and appoint staffing. Meet as a subject team this term.	A PSHE co-ordinator and a team of PHSE staff to deliver at KS3 will be appointed and have met at least once as a team before the end of the academic year. Plans for PSHE lessons at KS3 will be resourced in-depth for at least the first term for the C Days at KS4 and the timetabled lessons at KS3, drawing on our curriculum map for KS3 from 2020-21.	KG/NB/HOY/PSHE team (once appointed)	**April**: Confirm staffing and timetabling. **May**: Appoint PSHE Coordinator **June/July:** Meet to establish ways of working from September.
To review and evaluate our PSHE and RSE provision for 2021 to identify strengths and areas for curricular development of enhanced materials for 2021-22.	Pupil surveys from the C Days in the Summer Term will be analysed to identify key areas of strength in our existing provision, and areas for further development that we need to incorporate into our planned and taught curriculum across 2021-22.	Clear lines of development from the survey data will have informed our curricular plan for 2021-22. Curriculum plans will be audited against this feedback by September 2021.	KG/NB/HOY	Evaluative survey on 16 April **May**: Data analysis summaries shared at SLT. **June/July:** Implementation of feedback into curriculum planning for September 2021.

4. Leadership and Management				SLT Lead: GB/KG
Key Strategic Priority	**Actions**	**Success Criteria**	**By whom**	**Monitoring and Evaluation Points**
To enable the interim SLT to work effectively together ensuring that efforts are targeted towards taking collective responsibility for addressing strategic priorities.	Review, monitor and evaluate the use of SLT meeting time and agree some protocols for working effectively together as 'critical friends' when addressing key strategic priorities.	The use of meetings will be positively evaluated and a new model for using meeting time will be implemented regularly in practice. All senior leaders will have had the opportunity to present their area of expertise and challenge for a significant amount of time at SLT for critical reflection. All senior leaders will be able to give an example of where they have developed their area of responsibility positively in the light of constructive feedback from SLT.	GB/KG/SLT	**April:** Review and establish protocols. **April/May:** Implement new ways to use meeting time. **June:** Review use of meeting time and make any adjustments or improvements to our use of meeting time in the light of our experiences.
To ensure that SLT communications with all stakeholders are timely and clear about our strategic priorities and operational management of the College.	Establish and embed regular methods for communicating with stakeholders.	Clear communication will be sent to parents, staff and pupils in a regular and timely slot each week. Weekly communications will be positively evaluated by relevant stakeholders. Weekly communications will be attractively and clearly presented. All communication to stakeholders will be clearly and accurately expressed.	GB/KG/SLT	**April:** Establish system for weekly communications. **June:** Review quality of communications and whether the mechanisms for getting communications out regularly work in practice. **July:** Parental survey on quality and timeliness of parental communication will inform mechanisms for communication from September 2021.

To embed our health and safety protocols in target areas.	Review H and S protocols in target areas identified by TB and put plan in place in each area to address areas for development.	All areas with identified areas for improvement will have been reviewed and necessary developments actioned. All leaders in these target areas will be aware of their role in alerting site to H and S challenges.	TB/SLT	**April/May -** TB to identify and share key areas for development in target areas and to suggest solutions with SLT. **May –** Action suggested improvements in target areas.

Cottenham Village College

Self-Evaluation Summary

The context of the school

Inspection of Cottenham Village College

High Street, Cottenham, Cambridge, Cambridgeshire CB24 8UA

Inspection dates:	30 October–1 November 2019

Overall effectiveness	**Requires improvement**
The quality of education	**Good**
Behaviour and attitudes	**Requires improvement**
Personal development	**Good**
Leadership and management	**Requires improvement**
Sixth-form provision	**Requires improvement**
Overall effectiveness at previous inspection	Good

Quality of Education

Suggested grade: Good (2)

Evidence that supports this judgement:

Intent:
- Over the past five years, we have developed a clear philosophy for a rigorous, well-structured, knowledge-rich curriculum and have established a clear understanding about the purpose of the curriculum amongst all staff. Subject teams have realised this philosophy through their detailed planning and well-sequenced curricula.
- All staff believe that a well-designed curriculum taught by subject-specialists is a right of all pupils and is one that is liberating and empowering. Subject teams regularly update their curriculum planning in the short, medium and long term, drawing on their expert subject knowledge.
- We have established clear curriculum aims, as captured in key policy documents: *"Through the curriculum we aim to foster pupils' curiosity and raise their aspirations, as well as ensure that pupils achieve high levels of attainment that will open doors for their future. A stimulating and broad curriculum also places pupils in a strong position to question and debate the world around them, making them intellectually resilient and preparing them for citizenship in a democratic society."*

The curriculum design aims to significantly increase the uptake of the EBacc suite of subjects, without impinging pupils' uptake of creative subjects at KS4. Between 2019 and 2020 the percentage taking MFL

increased from 35% to 65.3% and we have designed the curriculum model and timetable to ensure pupils make the progress needed to succeed in the EBacc subjects. Our aim is for 75% of pupils to take the EBacc by 2022 (current Y9) by encouraging them to choose a MFL along with either History and/or geography.

- All pupils study a broad curriculum from Year 7, based on the National Curriculum. Our curriculum at both Key Stage 3 (years 7 to 9) and Key Stage 4 (years 10 and 11) is structured by subjects, taught by specialists, and sequenced in a way that ensures systematic and thorough teaching.

- The principle of a broad and balanced curriculum is for all pupils, regardless of prior attainment. Where necessary, a bespoke curriculum may be provided for individuals, on a case-by-case basis in to meet their needs and ensure they can gain access to the full curriculum as quickly as possible. Specialist teams support teachers in delivering programmes such as Corrective Maths and by adapting curricular resources, in order to meet the needs of pupils with SEND, typically within the context of mainstream classes. Implementation

- The overwhelming majority of teachers have embedded core principles underpinning cognitive science about improving pupils' long-term memory and recall. A range of professional development opportunities, including face-to-face training with the Learning Scientists and engagement with professional literature have enabled staff to routinely use strategies such as retrieval practice in the classroom to support pupil learning. As a result, pupils routinely engage with a range of classroom activities based on these principles so they can improve their long-term memory. For example, English 'starter for 5' activities, Hegarty Maths online tasks and History Moodle quizzes have supported pupils' recall.

- A key feature of our teachers' practice is their strong subject knowledge and understanding of how subject disciplines work. This underpins pedagogical choices and decisions at a micro level in the classroom, as well as at the level of curricular planning. In lessons, this manifests itself in highly-effective questioning, and in the identification and correction of subject-specific misconceptions. Questioning and explanations are clear and provide opportunities to probe pupils' understandings and re-shape or extend pupils' thinking.

- Most lessons are planned well, and time is used productively with well-sequenced activities which balance the need to review and draw upon prior learning and introduce new subject material in a way that allows pupils to make progress over time.

- At KS4 staff have used their subject-specific curricular knowledge to put rigorous planning and assessment in place to meet the significant demands of the new GCSE courses.   Data arising from our regular, valid and accurate subject-specific assessment allows us to make accurate predictions and support pupils to achieve their best by the end of Year 11.

- The quality of education has improved largely because of the importance placed on subject-specific faculty training and development time and an increased focus on curriculum planning in the short, medium and long term.   In the best departments we contribute to and influence curricular changes.

- Teaching teams routinely select, review and develop teaching materials, including textbooks, that best reflect the curricular intentions behind the subject. Any selection of teaching materials is made to allow for curricular progression across KS3 and KS4.

- Subject teams continue to engage deeply with curricular planning, in the short, medium and long-term. Annually, a sharp focus on curriculum design and delivery followed by a QA line-of-enquiry across the Spring term, gives analytic form and shape to these ongoing curricular conversations.

- Most teachers make skilful decisions about selecting activities which will encourage active pupil participation in lessons. The majority of pupils are enthusiastic and are keen to learn. In the best departments they respond extremely positively in lessons. Teachers are now considering more carefully how to ensure that all pupils are active participants in lessons and the balance between teacher instruction and pupil activity to enable pupils to make even faster progress.

- Since the removal of levels, we have introduced a robust assessment system that is informed by subject specific curriculum planning. The principle behind our post-levels model of assessment (that the curriculum is the progression model) is embedded. In practice, this means that subject leaders have developed assessment 'toolkits' with a wide range of formative and summative strategies to establish what pupils have and have not learned in the curriculum and are able to respond appropriately. Subject-specific assessment systems produce fine-grained data on pupil progress which helps teachers to plan the next steps in their curricular journey, refining a lesson sequence by intervening where necessary. This range of strategies includes routine use of low-stakes testing as well as task-specific mark schemes used to assess significant outcome tasks and end-of-unit, or termly, exams. End-of-year exams give a summative snapshot of pupils' cumulative progress in each subject across the curriculum.

- Teaching is securely good across the College with some significant areas of outstanding practice. This is because of a relentless focus on the quality of teaching in each faculty area and the emphasis on the professional development focused on practice across the college. Data from lesson observations and QA

processes such as learning walks and work scrutiny demonstrate that practice is at least good in all subject areas. A significant proportion of teaching was judged to be 'outstanding'.

☐ Lesson observations and learning walks show that teachers address pupil misconceptions accurate and provide clear and direct feedback. They apply responsive teaching where the teaching of knowledge is adapted to meet student need.

☐ In isolated pockets of practice which is not yet as secure as we would like, robust mechanisms of support for colleagues ensure that practice is developed to the high standards of practice we demand. The science team have worked closely with national subject leads to support rapid improvements in curriculum planning and pedagogical practice, for example.

☐ The vast majority of teachers use the school marking policy effectively to provide incisive feedback which helps pupils understand where their gaps in knowledge and understanding are and when they need to do to improve. Regular work scrutiny and staff training sessions shows that pupils are increasingly adept at using this feedback and taking responsibility for responding to it. This has resulted in examples of practice across the school where pupils actively engage in a dialogue about their learning with staff. Examples of good practice have been shared across the school. Work scrutiny shows 90%+ is consistently at expectation.

☐ An overwhelming majority of teachers set purposeful homework which either consolidates, extends or enhances the curriculum. As a staff our continued focus on the quality of homework set and effective communication through Show My Homework ensures that we will further improve this area of our practice building on the analytic data available provided by this platform. Extremely positive parental feedback about our relatively new homework systems tell us that we are making significant progress in this area.

☐ Reading is fundamental to the aims of the curriculum at Cottenham Village College. Pupils read widely and often with a range of regular different opportunities given to read.

☐ Our curriculum, across subject disciplines and tutor time, places central importance on: Cultural literacy; Academic language (including Tier 2 vocabulary); Reading challenging academic works, both fiction and nonfiction; Reading for meaning; Reading for pleasure

☐ Supporting reading progress for weaker readers to enable them to access the curriculum and acquire the cultural literacy which will support their education and make them lifelong readers.

☐ National Group Reading Tests (NGRT) are used with each year group. The progress of reading strategies is measured through tests at the start and end of the academic year. Data is shared with SLT, HoFs/HoDs and circulated to all staff to inform planning and teaching.

☐ Pupils are placed in groups according to their NGRT reading ages. A form-based age-related reading programme means pupils have access to, and read together, high-quality texts. Tutors read these texts (selected by the Head of English) over the year with their groups. These are not English lessons: tutors might read aloud to pupils whilst they follow, or they might volunteer to read. The aim is to ensure that all KS3 pupils have read at least one story/novel outside of subject disciplines each academic year.

☐ Other opportunities for reading is through each subject's curriculum (English is central in this, but academic reading is also actively promoted by history, MFL, geography).

☐ Literacy intervention for targeted students in years 7, 8 and 9. Access Reading Test (comprehension age) used to establish base line and monitor progress. Small groups incorporating phonics, guided reading, comprehension skills and encouraging analysis skills. Year 9 students complete an English Entry level qualification.

☐ In English, in Years 7 and 8, one lesson a fortnight is a 'library lesson': pupils spend an hour reading in the library, completing activities with the librarian and, for weaker readers, there is a group reader which a small group reads with their teacher, leaving more independent and assured readers to read quietly on their own for an extended period of time.

☐ Reading and books are celebrated with annual events: World Book Day celebrations, sponsored Read-a-thon days for charity, author visits/assemblies, Carnegie and Greenaway Shadowing programme, Bookbuzz. Weak readers are removed from MFL lessons in Years 7-9 and have small literacy lessons, run by the SEN department.

- Reading-age tests are given to students early in Y7 so that weak readers can be identified prior to the start of Year 7 and plans to support these pupils and to develop their reading can be made. Subsequent testing is then used to monitor progress and assess the impact of interventions.

- During remote learning we were able to deliver our curriculum as a whole. This was because the live teaching enabled teaching teams to continue to deliver their curriculum as planned. For a few practical or performance-based subjects, such as DT or music and drama, the lockdown presented more of a challenge

for staff to be able to closely mirror what would happen in the classroom and inevitably there were adaptations to the nature of the learning.

Impact:

- Pupil Outcomes, both in relation to progress and attainment are outstanding. The college's 2019 overall Progress 8 score of +0.66 was significantly above national average and places us within the top 4% of schools nationally (March 2019). The three-year trend shows school progress score to be above average with 2 years being at this standard and the third well above average.

- The outstanding results from the 2018 Y11 cohort continue an improving trend over several years. This refers to both Attainment 8 of which the 2018 results are 5.3 and Progress 8

- All key cohorts either achieve significantly above, or broadly in line with national average with the vast majority of these cohorts performing in the significantly above national average category. **Progress 8 score 2017 for** E students 0.56 with national average at -0.03; K student 0.1 with national average at -0.03; **2018:** E student 0.36 with national average at -0.03; K student 0.19 with national average at -0.03 **2020:** SENE 0.7, SENK 0.9

- One clear indicator of a shift towards an 'outstanding' grading for pupil outcomes is the exceptional improvement for our disadvantaged students; this score of –0.03 is broadly in-line with national other and is significantly higher than the national average for disadvantaged students which is –0.54. The progress of this cohort has not significantly improved by chance; it comes from a clear individual support plan for each of these students and a relentless resistance to accept failure. The number of PP students has increased yet the gap continues to close.

- Eng /MA grade 5 or above is 58% which is significantly above national average by approx. 12.7%. Eng/Ma 4+ is higher than the national average. Both English and maths achieve significantly above national average with maths in particular achieving a progress score of +0.84.

- Science, in all of its formats, achieves exceptionally well with Combined Sciences achieving a +0.66 progress score and Single Sciences each achieving better than +1.

- Of the 26 subjects offered in 2018, 16 performed significantly better than the national average with regards to progress, nine perform broadly in line with national averages and only one subject performs significantly below national average and a clear, rigours and coherent plan/approach can in in place to address this.

- Higher attainers, arguably the hardest group with which to obtain significant progress, have an overall Progress 8 score or +0.78 and an Attainment 8 score of 6.9.

- Pupil outcomes have remained precisely that; the college has not chased short-term gains which subsequently jeopardise progress in the long-term. The curricular focus and knowledge-based ethos of the college have evidently secured long-term improvements. Progress is tracked with this curriculum content in mind at KS3 which prepares students best for KS4. Data is used for informative purposes and to highlight any key areas of improvement/focus but does not drive the school in the way that the curriculum, and then teaching and learning does.

- Grades 7-9 (or the equivalent of) account for 29% of all grades awarded with almost 10% of the 2018 maths cohort achieving a level 9. In 2019 110 grade 9s were awarded.

- The percentage of students achieving the Ebacc at grade 5+ is significantly above national average at 25%; at grade 4+ it is also significantly above the national average at 32%. EBACC average point score is also significantly above national average at 4.72

- Book Looks / work scrutinies show 90%+ is at expectation. Student voice carried by MLs, SLT, LECC and external providers show students know their strengths and areas to improve in their subjects.

- The most recent external review carried out by Challenge Partners judged the quality of outcomes for pupils to be outstanding.

- Maths knowledge, concepts and procedures appropriate to age (year 7 catch up, numeracy programmes). The impact of the year 7 intervention/catch-up programme for 2018/19 has been a 20% increase from their baseline

test to their post intervention test for participants. Consolidating the basics in year 7 has led to increased confidence and competence in the classrooms that will ensure students achieve the best possible outcomes at GCSE, as evidenced by the 3-year trend.

- Impact of provision both maths and English are significantly above the national average for attainment and progress. 3-year trend of significant high performance.

Why quality of education is not the grade (above/below)

- ☐ CVC has a highly effective knowledge-rich curriculum which ensures pupils are suitably challenged and acquire knowledge and understanding which enables them to progress to next destinations

- ☐ The vast majority of lessons at CVC are at least good with many outstanding

- ☐ There is a very strong culture of professional learning; practice is underpinned by educational research

- ☐ Student outcomes are all above national average

- ☐ Pattern of 3-year high performance trend

- ☐ Gap of PP / disadvantaged has rapidly closed significantly faster than national average. However, the in school gap needs to continue to close

- ☐ To put in place a further planned catch up programme for September 2021

Behaviour and Attitudes

Suggested grade: Good (2)

Evidence that supports this judgement:

- A revised and enhanced leadership structure to support positive behaviour in school, including the introduction of teaching Heads of Year, has helped to monitor and reinforce standards of behaviour more closely. The introduction of same-day detentions from Easter 2021 has allowed us to begin to support pupils to address their behaviour swiftly where it falls short of our expectations.

- At CVC we all uphold the vision of 'Through aspiration and endeavour, we flourish' This is central to everything that we do. We have high expectations of our staff, pupils and parents. Our culture is one of high expectation, high challenge and high support so we all flourish. This is evident in our behaviour polices, systems and procedures which ensure low level disruption in not tolerated and pupil behaviour does not disrupt day-to-day life of the school. Our on-call behaviour systems ensure that staff are well supported and there is a high presence of leaders daily.

- The overwhelming majority of teachers manage pupils' behaviour effectively through well-established routines, pastoral and behaviour support systems and clear policies. Teachers are confident in their application of our clear behaviour policy and they use this to consistency reinforce expectations. Regular lesson visits show the vast majority of classrooms to be calm and purposeful environments and pupils to be co-operative and engaged in their activities.

- There are highly effective links in place with Centre 33, CAMH lead professionals, Social services, County Council SAT, Access and inclusion team, SEND specialist team and SENDIASS

- Regular meetings with EIO and EWO ensure attendance and engagement of the most vulnerable and that there is effective multi-agency support

- Pupil Premium coordinator in place. This has had a huge impact on reducing the PP GAP from -0.7 -0.03 (Sept 2018). PP students have doubled in year groups yet the gap between disadvantaged and national other continues to close.

- Development of a transformative process called IER has reduced internal exclusions to 0.3%. Reduction in Lunchtime detentions from an average of 45 to 27. This provision focuses on learning so knowledge is not missed.

- New pastoral and behaviour system in place to meet the growing cohorts across the school to ensure all pupils have the support and care around them so they can flourish in school

- Managed Move from other schools into CVC have been successful. This is a reflection of the school's strong inclusive culture to meet the needs of all.
- Fixed Term Exclusions are significantly lower than the national average at 0.36%
- Attendance is significantly better than the national average at 93.6% (Apr2021); the 3-year trends shows attendance to be consistently better than national average.
- Student voice carried out by SLT, LECC members and external agencies all show 100% of pupils feel safe and know who to go to get support.
- CVC has a zero-tolerance approach to bullying and aims to eradicate all forms of bullying through educating students on respecting diversity, supporting the community and appropriate use of technology. This preventative approach is further supported by appropriate responses to bullying including appropriate sanctioning and restorative/reformative approaches.

- Students at CVC are polite and behave well in lessons and behaviour at break and lunchtimes has improved.
- There is a strong student voice in the College and the Junior Leadership team work effectively to contribute to improving life of the college.
- There is a strong celebration culture and our SHINE award via the 4 Houses of Bronte, Hargreaves, Sanger and Turing provide inspire pupils to achieve

Why behaviour and attitudes is not the grade (above/below)
- Behaviour in lessons is positive and incidents at lunchtime are reducing
- Exclusions are significantly lower than the national average across 3 years and compared to last year are lower
- Attendance is better than the national average; PP attendance is an area to improve
- Highly effective SHINE and wider curriculum provision which is valued by students and parents
- Significant improvement in how we support students with LLD and engage with parents to collaborate with the school
- We continue to need to address the student perceptions around bullying
- The recently introduced same-day detention system needs to operate consistently so that all pupils and parents receive clear communication about detentions they must attend
- External validation of good for behaviour and attitudes by an outstanding provider (CMAT)

Personal Development

Suggested grade: Good (2)

- Evidence that supports this judgement:
- CVC is a very inclusive school and has a Hearing Support Centre on Site and pupils who attend this are fully integrated into mainstream lessons. We also have an SEMH special school on site and there is a very strong working partnership.
- CVC has a strong culture for safeguarding, welfare and personal development
- There are highly effective links in place with Centre 33, CAMH lead professionals, Social services, County Council SAT, Access and inclusion team, SEND specialist team and SENDIASS
- Regular meetings with EIO and EWO ensure attendance and engagement of the most vulnerable and that there is effective multi-agency support
- Welfare office (SH) in place to ensure EHA applications are complete, PEP, CIN, TAF meetings etc have a school representative
- There is an effective PSHE and Careers provision evidenced by conference days and these are held in high regard by our students

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- Our PSHE, SMSC and SRE education is taught via tutorial time, conference days and also extended opportunities; a crucial part of our curriculum is on line safety and we invest in providing additional support for our students by working with MACK on topics such as social media and mental health, anxiety etc. Our extended curriculum also includes aspects such charity fund raising where each house raises money each year for their chosen charity. We have DofE opportunities with over 40 pupils each year taking Bronze award and the academic year 2019-20 see the first of the Silver awards.
- Our curriculum is broad and balanced and across vital subjects we educate our students in religion, philosophy and ethics, democracy and British values and culture.
- At CVC we have a strong extra-curricular programme where opportunities are provided for pupils across all the subjects
- To enrich our students lives and enhance their education there a wide range of trips abroad, residentials and educational visits. In relation to sport events and competitions our students excel and they also compete at national standard. Our pupils have many opportunities to engage in wider curriculum events with the University of Cambridge including the maths challenge, the Salters' Festival of Chemistry where we competed against 18 others school and achieved first place! Students not in education or employment is 0% in 11-16. Our careers programme is of high quality and we follow The Gatsby standard. Our Year 10s have a two-week work experience which is invaluable.
- A comprehensive extra-curricular programme for all pupils supports pupils' personal development and welfare by developing their curiosity, fostering interests and through nurturing leadership and teamwork skills. These opportunities include sports clubs and teams, STEAM club, subject-based trips, a ski trip and an extensive Activities Week programme of residential and day trips, amongst other things.
- All students have 2 hours of Physical Education each week. The importance of having a healthy lifestyle is taught via PE, Science, Food Technology and our PSHE/SMSC curriculum Conference Days.
- Student voice is strong at CVC; it has been an area of focus as it is vital our students are listened to and heard so we can work with them to continue to enhance the education at CVC. Our Junior Leadership Team plays a crucial part in life at the College. The Head boy and Head Girl lead the student group well. A democratic approach to their appointment in post is taken and all pupils vote for who they consider will represent them effectively. As a part of behaviour and SHINE programme our students are expected to be polite, responsible, respectful and active citizens who make positive contributions. This is most certainly evidenced via learning walks where 95%+ show positive student engagement and attitudes. All student voice interviews taken place across the academic years show that students feel safe and know who to go to if they need support.
- A key element of the careers programme has been to prepare students for their next steps, either into sixth form, apprenticeships or further education. Students attended mock interviews as part of their getting ready for P16.
- Form the Future and the SEND Local Authority Careers Adviser met with all students (and families) with deciding about next steps. Opportunities not directly linked to employment or education, for those who were not quite ready for these steps, were sourced and students were given taster days.

- Where necessary, students were supported through the in-school counselling service (Centre 33, MACK, YMCA and AW)

Why personal development not the grade (above/below)
- CVC meets all the good criteria securely and consistently
- Personal development is strongly good; we promote an extensive personal development. We go beyond what is expected and provide a wide, rich set of opportunities and experiences. These are well planned on our curriculum and extra-curricular provision which is a strength in the school. The take up by pupils is strong and student successes are share.
- Move towards a spiral pastoral curricular model that allows pupils to return to and revisit key concepts across the Key Stages, in addition to our Conference Days, tutor sessions and assembly programme, to further enhance our personal development curriculum.

Leadership and Management

Suggested grade: Good (2)

Evidence that supports this judgement:
- Leaders at all levels share and communicate a strong vision and are highly ambitious about creating a learning culture for all based on high aspirations and shared values.
- There is a strong and effective development culture at CVC. High expectations for the conduct of pupils and staff are set.
- A very large majority of pupils show respect for their teachers and each other and this has a positive impact on pupils' progress.
- Leadership at all levels is committed to providing a broad and balanced curriculum for all pupils. This leadership facilitates subject specialists to deliver that curriculum based on strong disciplinary principles. Leaders strong understanding of how subject disciplines work, and are different to each other, allowing for rigours curriculum and assessment planning. We have shared our strong curricular vision with other school leaders and stakeholders in the education system.
- Leaders regularly have evaluative conversations about the nature, purpose and delivery of the curriculum so that they reflect on what they teach, its sequence and how the material is delivered. This enables pupils to be in a very strong position for their future education and careers.
- Our Conference Days, assemblies, Cultural Literacy Programme and both curricular and extra-curricular opportunities provide a rich variety of experiences that help to develop pupils' spiritual, moral, social and cultural development.
- Leaders support staff in providing a rewarding and wide-ranging extra-curricular programme including sporting, artistic and creative activities as well as residential trips both at home and abroad. The overwhelming majority of pupils across KS3 take part in at least one residential trip during Activities Week, which is highly regarded by the school community.
- Leaders, Governors and Astrea Academy Trust consistently focus on improving the outcomes of all pupils but especially disadvantaged. In the first Academic year progress of pp pupils closed by 7 points which is significantly faster than the national average. This is due to an unrelenting focus on this group's success.
- Governors systematically challenge leaders and are involved in testing out the provision set by senior and middle leaders. They triangulate evidence via data, student voice and learning walks.
- There is a dedicated Governor and Astrea lead who work in partnership to ensure the very best provision is provided for our PP students.
- There is a rigorous and robust quality assurance procedure that fully inform leaders of the life in the college and ensure the pupils receive the best we can provide.

- There is a quality CPD programme for staff and wider professional opportunities as a result of being a part of Astrea Academy Trust. These programmes are well received by staff.
- Our quality CPD programme allows for a balance between encouraging teachers to reflect on their own practice, take calculated evidence-based risks and innovate in their practice in order to allow pupils to access the curriculum and make the best possible progress, and whole-school improvement.
- Teaching is highly effective, and staff know the pupils well so learning is tailored to pupils
- There is a strong culture of learning across the College and staff fully engage in professional development such as TLCs
- Leaders promote equality of opportunity for and diversity well. There are active pupil groups such as GSA. CVC is fully inclusive. It has a hearing support centre and special school on site and the number of discriminatory incidents are minimal. When these do occur they are addressed efficiently.
- Safeguarding is effective. There is a vigilant culture and safeguarding systems and procedures are effective and ensure pupils are safe. Student voice report 100% of pupils feel they are safe and know who to go to if they need help and support. Staff are trained in safeguarding procedures and prejudice behaviour is not tolerated.
- Staff challenge pupils' views and encourage debate around topical issues. These are evidenced in learning in subjects such as RE, history, science and English for example.
- CVC has strong links with community groups such as FenEdge and the site is used by community regularly.
- Our well-being practices ensures there is a work life balance for staff. Staff questionnaires are carried out on wellbeing and these are very favourable. Staff report high level of support.
- A rigorous QA of AP commissioning has been put in place, new policy and procedures written. This is bringing the much needed rigour.
- Since the inspection CVC has put in place a confidential reporting bullying service and clear procedure and system for investigate bullying has been put in place. The system and procedures inform leaders so appropriate action can take place.

Why leadership and management are not the grade (above/below)
- To continue to monitor and evaluate the new attendance and AP systems.
- To evaluate the impact of the anti-bullying work via student questionnaire
- To quality assure AP curriculum via reviews, internal procedures and DS (HMI) to work with CVC and strengthen the provision so it is strongly good
- To further strengthen the behaviour and pastoral leadership structure now the new structure is in place
- To continue to strengthen the LECC so they can provide greater support and challenge to CVC