



## COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

**Thursday 2 December 2021**

**To be held at 6.00pm**

**By Teams conference**

**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                   |
|---------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------|
| 29.09.21<br>Item 7  | CVC to update the SIP and SEF to be presented at the next LGC                                     | Academy to update. Clerk to add to next agenda | Complete – Agenda item 5 |
| 29.09.21<br>Item    | CVC Anti-bullying policy to be reviewed and presented to the LGC                                  | CC                                             | Complete – Agenda item 7 |
| 29.09.21<br>Item 9  | Feedback and Marking policy to be published and shared with staff                                 | KG                                             |                          |
| 29.09.21<br>Item 10 | Members to arrange link lead visits with SLT leads for the Autumn term                            | ALL                                            | Agenda item 8            |
| 29.09.21<br>Item 10 | Lisa Langley to be invited to present to the LGC regarding peer on peer abuse at the next meeting | LL                                             | Agenda item 6            |

## Agenda

| Item | Timings | Subject                                                                                                                                                                                                                                                                                                                                          | Format                                  |
|------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 1    | 2 mins  | Introduction and apologies                                                                                                                                                                                                                                                                                                                       | Oral item - Chair                       |
| 2    | 2 mins  | Declarations of interest                                                                                                                                                                                                                                                                                                                         | Oral item - Chair                       |
| 3    | 5 mins  | Minutes, action tracker and matters arising<br>Minutes of last meeting on 29 September 2021 (p1-6)                                                                                                                                                                                                                                               | Papers attached - Chair                 |
| 4    | 20 mins | Principal's Update (p7-12) <ul style="list-style-type: none"> <li>Alternative Provision audit 3 November 2021 draft</li> <li>Safeguarding Audit 21 October 2021 (p13-36)</li> <li>Ofsted Inspection Data Summary Report (p37-52)</li> </ul>                                                                                                      | Oral item<br>Papers attached -Principal |
| 5    | 10 mins | CVC SEF 2021-22 (p53-64)                                                                                                                                                                                                                                                                                                                         | Papers attached - Principal             |
| 6    | 5 mins  | Peer on Peer abuse awareness                                                                                                                                                                                                                                                                                                                     | Oral item – LL                          |
| 7    | 10 mins | Policies to be reviewed: <ul style="list-style-type: none"> <li>Anti Bullying policy</li> <li>Assessment Recording and Reporting Policy</li> <li>First Aid Policy</li> <li>Support Pupils with Medical Conditions Policy</li> <li>Careers Education and Guidance Policy</li> <li>Privacy Notice Pupils</li> <li>Privacy Notice Adults</li> </ul> | Papers attached – Chair                 |
| 8    | 5 mins  | LGC member visits/Chairs update <ul style="list-style-type: none"> <li>Dates for LGC member visits</li> <li>Visit reports</li> </ul>                                                                                                                                                                                                             | Oral item – Chair                       |
| 9    | 2 mins  | Member Training <ul style="list-style-type: none"> <li>Confirmation of member training completed</li> <li>Governance webinars to confirm attendance <ul style="list-style-type: none"> <li>16 Nov 2021 – Partnerships and Community Engagement</li> <li>25 Nov 2021 – Ofsted readiness</li> </ul> </li> </ul>                                    | Oral item - Chair                       |
| 10   | 2 mins  | Local committee recruitment                                                                                                                                                                                                                                                                                                                      | Oral item – Chair                       |
| 11   | 2 mins  | Government policy update: School uniform costs (p65)                                                                                                                                                                                                                                                                                             | Papers attached – Chair                 |
| 12   | 2 mins  | Website update                                                                                                                                                                                                                                                                                                                                   | Oral item - Chair                       |
| 13   | 2 mins  | Future agenda items and confirmation of forthcoming dates<br>Date of next meeting: 27 January 2022                                                                                                                                                                                                                                               | Oral item - Chair                       |
| 14   | 2 mins  | Any Other Business                                                                                                                                                                                                                                                                                                                               | Oral item - Chair                       |
| 15   | 5 mins  | <b>Part B (Confidential)</b>                                                                                                                                                                                                                                                                                                                     | Chair                                   |



**COTTENHAM VILLAGE COLLEGE**  
**LOCAL GOVERNANCE COMMITTEE**

**HELD ON**

**WEDNESDAY 29 SEPTEMBER 2021**

**By Teams conference**

**MINUTES**

| Members Present:      | Cerian Webb (Chair) Zoe Andrews (Principal);<br>Will Hall; Paul Williams; Andrea Tyrrell.                                       |                                                   |          |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------|
| In Attendance:        | Melanie Basson (Clerk)<br>Kath Goudie; Tony Quinn                                                                               |                                                   |          |
| Item                  | Summary of action required                                                                                                      | By whom                                           | Status   |
| 08-07-21<br>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                                                | Complete |
| 08.07.2021<br>Item 11 | Identify potential candidates to join CVC LECC and advise Clerk                                                                 | ALL                                               | Ongoing  |
| 29.09.21<br>Item 3    | Statutory CVC LGC governance information to be published accordingly                                                            | Academy                                           | Complete |
| 29.09.21<br>Item 6    | Pupil profile data for disadvantaged pupils to be represented as a percentage of the cohort                                     | Principal                                         | Ongoing  |
| 29.09.21<br>Item 7    | CVC to update the SIP and SEF to be presented at the next LGC                                                                   | Academy to update.<br>Clerk to add to next agenda |          |
| 29.09.21<br>Item 7    | Schedule first LGC meeting of 2022-23 for October 2022                                                                          | Clerk                                             | Complete |
| 29.09.21<br>Item      | CVC Anti-bullying policy to be reviewed and presented to the LGC                                                                | CC                                                | TBD      |

|                     |                                                                                                   |             |                                   |
|---------------------|---------------------------------------------------------------------------------------------------|-------------|-----------------------------------|
| 29.09.21<br>Item 9  | Feedback and Marking policy to be published and shared with staff                                 | KG          |                                   |
| 29.09.21<br>Item 9  | CVC Safeguarding policy to be re-circulated to LGC for electronic ratification                    | Clerk - ALL | Complete                          |
| 29.09.21<br>Item 10 | Members to arrange link lead visits with SLT leads for the Autumn term                            | ALL         |                                   |
| 29.09.21<br>Item 10 | Lisa Langley to be invited to present to the LGC regarding peer on peer abuse at the next meeting | LL          | Clerk to invite and add to agenda |

### 1) Election of Chair

The Clerk informed all present that Cerian Webb was re-appointed as Chair to CVC Local Governance Committee. Clerk handed proceedings over to Dr Webb.

### 2) Introductions and Apologies

Apologies for absence were received from Burcu Benderli and these were accepted by the committee.

The Chair welcomed all attendees and introductions were given.

### 3) Declarations of interest (annual)

Committee members confirmed individual statutory declarations of interest were correct and up to date. Clerk to make any necessary changes and arrange publishing of Statutory Governance Information accordingly.

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

### 4) Committee Terms of Reference and Scheme of Delegation

The Committee Terms of Reference and Scheme of Delegation were circulated to committee members in advance of the meeting and these were adopted.

The committee acknowledged the change of name from Local Education Consultative Committee (LECC) has been re-named Local Governance Committee (LGC).

### 5) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LECC meeting held on 8 July 2021 were circulated to the committee and were ratified electronically on 21 July 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.

### 6) Principal's Update

The Principals update was circulated to the committee in advance of the meeting. The update focussed on:

- Headlines
- Leadership and Management
- Safeguarding
- Attendance – 94.13% average for all students up to September 2021
- Inclusion
- Curriculum
- IT update

- Achievement and outcomes
- Staffing
- Site and Operations

The Principal invited questions.

Dr Webb suggested the pupil profile data for disadvantaged students would be more informative if the number of pupils in each year group were shown as a percentage of the cohort (180 students), rather than whole school (873 students). The Principal to consider this for future reports.

Mr Williams asked how the extension of the school day for Year 11, was going. Mrs Goudie informed the committee that the extra period each day offers opportunities to Year 11 students to extended learning opportunities in preparation for November mock exams. CVC are currently focussing on English, Maths and Science for students in addition to normal timetabled lessons. SLT meet regularly to discuss the best approach to ensure tailor made support for targeted groups and individual students. Student engagement has been positive and increases each week. Certain students can also use 'My Tutor' to access further education material.

Mr Hall asked whether CVC are able to measure the impact of these extra education provision offered to support Year 11. The Principal explained that it would be difficult to separate the impact of the extra sessions on GCSE grade from other factors which contribute to a student's final grade. However, CVC can present student participation numbers and where students have made improvements in assessments of specific areas of the curriculum. The Principal informed the committee that the after-school sessions for the 2021-22 year 11 are funded by COVID catch-up funding awarded to the school for this purpose. Consequently, the sessions may not be available to future year groups.

Dr Webb sought clarification of the term Masterclass, as referred to by CVC. The Principal informed the committee that the term Masterclass is defined as students understanding breadth and depth of study in distinct subject disciplines.

Mr Quinn reported, further to the Principals report, that recent heavy rain had highlighted issues with deteriorating roofs, drainage and guttering and informed the LGC that CVC are working with the Trust central team to resolve. The drains on site have been cleared and essential work on the roofs is to be completed October 2021.

Mrs Tyrrell questioned whether staff are adequately informed of works being completed, which may affect rooms/areas they are teaching in. Mr Quinn informed the LGC that the site team communicate appropriately with staff who can log issues to alert the site team of areas of concern.

## **7) CVC School Improvement Plan 2021-21 and Self Evaluation Form (SEF) 2021-22**

The Principal reported the CIP and SEF were updated and questioned if they were shared with LGC in July, this term they have been shared with the middle leadership team, of which feedback has been collated and SLT are currently reviewing this. Clerk was asked to add SIP and SEF to the next LGC meeting agenda, with a view to presenting the updated versions.

The Principal informed the LGC that leadership time is structured separately between operational and strategic areas of focus in the senior team and curriculum line managers are piloting a new line management format to support more strategic area coverage at middle leadership.

The Clerk was asked when considering next year's first LGC meeting, to schedule later in the academic calendar (October 2022), to allow school performance data outcomes to be reported.

With regards to the Principals report showing an increase in bullying incidents, Mr Williams sought assurance that anti-bullying strategies put in place last academic year by CVC have been addressed.

The Principal informed the LGC that CVC are developing ways to allow staff to accurately record bullying issues in the system, having moved from using the safeguarding recording platform 'MyConcern' to 'CPOMS'. Staff have been

reminded of the definition of bullying as a repeated attempt to harm someone and not a one off incident in accordance with CVC Anti-bullying policy.

The Principal explained that although the recording of bullying incidents has increased, this is due to better awareness and reporting, rather than an increase in bullying incidents.

The LGC agreed that the Anti-bullying policy should be reviewed to accommodate recent updates and changes at CVC.

The Chair thanked the Principal for their report.

## **8) Admissions criteria update and Children in Care**

The Principal reported that CVC Admissions criteria regarding Children in Care, has been updated to include overseas student adoptions.

## **9) Policies to be reviewed**

### Feedback and Marking policy 2021-22

Mrs Goudie informed the LGC that the CVC Feedback and Marking policy has been reviewed and reported whilst there were no changes, CVC have developed practices in line with the policy.

### Dr Webb asked how CVC ensure that all staff are made aware of and follow the Feedback and Marking policy.

Mrs Goudie explained that key factors are shared in weekly staff bulletins and feedback is sought and considered on an ongoing basis. Students books are checked and management teams carry out checks on sample subjects. On induction this policy is communicated to new members of staff.

On addressing the point raised by Mr Williams regarding parents' accessibility to follow their child's targets and progress; the Principal reported CVC are expected to introduce a MIS system which should accommodate a better platform offering parent communication more easily. Mrs Goudie reiterated that student progress is reported through assessment processes in each subject area and the principles of feedback are based on evidence informed research which has been used to underpin the policy.

The Feedback and Marking policy was adopted by the LGC, academy to arrange publishing on CVC website and sharing with staff.

### CVC Safeguarding policy 2021-22

The Clerk was asked to re-circulate the CVC Safeguarding policy 2021-22 following this meeting with a view to electronic ratification.

CVC Admissions policy 2022-23 was circulated to the LGC in advance of the meeting and this was reviewed.

Mr Williams questioned in light of the local house building development planned, what impact do CVC expect this will have on the pupil admission number (PAN).

The Principal reported CVC are currently nearly full to capacity for PAN in some year groups. If the new housing developments bring in a significant increase in pupil numbers CVC would need more space to be able to increase the PAN. CVC acknowledged the outstanding proposal (not yet agreed) of a new secondary school provision in the local area (Waterbeach), which together with the Northstowe secondary college (first cohort of year 7's started in 2019), could potentially have an impact over the next 3-5 years on CVC PAN, and the Trust have been made aware.

## **10) LGC member visits/Chairs update**

Members were invited to organise dates for LGC member visits with relevant CVC SLT members during the autumn term.

Dr Webb informed the committee that she meets with the Principal fortnightly and will continue to feedback on these meetings.

Link Lead roles were acknowledged:

Pupil Premium and Grants- LECC Link Lead: Will Hall  
CVC SLT member: Hanan McKeand and Tony Quinn

SEND - LECC Link Lead: Burcu  
CVC SLT member: Lisa Langley / SENCO – Susan Kean

Safeguarding and Behaviour - LECC Link Lead: Paul Williams  
Safeguarding CVC SLT member: Lisa Langley  
Behaviour CVC SLT member: Clive Crisford

Teaching and Learning – (PHSCE & SRE) LECC Link Lead: Cerian Webb  
CVC SLT member: Kath Goudie.

With a view to the current focus on peer on peer abuse, Lisa Langley will be invited to give a short presentation at the next LGC. Clerk to arrange.

### **11) Member training**

Committee members were asked to complete the following mandatory annual safeguarding training modules through the Educare platform no later than the end of October 2021:

- Child Protection in Education
- Equality and Diversity
- Sexual Violence and Harassment between children
- Prevent Duty– Safeguarding Lead
- Keeping Children Safe in Education (Part 1)

### **12) Local Committee recruitment**

The committee discussed plans to identify potential LGC member candidates.

### **13) Future agenda items and confirmation of forthcoming dates**

The date of the next meeting is scheduled to take place on Thursday 2 December 2021.

- KS3 and KS4 Science presentation
- Peer on peer abuse
- Anti-bullying policy

### **14) Any Other Business**

Attendees were thanked for their input and left the meeting.

The Clerk informed the committee that the DfE Academies Handbook has been recently reviewed, and the Trust and its committees are required to publish agendas, minutes and papers from committee meetings. In light of this all LGC members and those present were asked to bear confidentiality in mind in both discussions and presented papers.

With regards to the NHS program to vaccinate students with the COVID vaccination, Dr Webb questioned what considerations were taken when moving the Year 11 mocks forward. The Principal reported that in order to address concerns of the likelihood that Year 11 student health symptoms might be affected after receiving the COVID vaccination, a small number of the mocks were moved forward by four days. The Principal informed the LGC that CVC had no flexibility to change NHS scheduled vaccinations.

Mrs Goudie reassured the LGC that projected grades are not only based on mock results and clarified that this is not a strategic decision to maximise outcomes, it was an operational decision.

Mr Williams said that he was pleased to see the open evening is going ahead this year and questioned what CVC are planning with regards to supporting the current Year 6 student cohort transitioning to Year 7 at CVC in 2022.

Mrs Goudie reported that Hanan McKeand continues to focus on ensuring a smooth transition and acknowledged that the current Year 7 were settling in nicely despite a less traditional transition under difficult circumstances as a result of COVID.

The meeting finished at 7.30pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 26 October 2021



# PRINCIPAL'S REPORT DECEMBER 2021

## Headlines & updates since previous meeting:

- Covid is still a huge issue. Absences affected by positive cases, isolations and responses to the Covid jabs. Attendance in Y10 hit the most significantly. Working with the LA on a regular basis to keep them updated on case numbers and to review Covid-safe approaches in school.
- Mock exams:
  - Mock exams ran from 2 – 8 November and 15 – 23 November. The gap was built into the mock season because Covid-19 inoculations were given on Tuesday 9 November. We ran no exams for the rest of that week to allow students in Year 11 with any side effects to recover before resuming exams.
  - Due to Covid-19 cases in Year 11, there was a need to add on two further catch-up days on Monday 22 and Tuesday 23 November. This was in addition to the two catch-up days already timetabled for Thursday 18 and Friday 19 November.
  - Overall, exams ran smoothly – our new Exams Officer will be reviewing the process and amending routines and plans to improve things further for the February mock series.
  - Students approached these exams excellently. Behaviour and attitudes going into exams and during exams was excellent and reflected that they have taken them seriously and as an opportunity to show what they know and what they can do in subjects.
  - Mock marking and results deadline for staff is Friday 3 December; results will be shared with students and parents on Tuesday 7 December, ahead of the Year 11 Parents' Evening on Thursday 9 December.
  - Heads of Faculty and Heads of Department will complete mock analysis of results and feedback to the SLT team and amend and edit their raising attainment plans accordingly.

## Leadership and Management

- SLT have been using time together to share ideas and discuss approaches for school improvement using dedicated 'strategy days'. For day 1, we reviewed the team's SEF and discussed priorities for the year ahead in a slimmer version of the school improvement plan (see appendix 3). In day 2, we presented on different aspects of the school to ensure the whole team developed a stronger understanding and day 3 was using peer review to work together on quality assurance and reflect on the progress made on the term to date and next steps needed. Alongside these days, a dedicated strategic meeting on a Monday has been used to share the work of middle leaders, presenting to the team on their raising achievement strategies for their specific subject/ pastoral areas.
- Clive Crisford visited Sam Strickland's 'The Duston School' to look at the work on culture as well as standards, having been inspected recently and achieving a good in all areas.
- Zoe Andrews and Hanan McKeand visited Northstowe Secondary College to see and discuss inclusive practice on 9 November and build a strong local network with other local secondary Principals. Carole Moss will be conducting a return visit to CVC in January.
- Zoe Andrews is visiting Lodge Park Academy, Corby to visit Carly Waterman, the Principal to look at the work they have done there to pull the school out of special measures. This was recommended by CEO Rowena as a useful place to learn from.
- The Astrea Cambridgeshire Principals are meeting at each Cambridgeshire school this term for peer review. So far Zoe Andrews has visited Longsands and St Ivo. The Principals' visit to CVC will be held on the morning 24 November.

- The first CWW meeting of the year was held on Wednesday 17<sup>th</sup> November and attended by all the heads. Key focus is working together on transition. Zoe has invited the heads in for a tour of the site during the working day, which they have not ever done before! This will hopefully take place in January when Covid figures are lower.
- On 3 November we had an Alternative Provision audit with Nic Crossley. The report can be viewed in Appendix 1.
- On 21 October we had a Safeguarding audit with Nic Law, Astrea's Deputy Director of Safeguarding. The report can be viewed in Appendix 2.
- On 8 November, Hywel Jones, Director of Secondary schools, did a thorough check of the attendance data and the coding. There is no report for this, however the verbal feedback indicated that there was a significant improvement in the accuracy of the records with fewer code changes made.
- The University of Cambridge Faculty of Education Link Lecturer visited trainee teachers placed at CVC on 3 November and reported individual progress to the Principal.
- There is a planned visit to CVC from the CEO on Wednesday 1<sup>st</sup> December.
- A review of SEND will take place on Friday 10<sup>th</sup> December, by Nic Crossley from the Astrea central team.

### **Staffing**

Dr Allouis, Science teacher, will be leaving us at the end of December along with Lisa Langley of Designated Safeguarding Lead. Mr Nawash, Maths teacher, left at the beginning of November and his role is currently being covered by the maths department and will be advertised later this year.

The Adult Learning Manager, Madeliene left in September and Tracy Thistlethwaite left at the beginning of November and we have appointed a new Adult Learning Officer, Heather Adam, who started on 8<sup>th</sup> November.

We are currently advertising for the following vacancies: Safeguarding Officer, Cover Supervisor, Site Assistant, First Aid and Administration Assistant, Pastoral Assistant and will need to cover teaching vacancies in Science and maths.

### **Admissions for September 2022**

1<sup>st</sup> Preference 148

2<sup>nd</sup> Preference 67

3<sup>rd</sup> Preference 30

| Year 6-7 intake |     |                 |     |     |     |
|-----------------|-----|-----------------|-----|-----|-----|
| Year            | PAN | Place Allocated | 1st | 2nd | 3rd |
| 2022-23         | 180 |                 | 148 | 67  | 30  |
| 2021-22         | 180 | 170             | 156 | 59  | 29  |
| 2020-21         | 180 | 178             | 168 | 68  | 33  |
| 2019-20         | 180 | 181             | 192 | 77  | 37  |
| 2018-19         | 180 | 180             | 175 | 74  | 29  |
| 2017-18         | 180 | 180             | 166 | 57  | 30  |

### **Admissions**

| Number On Roll |     |
|----------------|-----|
| <b>Year 7</b>  | 171 |
| <b>Year 8</b>  | 177 |
| <b>Year 9</b>  | 176 |
| <b>Year 10</b> | 180 |
| <b>Year 11</b> | 173 |
| <b>Total</b>   | 877 |

## Leavers

| Leavers 2020-21 |   |
|-----------------|---|
| Year 7          | 2 |
| Year 8          | 2 |
| Year 9          | 0 |
| Year 10         | 0 |
| Year 11         | 1 |

## Managed Moves

| Managed Moves 2020-21 |    |     |               |
|-----------------------|----|-----|---------------|
| Year Group            | IN | Out | Taken on roll |
| Year 7                | 0  | 0   | 0             |
| Year 8                | 0  | 0   | 0             |
| Year 9                | 0  | 1   | 0             |
| Year 10               | 0  | 0   | 0             |
| Year 11               | 0  | 0   | 0             |

## Exclusions

|                    | 2021-22<br>(15 November 2021) |                    |      | 2020-21              |                    |      | National<br>(2018/19) |
|--------------------|-------------------------------|--------------------|------|----------------------|--------------------|------|-----------------------|
|                    | No. of<br>exclusions          | No. of<br>students | %    | No. of<br>exclusions | No. of<br>students | %    |                       |
| Whole school       | 32                            | 21                 | 2.36 | 51                   | 30                 | 9.04 | 10.75                 |
| 7                  | 0                             | 0                  | 0    | 3                    | 3                  | 1.67 |                       |
| 8                  | 4                             | 3                  | 1.66 | 13                   | 4                  | 2.19 |                       |
| 9                  | 13                            | 10                 | 5.58 | 15                   | 10                 | 8.15 |                       |
| 10                 | 3                             | 3                  | 1.67 | 12                   | 6                  | 3.35 |                       |
| 11                 | 12                            | 5                  | 2.87 | 8                    | 7                  | 3.93 |                       |
| Multiple exclusion |                               | 5                  | 0.56 |                      | 5                  | 0.55 | 2.03                  |

## Attendance

| Attendance        | 2021/22<br>15.11.21 |
|-------------------|---------------------|
| School            | 91.9                |
| Year 7            | 93.6                |
| Year 8            | 93.2                |
| Year 9            | 92.3                |
| Year 10           | 88.6                |
| Year 11           | 92.0                |
| Disadvantaged     | 84.9                |
| Non Disadvantaged | 93.2                |

| PA                | 2021/22<br>15.11.21 |
|-------------------|---------------------|
| School            | 27.3                |
| Year 7            | 24.9                |
| Year 8            | 22.7                |
| Year 9            | 30.7                |
| Year 10           | 32.2                |
| Year 11           | 25.9                |
| Disadvantaged     | 50.7                |
| Non Disadvantaged | 23.0                |

|                |      |
|----------------|------|
| SEN Support    | 82.3 |
| EHCP/Statement | 82.1 |
| Non SEN        | 92.9 |

|                |      |
|----------------|------|
| SEN Support    | 51.1 |
| EHCP/Statement | 36.6 |
| Non SEN        | 25.4 |

#### After-school detention numbers since return

- Behaviour – 475
- Homework – 313

#### Pupil Premium

|              | PP numbers             | % of year group |
|--------------|------------------------|-----------------|
| Year 7       | 32                     | 18.71           |
| Year 8       | 31                     | 17.51           |
| Year 9       | 23                     | 13.07           |
| Year 10      | 21                     | 11.67           |
| Year 11      | 28                     | 16.18           |
| Whole school | 135 out of 877 on roll | 15.39           |

|       | Number of students |
|-------|--------------------|
| KS3   | 524                |
| KS4   | 353                |
| SEN K | 46                 |
| SEN E | 41                 |
| EAL   | 49                 |
| LAC   | 4                  |
| FSM   | 100                |

#### Safeguarding

| Safeguarding Data Return                                                    | Sept      | Oct       |
|-----------------------------------------------------------------------------|-----------|-----------|
| No. of Referrals made to Social Care                                        | 0         | 0         |
| Cases picked up by Social Care                                              | 0         | 0         |
| Early Help Assessments submitted/ cases opened at TAC level (or equivalent) | 1         | 0         |
| No. of children open to Child Protection Plan                               | 0         | 0         |
| No. of children open to Child In Need Plan                                  | 2         | 2         |
| No. of children with TAC Plan/EHA or equivalent currently in place          | 12        | 11        |
| <b>New:</b> No. of children on EHCP                                         | <b>34</b> | <b>34</b> |

|                                                                                                               |            |            |
|---------------------------------------------------------------------------------------------------------------|------------|------------|
| <b>New:</b> No. of children on the edge of receiving support from social care or in process of being referred | <b>0</b>   | <b>0</b>   |
| <b>New:</b> No. of those at risk of NEET (not in employment, education or training)                           | <b>N/A</b> | <b>N/A</b> |
| <b>New:</b> No. in temporary accommodation                                                                    | <b>0</b>   | <b>0</b>   |
| <b>New:</b> No. of Young carers                                                                               | <b>3</b>   | <b>4</b>   |
| <b>New:</b> No. considered otherwise vulnerable/monitoring                                                    | N/A        | 9          |
| Discriminatory incidents                                                                                      | 2          | 10         |
| Bullying Incidents                                                                                            | 4          | 25         |
| Recorded Restraints                                                                                           | 0          | 0          |
| Prevent Concerns                                                                                              | 0          | 1          |
| Prevent Referrals                                                                                             | 0          | 0          |
| Previous LAC                                                                                                  | 0          | 0          |
| Current LAC                                                                                                   | 4          | 4?         |
| Current no. on Reduced Timetable                                                                              | 2          | 4          |
| Current no. on reduced timetable exceeding a half term                                                        | 0          | <b>3</b>   |
| No. removed from roll to EHE - total this year                                                                |            | 5          |
| No. of staff allegation this academic year so far                                                             | 0          | 0          |
| No. of LADO referrals this year so far                                                                        | <b>0</b>   | 0          |

## Student Destinations

A summary of the post-16 destinations for Year 11 from 2020-21:

| Post 16 Centre/Choice           | Form Group |    |    |    |    |    |   | Totals |
|---------------------------------|------------|----|----|----|----|----|---|--------|
|                                 | K          | L  | M  | R  | S  | T  | X |        |
| Hills Road                      | 8          | 6  | 7  | 5  | 9  | 7  |   | 42     |
| Long Road                       | 7          | 13 | 10 | 10 | 17 | 9  |   | 66     |
| Cambridge Regional College      | 8          | 5  | 5  | 5  | 2  | 9  | 1 | 35     |
| Impington International College |            |    | 1  | 2  | 1  | 1  |   | 5      |
| College of West Anglia          | 1          |    |    | 1  | 1  | 1  | 1 | 5      |
| The Oakes                       |            | 1  | 2  | 2  |    |    |   | 5      |
| Parkside 6th                    |            |    |    |    |    |    |   |        |
| C.A.S.T.                        | 1          |    |    |    |    |    |   | 1      |
| Bishop Laney                    |            |    |    |    | 1  |    |   | 1      |
| Comberton                       |            |    |    |    |    |    |   |        |
| Outside CAP                     | 1          | 1  | 2  | 1  |    | 1  |   | 6      |
| Apprenticeships                 |            | 2  | 1  |    |    | 1  |   | 4      |
| Full-Time Employment            |            |    | 1  | 2  |    |    |   | 3      |
| NEET/unknown                    |            |    |    |    | 1  |    | 1 | 2      |
| Total                           | 26         | 28 | 29 | 28 | 32 | 29 | 2 | 175    |

## Site & Operations

Agreement has been received to replace 3 sections of roof over the drama, music and art departments. This is likely to commence early next year on a phased basis to minimise the disruption to classes. At the same time, phase 2 of electrical rewiring will be take place across the science and art blocks which will need to be co-ordinated with the roof replacements. As with phase 1 of the rewiring, this work will take place at night-time and over weekends so there will be no disruption to classes.

Covid-19 is still major concern, and we continue to work closely with the Local Authority and Public Health England. Cambridgeshire is currently classed as Enhanced Response Area which means the government is allowing the Local Authority to deploy more support and increased recommendations to help reduce the impact of Covid-19. As a school, we now ask that all staff and students wear masks in communal areas, where possible all internal meetings are held virtually, only essential visitors to the school who must wear masks in communal areas and continue to promote twice weekly LFT testing for staff and students.

## APPENDIX 2 SAFEGUARDING AUDIT



### Annual Safeguarding Audit 2021 - 2022

#### PART 1- KEY INFORMATION

|                                                                                                                                                                     |                                                                                               |
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| <b>Name of school:</b>                                                                                                                                              | Cottenham Village College                                                                     |
| <b>Date of Audit:</b>                                                                                                                                               | 21/10/21                                                                                      |
| <b>Name of Principal:</b>                                                                                                                                           | Zoe Andrews                                                                                   |
| <b>Name of Designated Safeguarding Lead:</b>                                                                                                                        | Lisa Langley                                                                                  |
| <b>Name and role(s) of Designated Safeguarding Deputy/Deputies:</b>                                                                                                 | Sarah Halsey<br>Joss Abbott<br>Peter Holt<br>Helen Stern<br>Cath Goudie (undergoing training) |
| <b>Name and role of Designated Teacher for LAC:</b>                                                                                                                 | Susan Keene                                                                                   |
| <b>Name and role of person responsible for SCR:</b>                                                                                                                 | Sharon O'Mullane                                                                              |
| <b>Name of Safeguarding LGC representative:</b>                                                                                                                     | Paul Williams                                                                                 |
| <b>Number of pupils on roll:</b>                                                                                                                                    | 873                                                                                           |
| <b>Number of pupils on:</b><br><b>Child Protection plan</b><br><b>Child in Need Plan</b><br><b>TAC/TAF/Early Help</b><br><b>No. being Monitored due to concerns</b> | 0<br>2<br>13<br>10<br>2 under social care assessment                                          |
| <b>Number of LAC pupils:</b><br><b>Number of previous LAC:</b>                                                                                                      | 3<br>0                                                                                        |

## PART 2 – CHILD PROTECTION, INTERNAL PROCEDURES, TRAINING AND POLICIES

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Policy/Guidance/Legislation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Observations, comments, evidence (Inc. discussions with staff & pupils)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Requirements / Actions (Inc. expected date of completion)                                                                                                                                                                                                                         | RAG     |
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| <p><b>Training:</b></p> <p>What is the school's system to ensure staff, volunteers and LECC/TMB members are inducted, trained and regularly updated on their safeguarding responsibilities?</p> <p><b>Detail:</b></p> <ul style="list-style-type: none"> <li>• Training for all staff such as Online Safety, Prevent, peer on peer abuse, Mental Health, Behaviour (Inc. Positive handling), county lines, contextual safeguarding, FGM, CSE, Domestic Abuse, Early Help, responding to attendance concerns/CME, staff code of conduct and raising concerns.</li> <li>• Training accessed by DSL and Deputy DSL's at least 2 yearly (with annual refresher)</li> <li>• Specific designated roles: First Aid and Paediatric First Aid, LAC lead.</li> </ul> <p>How do you know if the training is effective?</p> | <p>This Audit has been written in line with relevant guidance, legislation and Trust Policy – excerpts to support evidence gathering are documented below from: KCSIE 2021, Working Together to Safeguarding Children 2018, The Prevent Duty/Prevent Duty Guidance 2021, FGM Act 2003, Inspecting safeguarding in early years, education and skills settings September 2021, School Attendance Guidance DfE August 2020, Behaviour and discipline in schools DfE January 2016, Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion DfE September 2017</p> <p><i>KCSIE 2021:</i></p> <p><i>13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.</i></p> <p><i>14. All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</i></p> <p><i>78. Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.</i></p> | <p>DSL training is up to date – recorded on SCR.</p> <p>Whole staff training – September Inset day – DSL led safeguarding introduction and introduced information in relation to 'inset's'.</p> <p>All staff have completed peer on peer and SV&amp;SH this academic year.</p> <p>All staff completed online safety training last academic year.</p> <p>Prevent training has been completed by all staff on Educare within the last 12 months.</p> <p>Equality and Diversity training completed by DSL.</p> <p>Training overview currently overseen by SH.</p> <p>Mental Health level 3 completed by DSL – December 2020.</p> <p>SH and EC have completed NHS MH first aid.</p> | <p>'CP in Education' module to be completed by all staff by end of December.</p> <p>Ensure all staff have completed this – deadline set by the trust is before Easter.</p> <p>LL to have access and maintain oversight of the training log – NL unable to view on this visit.</p> | <p></p> |



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| <p>Do you know how confident the staff team feel in responding to peer on peer abuse?</p> | <p><i>94. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.</i></p> <p><i>95. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role</i></p> <p><i>KCSIE 2021</i></p> <p><i>46. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.</i></p> <p><i>Prevent Duty Guidance 2021</i></p> <p><i>20. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty.</i></p> <p><i>KCSIE 2021</i></p> <p><i>179. Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher (for LAC) and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement</i></p> | <p>First Aid trainers –<br/>4 staff with PFA<br/>6 staff recently training in FA at work.<br/>Appointed person is updating training next week –agency.<br/>CP and SH are also appointed people.</p> <p>LCG training – in process of completing Educare modules – LL to obtain certificates and ensure added to SCR.<br/>12<sup>th</sup> November face to face SV&amp;SH training.</p> <p>Safer Recruitment training completed by TQ, CG, LL, AP, ZA</p> <p>LAC training – completed by SK</p> <p>Team Teach training – no one currently has team teach training – 0 incidents to record but bound and numbered book is in place in case it is required.</p> | <p>Assess the need and book through Astrea Institute.</p> <p>Fire safety for staff to be completed</p> <p>H&amp;S for staff to be completed</p> |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><i>orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience. In other schools and colleges, an appropriately trained teacher should take the lead.</i></p> <p><i>Health and safety: responsibilities and duties for schools DfE 2018: Schools must ensure that staff receive information and training about health and safety. This includes: how to assess risks specific for their job, how to meet their roles and responsibilities identified within the health and safety policy. They can do this in different ways depending on individual or specific need. For example, providing staff with written guidance may be appropriate in some cases, while attending a training course may be more appropriate for others.</i></p> <p><i>Staff whose work involves a greater element of risk will need extra or specific training.</i></p> |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                         |  |
| <p><b>Policies:</b></p> <p>Are the following policies in place, shared, understood by staff, implemented effectively, evidence cross referencing, regularly updated and reviewed?</p> <ul style="list-style-type: none"> <li>• Astrea CP &amp; Safeguarding;</li> <li>• Staff code of conduct;</li> <li>• whistleblowing;</li> <li>• Safer recruitment;</li> <li>• Attendance;</li> <li>• missing pupils;</li> <li>• Online safety;</li> </ul> | <p><i>Prevent Duty Guidance 2021</i><br/>67. Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.</p> <p><i>KCSIE 2021</i><br/>50. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.</p> <p><i>84. Governing bodies and proprietors should ensure there are appropriate policies and</i></p>                                                                                                                                                                                                                                              | <p>KCSIE part 1 and annex B, Safeguarding Policy, Code of conduct/staff handbook, Behaviour policy shared with all staff – staff have signed to confirmed read and understood.</p> <p>AUP signed by staff within staff handbook</p> | <p>Behaviour Policy is currently being updated – 2019 on website.</p> <p>Attendance Policy on website dated January 2020</p> <p>Online safety policy on website dated January 2021 – due review September 2021 (in line with KCSIE)</p> <p>AUP for children not completed this year</p> |  |



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| <p>level/early help concerns as well as high risk and serious harm concerns?</p> <p>How does the school ensure effective partnership working with agencies, and appropriate use of referral pathways and signposting towards these?</p> <p>How does the school review and evaluate these systems to ensure they are effective in safeguarding pupils?</p> <p>How does the school ensure that children/students/parents and staff understand how to raise a complaint or concern?</p> <p>Do you know how confident the staff team feel in responding to safeguarding concerns?<br/>Are staff confident in responding to peer on peer abuse?</p> | <p><i>15. All staff should be aware of their local early help process and understand their role in it.</i></p> <p><i>Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18</i></p> <p><i>KCSIE 2021</i></p> <p><i>96. Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.</i></p> | <p>SH and LL are trained and able to access LA Liquid Logic central system. We can check for involvement that are open. Check lead practitioner and open EHA assessments. We can list two more people for this access but have not identified other suitable DSL's.</p> <p>DSL working closely with Education inclusion officer and attendance officer from LA.</p> <p>Safeguarding and pastoral team link with local health services, police, social care and third sector.</p> <p>United services – triage mental health.</p> |  |
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| <p><b>Record keeping:</b></p> <p>What is the school's system for record keeping and information sharing, both internally and with other professionals?</p> <p>How is confidential information stored?</p> <p>What is the process for transferring pupil files to new schools?</p> | <p><i>KCSIE 2021</i></p> <p><i>105. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.</i></p> <p><i>106. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.</i></p> <p><i>107. School and college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care</i></p> <p><i>108. It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.</i></p> <p><i>112. Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, to allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives, also ensuring secure transit,</i></p> | <p>Transition to CPOMS September 2021 from My concern.</p> <p>Astrea category guidance implemented to ensure there is consistency in recording.</p> <p>Paper files are noted in CPOMS and read by DSL – summary added.</p> <p>PDF transfers from My concern (feeder schools) to CPOMS.</p> <p>Face to face transition meetings between DSL's from primary to secondary.</p> <p>7 day report completed by RS as part of the Audit</p> | <p>7-day reported completed by RS shared with LL and ZA -</p> |  |
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|                                                                                                                                                                                                                      | <p>and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named persons with oversight for SEN in a college, are aware as required.</p> <p><i>Inspecting Safeguarding (Ofsted 2021)</i><br/>In settings that have effective safeguarding arrangements, there will be evidence of the following: Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.</p>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                   |  |
| <p><b>Tracking:</b></p> <p>What is the school's process for monitoring and reviewing pupils who are listed on their 'vulnerable register', both academically and with reference to any additional support plans?</p> | <p><i>KCSIE 2021 LAC</i><br/>176. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.</p> <p>178. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.</p> <p>160. Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave</p> | <p>Fortnightly Safeguarding team meeting</p> <p>AP register in place – 8 students currently – AP register submitted to LA monthly. Discussed fortnightly with LA EIO (Education Inclusion Officer). IAEP reviewed fortnightly with LA and with parents.</p> <p>Prior to adding to AP, school based panel reviews suitability and support offered prior to AP.</p> <p>7 SEND AP monitored by Start team.</p> | <p>NL advised this to be weekly.</p> <p>Ensure working together between Behaviour lead and DSL to track students causing concern including those at risk of exclusion – DSL to be informed prior to issue of exclusion to ensure safeguarding matters/impact considered.</p> <p>Ensure medical care plans are in place and regularly reviewed</p> |  |

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|                                                                                                                                                                                                                                         | <p><i>them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.</i></p> <p><i>161. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                     |  |  |
| <p><b>Allegations:</b></p> <p>What is the school's process for responding to and managing allegations against staff?</p> <p>How do you respond to Low Level concerns? Is the process clear to staff and is this outlined in policy?</p> | <p><i>KCSIE 2021</i></p> <p><i>74. Schools and colleges should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors). If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:</i></p> <ul style="list-style-type: none"> <li><i>• this should be referred to the headteacher or principal;</i></li> <li><i>• where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and</i></li> <li><i>• in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority.</i></li> </ul> | <p>ZA –</p> <p>Discussed low level and those concerns that meet the harm threshold – all concerns to go through</p> |  |  |

### PART 3– SAFER RECRUITMENT AND SCR

| Question                                                                                                                                                                                                                                                                                                                                                             | Policy/Guidance/Legislation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Observations, comments, evidence<br>(Inc. discussions with staff & pupils)                                                                                                                                | Requirements / Actions (Inc. expected date of completion)                                                                                                                                                     | RAG |
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| <p><b>SCR:</b></p> <p>Is the school's SCR maintained, up to date, and in accordance with statutory regulations?</p> <p>Is the Principal regularly checking the SCR and is this reviewed by the Chair of LECC/Local Governance committee?</p>                                                                                                                         | <p><i>KCSIE 2021</i></p> <p><i>250. Schools and colleges must maintain a single central record of pre-appointment checks, referred to in the Regulations as the register and more commonly known as the single central record.</i></p> <p><i>310. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                           | <p>NL reviewed 23/09/21:</p> <p>Move community and sports centre onto new tab – confirmation of necessary checks from employer obtained.</p> <p>NL to chase TF re: updated to central SCR – now complete.</p> |     |
| <p><b>Safer recruitment:</b></p> <p>Are the school's processes for recruitment (advert, selection, interview and post-offer checks) reflective of policy guidance and best practice?</p> <p>How do the processes help to detect, reject and identify people who might harm children?</p> <p>Has Training been undertaken by key staff and updated every 3 years?</p> | <p><i>KCSIE 2021</i></p> <p><i>189. It is vital that governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in their school or college. As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.</i></p> <p><i>190. Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of this part (Part three) of this guidance.</i></p> <p><i>191. The School Staffing (England) Regulations 2009 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 require governing bodies of maintained schools and management committees of pupil referral units (PRUs) to ensure that at least one of the</i></p> | <p>Centralised recruitment – SOM working alongside central recruitment to ensure all on boarding completed and added to school SCR.</p> <p>Safer Recruitment training completed by TQ, CG, LL, AP, ZA</p> |                                                                                                                                                                                                               |     |



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|  | <p>persons who conducts an interview has completed safer recruitment training.</p> <p>248. For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018.</p> |  |  |  |
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#### PART 4 – ON SITE AND OFF SITE SAFETY AND SECURITY

| Question                                                                                                                                                                                                                                                                                                                                                                                     | Policy/Guidance/Legislation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Observations, comments, evidence (Inc. discussions with staff & pupils)                                                                                                                                                                                                                                                                                                            | Requirements / Actions (Inc. expected date of completion) | RAG |
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| <p><b>Site Security:</b></p> <p>What security systems and arrangements are in place to ensure the grounds and buildings are safe environments for learners and staff? (including visitors and volunteers)</p> <p>Are there clear and effective contingency plans, emergency lock down plans and fire/bomb threat procedures? How have these been tested, recorded and at what frequency?</p> | <p><i>Health and safety: responsibilities and duties for schools DfE 2018</i></p> <p><i>All schools should have plans in place to enable them to manage and respond to incidents related to school security.</i></p> <p><i>KCSIE 2021</i></p> <p><i>155. Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.</i></p> | <p>Tony – operations manager</p> <p>H&amp;S audit completed by Astrea Estates team this half term.</p> <p>Operations manager – regularly walks the site to check safety and security – 3 members of site team who conduct site checks. Any identified issues are recorded/alerted to Astrea and any incidents recorded on Athena.</p> <p>Weekly overview of the first aid log.</p> | <p>Tony / Lisa to review medical care plans</p>           |     |

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| <p>How is this information shared and communicated with staff and visitors?</p> <p>When facilities or buildings are used by any external organisations/individuals, how do you ensure appropriate checks and safeguarding arrangements are in place?</p>                                                                                                                                                      |                                                                                                                                                                                                                                                                  | <p>FRA completed and will be reviewed by Steve at Astrea. Every Monday the fire alarm is tested; a drill is conducted every half term.</p> <p>Lockdown practiced 15<sup>th</sup> October – lessons learnt recorded in SLT minutes.</p> <p>Lockdown procedure sent out to all staff in a briefing but will be revised with lessons learnt.</p> | <p>Lockdown practice required</p>                                       |  |
| <p><b>Risk Assessment:</b></p> <p>Are risk assessments in place to cover all aspects of the school's work, such as:</p> <ul style="list-style-type: none"> <li>• premises,</li> <li>• equipment,</li> <li>• on site activities,</li> <li>• off-site activities and/or venues, use of transport</li> </ul> <p>Have these been regularly reviewed by key staff / Principal / Estates Team / Senior Leaders?</p> | <p><i>Health and safety: responsibilities and duties for schools DfE 2018: Pupils should be safe in school and when undertaking out of school activities. The risk management to keep them safe should be proportionate to the nature of the activities.</i></p> | <p>Educational visits go to Tony at the moment for review and go to Principal for sign off.</p> <p>Site risk assessment reviewed at least half termly between Tony and Dan (site manager)</p>                                                                                                                                                 | <p>NL did not review RA's – as part of H&amp;S audit this half term</p> |  |

#### PART 5 – BEHAVIOUR

| Question                                                                                                                           | Policy/Guidance/Legislation                                                                                                                       | Observations, comments, evidence (Inc. discussions with staff & pupils)            | Requirements / Actions (Inc. expected date of completion)             | RAG |
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| <p><b>Strategy:</b></p> <p>Is the Behaviour Policy up to date, shared with staff and children and is the strategy for managing</p> | <p><i>Behaviour and discipline in schools DfE January 2016: Headteachers, proprietors and governing bodies must ensure they have a strong</i></p> | <p>Behaviour policy –</p> <p>Anti-bullying presentation to SLT delivered by CC</p> | <p>Behaviour Policy is currently being updated – 2019 on website.</p> |     |

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| <p>behaviour clearly understood by all?</p> <p>Does the school have a clear anti-bullying strategy?</p>                                                                                                                                                                                                                                                                                                         | <p><i>behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.</i></p> <p><i>The proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour policy must be made available to parents on request.</i></p>                                                                                                                                                                                                                                                                                                            | <p>Flow diagram in place to ensure staff are aware on how to report and record bullying concerns.</p> <p>Bullying survey to be completed in November (has been completed annually).</p> <p>Peer support to be re-launched</p> <p>CC identified priorities – student voice, one kind word – assemblies, key messages in form time. Report a concern on all desktops.</p> <p>Anti-bullying charter re-written – to be displayed/launched</p> | <p>NL to share template</p> |  |
| <p><b>Monitoring:</b></p> <p>How does the school record and monitor behaviour incidents?</p> <p>How does the school monitor and respond to incidents such as:</p> <ul style="list-style-type: none"> <li>• Peer-on-Peer including bullying;</li> <li>• racist;</li> <li>• homophobic;</li> <li>• discriminatory;</li> <li>• sexual violence &amp; harassment incidents;</li> <li>• Online behaviour;</li> </ul> | <p><i>Inspecting Safeguarding Ofsted 2021</i></p> <p><i>15. In settings that have effective safeguarding arrangements, there will be evidence of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse. Children know their concerns will be treated seriously, and know they can safely express their views and give feedback. There is a robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, learner or</i></li> </ul> | <p>Safeguarding meeting fortnightly – Pastoral meeting weekly –</p> <p>Weekly reports on behaviour – shared with SLT twice in half term</p> <p>And to Principal when suspension is needed</p> <p>All incidents in relation to peer on peer on CPOMS</p> <p>Separate log of all discriminatory and bullying in separate logs</p>                                                                                                            |                             |  |

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| <p>Are follow up actions consistently implemented especially with reference to those pupils with complex and challenging needs?</p> <p>Are Individual Student Risk Assessments in place and regularly reviewed for pupils for reasons such as:</p> <ul style="list-style-type: none"> <li>• Peer-on-Peer risks (including sexual violence and harassment)</li> <li>• CSE Risks</li> <li>• CCE Risk</li> <li>• Online Behaviour</li> </ul> | <p><i>vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm. This includes the risk of abuse and neglect in the home as well as risks outside the home such as sexual and/or criminal exploitation, radicalisation, bullying and children going missing. Adults take the appropriate and necessary action in accordance with local procedures and statutory guidance.</i></p> <ul style="list-style-type: none"> <li>• <i>Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting. For schools and further education and skills settings, there are also effective policies for tackling bullying, sexual harassment, online sexual abuse and sexual violence between children and learners.</i></li> <li>• <i>Children and learners are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and children and learners are helped and supported to treat others with respect.</i></li> <li>• <i>Adults understand the importance of challenging inappropriate and abusive behaviours between children and learners, and not allowing them to become normalised.</i></li> </ul> <p><i>KCSIE 2021</i></p> <p><i>31. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse,</i></p> |  |  |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><i>deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.</i></p> <p><i>KCSIE 2021</i></p> <p><i>118. ... governing bodies and proprietors should have regard to the Teachers' Standards<sup>31</sup> which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                |                                              |  |
| <p><b>Exclusions:</b></p> <p>What preventative strategies are in place to avoid exclusion?</p> <p>Does the school access PEAP?</p> <p>How is the use of exclusions monitored?</p> <p>What are the main reasons for the use of exclusion in your setting – what specific strategies/measures are being put into place to reduce the risk of further exclusions?</p> <p>What additional support is in place for those who have experienced repeat exclusions to prevent them reaching 15 days</p> | <p><i>Behaviour and discipline in schools DfE January 2016</i></p> <p><i>18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.</i></p> <p><i>22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents</i></p> <p><i>Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance DfE September 2017</i></p> <p><i>The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.</i></p> | <p>DSL and behaviour lead discuss each exclusion to ensure safeguarding/child protection always considered</p> | <p>Data not reviewed by NL on this visit</p> |  |

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|  | <p><i>Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.</i></p> <p><i>Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.</i></p> |  |  |  |
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## PART 6 – ONLINE SAFETY

| Question                                                                                                                                                                                                                                                                                                                                                                                                                       | Policy/Guidance/Legislation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Observations, comments, evidence (Inc. discussions with staff & pupils) | Requirements / Actions (Inc. expected date of completion)                                                                                                                                        | RAG |
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| <p><b>Policy, Practice, Review and Risk Assessment:</b></p> <p>Is the Online Safety policy up to date with statutory guidance, and shared with staff and students?</p> <p>How does the school record and respond to any online safety incidents (including online peer on peer incidents)?</p> <p>How and when do you review current risks and how does this impact your approach to Online safety?<br/>(use of 360 safe?)</p> | <p><i>KCSIE 2021</i></p> <p><i>123. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.</i></p> <p><i>125. Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.</i></p> <p><i>126. Online safety and the school or college's approach to it should be reflected in the child</i></p> | <p>LL – leading.</p> <p>All incidents recorded on CPOMS</p>             | <p>Online safety policy on website dated January 2021 – due review September 2021 (in line with KCSIE)</p> <p>Prevent RA to be updated</p> <p>Online safety RA/Review – to complete 360 safe</p> |     |

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|                                                                                                                                                                                                                                                     | <p>protection policy. Considering the 4Cs (content, contact, conduct, commerce) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.</p>                                   |                                                                          |                                                                                                           |  |
| <p><b>Acceptable / safe use:</b></p> <p>How does the school communicate its expectations regarding acceptable use of technology to staff, visitors and pupils?</p> <p>What system is in place to ensure unsuitable material cannot be accessed?</p> | <p>KCSIE 2021</p> <p>128. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks</p> <p>129. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.</p> | <p>Staff have completed AUP</p> <p>Firewalls and Netsupport in place</p> | <p>Ensure all students have completed AUP this year</p> <p>Ensure DSL has access to netsupport alerts</p> |  |

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| <p><b>Training and curriculum:</b></p> <p>How regularly are staff trained?</p> <p>How is staff training and the pupils' curriculum used to promote safeguarding and the safe use of technology, including responding to new e-safety trends and issues?</p> <p>Is there a clear Online safety curriculum accessible for all students in all year groups?</p> | <p><i>KCSIE 2021</i></p> <p><i>117. Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety (paragraph 114) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 119), that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.</i></p> <p><i>119. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.</i></p> | <p>LL / CG</p> <p>Online safety curriculum –<br/>Spiral model of curriculum – built over year groups – mapped over KS3/4 using Cambridgeshire framework – managing risk and keeping safe.<br/>Covering online safety in year 7 through computing curriculum and PSHE – each year covering online safety – linking with RSE curriculum.<br/>PSGE lead in place<br/>RSE lead working together to evaluate the curriculum.<br/>Kathy Murphy – LA lead for PSHE will support evaluating the curriculum – half termly.<br/>Policy reviewed with Kathy.</p> <p>Pastoral team<br/>Timetabled PSHE sessions – resources and oversight from DSL.</p> <p>Current issue identified in relation to self-harm – NL to discuss with NC.</p> <p>Curriculum is flexible and responsive to local and community issues.<br/>Safeguarding data informs a tailored response to curriculum.</p> <p>In response to SV and SH – pupil voice roll out completed with year 11 and sample of year 9 – completed alongside safeguarding team.</p> |  |
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|  |  | <p>Pupil survey will be completed with all year 9's today (21/10)</p> <p>RSE lead has attended 'safer corridors' training – contextual safeguarding and focus on SV&amp;SH.</p> <p>Have completed mapping exercise to identify areas of concern<br/>High vis jackets have been ordered for staff to better identify key staff who are supervising lunch/break</p> <p>Current pupil responses identify online bullying/peer on peer as key issue and therefore approach to e-safety is responsive, ensuring there is a dynamic response</p> <p>Tutor time programme includes a weekly planned focus – currently being mapped. Each half term this map is planned ensuring the curriculum is covered but allowing flexibility to respond to need.</p> <p>Range of selected staff have engaged in In 2019 – invested in training day in wider curriculum (RSE and PSHE) for staff – included LA PSHE lead and range of speakers delivering workshops focussed on RSE.</p> <p>Lisa and Alex delivered SV&amp;SH session to all staff covered – what is SV&amp;H, what does the Ofsted report say and what do we need to do. Individual session on staff</p> |  |  |
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|  |  | <p>and students on understanding of 'banter'.</p> <p>Training day on 8<sup>th</sup> October – all staff completed Educare module on SV&amp;SH and peer on peer abuse. Further catch up session is being planned.</p> <p>How do we tailor for SEND – whilst this has been considered, this remains an identified area for further development.</p> <p>SLT Strategy days have been introduced – DSL presents to this.</p> <p>Pastoral team meetings fortnightly where individual children are discussed – Behaviour and safeguarding discussed.</p> |  |  |
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#### PART 7– ATTENDANCE

| Question                                                                                                                                                                                                                               | Policy/Guidance/Legislation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Observations, comments, evidence (Inc. discussions with staff & pupils)                                                                                                                                                                                                                                                                                                                                                | Requirements / Actions (Inc. expected date of completion) | RAG |
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| <p><b>System:</b></p> <p>What are the school's systems for monitoring and responding to individual pupil attendance?</p> <p>Is the school aware of its responsibility towards CME and the requirements for reporting against this?</p> | <p><i>KCSIE 2021</i></p> <p><i>162. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).</i></p> <p><i>164. Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school or college's response to children missing from education supports</i></p> | <p>CP conducted first day phones calls. BY 11am a list is collated to conduct further calls and homevisits.</p> <p>Attendance added to CPOMS to record interventions.</p> <p>SH maintains Attendance tracker – updates weekly and circulates to LL and ZA. SH sends attendance letters following consultation with key stage leads. At level 3 – LL conducts meetings.</p> <p>Attendance Audit completed July 2021</p> |                                                           |     |

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|                                                                                                                                                    | <i>identifying such abuse and also helps prevent the risk of them going missing in the future.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | LL oversee Attendance and raise key issues at SLT.<br>LL discusses key children of concern at Safeguarding meeting.<br><br>1 current CME<br>3 CME's in total this year |                                                 |  |
| <b>Analysis:</b><br><br>How does the school respond to any concerning trends following the analysis of the attendance of vulnerable pupils/groups? | <i>Inspecting safeguarding in early years, education and skills settings September 2021<br/>Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children</i> | Tracker analysis highlights trends in pupil groups<br><br>YTD attendance: 92.4%<br><br>YTD PA%: 24.4%<br><br>PP PA%: 44.9%                                             | What are we doing to reduce this figure for PP? |  |

#### PART 8 – LEARNING AND SAFETY IN AND BEYOND THE CLASSROOM

| Question                                                                                                                                                                                                                                                                                      | Policy/Guidance/Legislation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Observations, comments, evidence (Inc. discussions with staff & pupils)                                                                                                                                                                                                                                                                              | Requirements / Actions (Inc. expected date of completion) | RAG |
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| <b>Pupil voice:</b><br><br>Do pupils feel safe, and do they feel they have a trusted adult with whom they can share concerns?<br><br>How do you know this?<br><br>How frequently do you capture pupil's views? What opportunities are in place to support the regular capture of pupil voice? | <i>KCSIE 2021<br/>83. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.</i> | CG / LL / CC<br><br>Student leaders being recruited<br>Student council – currently being set up again.<br><br>A number of student surveys have been circulated within the last year which have included spot check safeguarding questions.<br><br>NL conducted pupil voice session during Audit with year 11 group – feedback provided to ZA and LL: |                                                           |     |

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| <p>What mechanisms are in place for students to confidentially raise a concern? How are these systems advertised and utilised?</p>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• All students enjoy school</li> <li>• All students feel safe at school but feel they could have other places to be at lunch time – would like an indoor space to have break/lunch – feel lunchtime can feel crowded outside.</li> <li>• All students feel behaviour is well managed and understand the sanctions – some unsure of current rewards</li> <li>• Students feel online safety has been covered well in the curriculum however would like a further focus on sexual health</li> <li>• Students feel bullying is dealt with by staff</li> <li>• Students are confident in who they can talk to if they have a worry or concern</li> </ul> |  |  |
| <p><b>Curriculum:</b></p> <p>How does the curriculum promote safe behaviour, build resilience and provide regular opportunities to learn how to stay safe, in and out of the classroom?</p> <p>How is the Safeguarding Curriculum mapped (including Online safety, RSHE and Fundamental British Values)?</p> | <p><i>KCSIE 2021</i><br/> 119. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.</p> <p>120. Schools should consider all of this as part of providing a broad and balanced curriculum (colleges may cover relevant issues through tutorials). This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools).</p> | <p>CG – see above notes within Online safety</p> <p>Curriculum mapped and reviews impact</p> <p>Curriculum is flexible and responsive to local and community issues. Safeguarding data informs a tailored response to curriculum.</p> <p>RSE curriculum.<br/> PSGE lead in place<br/> RSE lead working together to evaluate the curriculum.</p>                                                                                                                                                                                                                                                                                                                                            |  |  |

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| How are Trauma Informed approaches utilised in the curriculum?                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Kathy Murphy – LA lead for PSHE will support evaluating the curriculum – half termly.<br>Policy reviewed with Kathy.<br><br>DSL undertaken trauma informed training                                                                                 |  |  |
| <b>Pastoral support / supporting Mental Health and wellbeing:</b><br><br>How do you support children pastorally?<br><br>What specific systems and processes are in place to identify and support mental health concerns? | <i>KCSIE 2021</i><br>169. Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.<br><br>170. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems | Dog therapy on offer.<br>Astrea therapeutic services utilised – counselling and EP services.<br><br>Teachers refer to wider support through pastoral hub.<br><br>Centre 33 counselling in school<br>School based counsellor.<br><br>Cooking therapy |  |  |

#### PART 9– Leadership and Management of Safeguarding

| Question                                                                                                                     | Policy/Guidance/Legislation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Observations, comments, evidence (Inc. discussions with staff & pupils)                                                                   | Requirements / Actions (Inc. expected date of completion) | RAG |
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| <b>The Designated Safeguarding lead:</b><br><br>Are they a member of SLT with suitable time and capacity to fulfil the role? | <i>See Annex C of KCSIE 2021 for full role of DSL</i><br><br><i>Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility,</i> | DSL on SLT - is line managed by ZA.<br><br><br><br><br><br><br><br><br><br><br>Accessing supervision with RS (Trust Safeguarding Officer) |                                                           |     |

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                      |  |
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| <p>What support do they receive? How do they lead the team/colleagues in continually improving safeguarding practice?</p>                                                                                                                                                                                               | <p>and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.</p>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                            |                                                                                                                      |  |
| <p><b>Designated LGC member for Safeguarding:</b></p> <p>How does this person appropriately support and challenge the school to ensure it is meeting its statutory responsibilities towards safeguarding?</p> <p><b>LECC/TMB Agenda:</b></p> <p>Is safeguarding a standing item on the agenda of TMB/LECC meetings?</p> | <p>KCSIE 2020</p> <p>78. Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.</p> <p>82. Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.</p> | <p>PW is the new safeguarding LGC link – PW is coming in on 12<sup>th</sup> November to capture staff and pupil voice.</p> <p>Yes standing agenda item</p> | <p>Chair or safeguarding representative to review the SCR and ensure the Principal is regularly checking the SCR</p> |  |

**Part 10: Any other comments/Information:**

**Signed (Principal):**

**Signed (Deputy Director of Safeguarding): N Law**

**Date: 21/10/21**

# Secondary Inspection Data Summary Report

|                                         |                                                                                                        |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Cottenham Village College</b>        | <b>URN: 137434 Laestab: 8734038</b>                                                                    |
| <b>Headteacher:</b> Mrs Zoe Andrews     | <b>Type of education:</b> Academy Converter                                                            |
| <b>Local authority:</b> Cambridgeshire  | <b>Phase of education:</b> Secondary                                                                   |
| <b>Pupils:</b> 878                      | <b>Academy trust or sponsor:</b> Astrea Academy Trust                                                  |
| <b>Gender:</b> Mixed                    | <b>Date open/converted:</b> 01/09/2011                                                                 |
| <b>Admissions policy:</b> Non-selective | <b>Chair of governors/trustees:</b> Cerian Webb                                                        |
| <b>Ages:</b> 11-19                      | <b>School website:</b> <a href="https://www.astreacottenham.org/">https://www.astreacottenham.org/</a> |
| <b>Denomination:</b> None               | <b>Postcode:</b> CB24 8UA                                                                              |

## Report information [Guidance](#)

**Release information:** Revised 2019 KS4, KS5

**Release date:** 12 November 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

**Important message:** Due to the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The IDSR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

## Areas of interest [Guidance](#)

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

### Subject entry data for 2021 [Guidance](#)

- The average number of key stage 4 qualifications pupils were entered for in 2021 was 8.
- The school entered pupils into 11 of the 16 available key stage 4 subject clusters in 2021.
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2021 was 43%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (49%).

### Subject data for 2019 and earlier [Guidance](#)

- The average number of key stage 4 qualifications pupils were entered for in 2019 was 8. In 2018, the average was 8 and in 2017 it was 9.
- The school entered pupils into 13 of the 17 available key stage 4 subject clusters in 2019.

- For the following EBacc subject(s), the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: chemistry (7.4), computer science (6.6), mathematics (5.4), English language (5.3), biology (7.5), physics (7.8).

The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2019 was 33%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (35%).

- Science value added (0.6) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Languages value added (1.3) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018.
- There is nothing significant or exceptional to highlight for humanities value added in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the percentage achieving grade 4+ in science in 2019, therefore no conclusions can be drawn from this data.
- The percentage achieving grade 4+ in languages (98%) was in the **highest** 20% of all schools in 2019 as well as in 2018.
- There is nothing significant or exceptional to highlight for the percentage achieving grade 4+ in humanities in 2019, therefore no conclusions can be drawn from this data.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: art & design (6.5).
- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: construction (2.9).

## Progress 8 Guidance

- There is nothing significant or exceptional to highlight for overall Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the English element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- The mathematics element of Progress 8 (0.6) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The EBacc element of Progress 8 (0.5) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- There is nothing significant or exceptional to highlight for the open element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- Overall Progress 8 has **declined** between 2018 and 2019. Open Progress 8 has **declined** between 2018 and 2019.
- Open Progress 8 has **improved** between 2017 and 2018.



## Attainment 8 Guidance

- There is nothing significant or exceptional to highlight for overall Attainment 8 in 2019, therefore no conclusions can be drawn from this data.
  - There is nothing significant or exceptional to highlight for the English element of Attainment 8 in 2019, therefore no conclusions can be drawn from this data.
- The mathematics element of Attainment 8 (10.7) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The EBacc element of Attainment 8 (15.9) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
  - There is nothing significant or exceptional to highlight for the open element of Attainment 8 in 2019, therefore no conclusions can be drawn from this data.

## Pupil movement Guidance

- Between 2019 and 2020, 20 pupils left the school. Of these, 3 left between Years 10 and 11. This was not significantly above the number anticipated for this school this year.

## Absence (whole school autumn 2020) Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 4,046 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

- There is nothing significant or exceptional to highlight for overall absence in autumn 2020 when compared with all schools or schools with a similar level of deprivation, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020 when compared with all schools or schools with a similar level of deprivation, therefore no conclusions can be drawn from this data.

## Absence (whole school 2018/19 and earlier) Guidance

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

## Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total suspensions in 2019/20, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat suspensions in 2019/20, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for total suspensions compared to schools with a similar level of deprivation in 2019/20, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat suspensions compared to schools with a similar level of deprivation in 2019/20, therefore no conclusions can be drawn from this data.
- Of the 27 pupils with at least one suspension in 2019/20, 41% were suspended on more than one occasion and 3.7% received 10 or more suspensions during the year.
- Of the 55 suspensions in 2019/20, the following reasons each accounted for more than 10%: **unspecified reasons** (25), verbal abuse/threatening behaviour against a pupil (7), damage (7).

There were no permanent exclusions in 2019/20. The national average for this year was 1. There were no permanent exclusions in the previous two years either.

## Destinations Guidance

|         |                                                   | Significantly above the national average | Significantly below the national average | x Small cohort     |                 |                      |                          |
|---------|---------------------------------------------------|------------------------------------------|------------------------------------------|--------------------|-----------------|----------------------|--------------------------|
|         | Sustained education, employment or apprenticeship | Further education                        | School sixth form                        | Sixth form college | Other education | Sustained employment | Sustained apprenticeship |
| 2018/19 | 96%                                               | 26%                                      | 6%                                       | 54%                | 1%              | 5%                   | 4%                       |
| 2017/18 | 95%                                               | 17%                                      | 6%                                       | 62%                | 0%              | 6%                   | 4%                       |
| 2016/17 | 95%                                               | 25%                                      | 9%                                       | 49%                | 1%              | 5%                   | 7%                       |

## Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For low prior attainers, the open element of Progress 8 (-0.7) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019. The open element of Attainment 8 (6.3) was in the **lowest** 20% of all schools in 2019.
- For high prior attainers, Overall Progress 8 (0.6) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Overall Attainment 8 (70.0) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. The English element of Attainment 8 (13.8) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. The open element of Attainment 8 (19.9) was in the **highest** 20% of all schools in 2019 as well as in 2018.
- For disadvantaged pupils, Overall Attainment 8 (30.3) was in the **lowest** 20% of all schools in 2019. The English element of Attainment 8 (6.9) was in the **lowest** 20% of all schools in 2019. The mathematics element of Attainment 8 (5.6) was in the **lowest** 20% of all schools in 2019. The open element of Attainment 8 (9.0) was in the **lowest** 20% of all schools in 2019.
- Overall absence for pupils in receipt of free school meals (12.1%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. Persistent absence for pupils in receipt of free school meals (33.3%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.

- Overall absence for pupils whose first language was not English (9.6%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18. Persistent absence for pupils whose first language was not English (28.6%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.
- Persistent absence for pupils with special educational needs (14.5%) was in the **lowest** 20% of all schools in 2018/19.

## School and local context

### School level Guidance

|                 |     | 2019 | 2020 | 2021 | Low<br>Q5 | Quintile<br>Q4 | Q3 | Q2 | High<br>Q1 |
|-----------------|-----|------|------|------|-----------|----------------|----|----|------------|
| Number on roll  | Sch | 878  | 895  | 878  |           |                |    |    |            |
|                 | Nat | 978  | 1000 | 1024 |           |                |    |    |            |
| % FSM6 pupils   | Sch | 12   | 12   | 14   |           |                |    |    |            |
|                 | Nat | 28   | 27   | 27   |           |                |    |    |            |
| % SEND support  | Sch | 7.7  | 8.4  | 6.6  |           |                |    |    |            |
|                 | Nat | 10.8 | 11.1 | 11.5 |           |                |    |    |            |
| % SEND EHC plan | Sch | 6.0  | 5.8  | 3.9  |           |                |    |    |            |
|                 | Nat | 1.7  | 1.8  | 2.0  |           |                |    |    |            |
| % of EAL        | Sch | 2    | 4    | 5    |           |                |    |    |            |
|                 | Nat | 17   | 17   | 17   |           |                |    |    |            |
| % Stability     | Sch | 92   | 93   | 94   |           |                |    |    |            |
|                 | Nat | 92   | 91   | 92   |           |                |    |    |            |

### MAT/LA level information Guidance

As at October 2021:

- this school is part of Astrea Academy Trust which contains 17 primary schools, 8 secondary schools, 1 special school and no pupil referral units.
- the latest overall effectiveness grade for this school is requires improvement. As at 1 Oct 2021, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
  - outstanding - 0
  - good - 13
  - requires improvement - 9
  - inadequate - 3

- not yet inspected - 1

### School workforce Guidance

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- There is nothing significant or exceptional to highlight for staff turnover in 2018/19.

### Ethnicity Guidance

- This school has 13 out of 17 possible ethnic groups. The top 5 representing 5% or more are:
  - 83%: White - British
  - 5%: White - Any other White background

### Local area Guidance

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

### Finance Guidance

- In 2019/20, the academy trust had a revenue reserve of £3,173,000.
- In 2019/20, this school had a negative in-year balance (£-64,669), following a year in which income exceeded expenditure.
- In 2019/20, this school had a per pupil spend of £5,712.
- In 2019/20, this school received £4,800,605 in grant funding, £1,159,807 less than the national average.

## Year group context 2019 (Secondary)

### Characteristics Guidance

Year group markedly above average of others



Year group markedly below average of others



|         | Number on Roll | Low prior | Mid prior | High prior | % FSM | FSM Nat | % EAL | EAL Nat |
|---------|----------------|-----------|-----------|------------|-------|---------|-------|---------|
| Year 7  | 180            | NA        | NA        | NA         | 13    | 29      | 4     | 16      |
| Year 8  | 179            | NA        | NA        | NA         | 11    | 29      | 2     | 16      |
| Year 9  | 174            | NA        | NA        | NA         | 17    | 28      | 1     | 17      |
| Year 10 | 157            | 11        | 64        | 76         | 10    | 27      | 2     | 17      |
| Year 11 | 146            | 20        | 48        | 72         | 10    | 25      | 3     | 17      |

Well above national



Well below national



In line with national



Small cohort



|             | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------|--------|--------|--------|---------|---------|
| Reading     | -      | Above  | -      | -       | -       |
| Writing     | -      | -      | -      | -       | -       |
| Mathematics | -      | -      | -      | -       | -       |

### Prior attainment Guidance

### SEND characteristics Guidance


Type of resourced provision:


Number of pupils with SEND who are also disadvantaged: 21

|                                          | SEND Support (59) |    |    |     |     | EHC Plan (21) |    |    |     |     |
|------------------------------------------|-------------------|----|----|-----|-----|---------------|----|----|-----|-----|
| SEND primary need                        | Y7                | Y8 | Y9 | Y10 | Y11 | Y7            | Y8 | Y9 | Y10 | Y11 |
| Specific Learning Difficulty             | 6                 | 1  | 0  | 3   | 0   | 0             | 0  | 0  | 1   | 0   |
| Moderate Learning Difficulty             | 6                 | 4  | 4  | 3   | 4   | 0             | 1  | 1  | 0   | 0   |
| Severe Learning Difficulty               | 0                 | 0  | 0  | 0   | 0   | 0             | 0  | 0  | 0   | 0   |
| Profound & Multiple Learning Difficulty  | 0                 | 0  | 0  | 0   | 0   | 0             | 0  | 0  | 0   | 0   |
| Social, Emotional & Mental Health        | 2                 | 5  | 2  | 1   | 2   | 0             | 0  | 1  | 0   | 0   |
| Speech, Language and Communication Needs | 0                 | 0  | 2  | 0   | 0   | 0             | 1  | 0  | 0   | 1   |
| Hearing Impairment                       | 0                 | 0  | 1  | 0   | 0   | 3             | 1  | 1  | 2   | 1   |
| Visual Impairment                        | 0                 | 0  | 0  | 0   | 0   | 0             | 0  | 1  | 0   | 0   |
| Multi-Sensory Impairment                 | 0                 | 1  | 0  | 0   | 0   | 1             | 0  | 0  | 0   | 0   |
| Physical Disability                      | 0                 | 0  | 0  | 0   | 0   | 1             | 0  | 0  | 0   | 0   |
| Autistic Spectrum Disorder               | 0                 | 0  | 3  | 0   | 1   | 2             | 1  | 0  | 1   | 0   |
| School Support NSA                       | 3                 | 0  | 0  | 0   | 0   | 0             | 0  | 0  | 0   | 0   |
| Other Difficulty/Disability              | 2                 | 1  | 2  | 0   | 0   | 0             | 0  | 0  | 0   | 0   |
| Year group totals                        | 19                | 12 | 14 | 7   | 7   | 7             | 4  | 4  | 4   | 2   |

## Year group context 2021 (Secondary)


### Characteristics Guidance


Year group markedly above average of others 

Year group markedly below average of others 

|                | Number on Roll | % FSM | FSM Nat | % EAL | EAL Nat |
|----------------|----------------|-------|---------|-------|---------|
| <b>Year 7</b>  | 177            | 16    | 29      | 8     | 17      |
| <b>Year 8</b>  | 178            | 10    | 28      | 6     | 17      |
| <b>Year 9</b>  | 175            | 10    | 27      | 6     | 17      |
| <b>Year 10</b> | 173            | 13    | 26      | 2     | 17      |
| <b>Year 11</b> | 175            | 18    | 25      | 3     | 17      |

### Prior attainment Guidance

Well above national 

Well below national 

In line with national 

Small cohort 

|                    | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--------------------|--------|--------|--------|---------|---------|
| <b>Reading</b>     |        | -      | -      | -       | -       |
| <b>Writing</b>     |        | -      | -      | -       | -       |
| <b>Mathematics</b> |        | -      | -      | -       | -       |

\* Year 7 prior attainment data is not available due to Covid-19.

### SEND characteristics Guidance

Type of resourced provision:

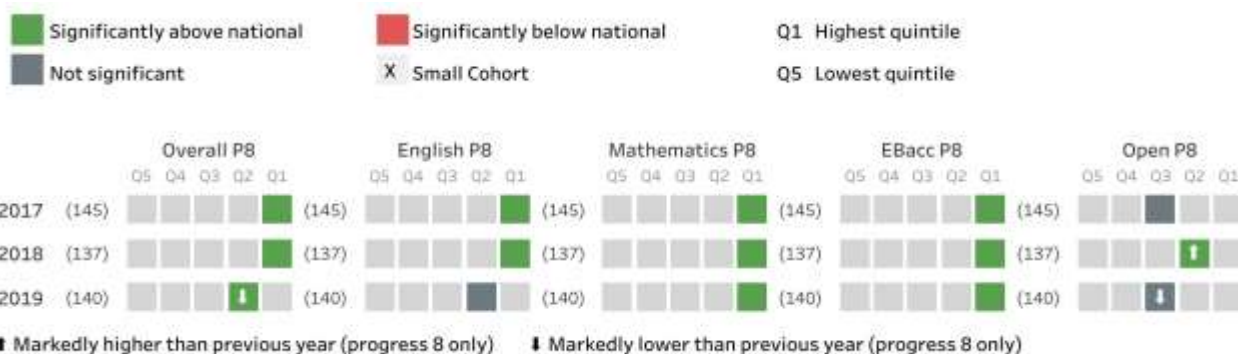
Number of pupils with SEND who are also disadvantaged: 23

|                                          | SEND primary need |           |           |          |          | SEND Support (58) |          |           |          |          | EHC Plan (34) |          |           |          |          |
|------------------------------------------|-------------------|-----------|-----------|----------|----------|-------------------|----------|-----------|----------|----------|---------------|----------|-----------|----------|----------|
|                                          | Y7                | Y8        | Y9        | Y10      | Y11      | Y7                | Y8       | Y9        | Y10      | Y11      | Y7            | Y8       | Y9        | Y10      | Y11      |
| Specific Learning Difficulty             | 15                | 2         | 4         | 1        | 0        | 2                 | 2        | 2         | 0        | 0        | 2             | 2        | 2         | 0        | 0        |
| Moderate Learning Difficulty             | 0                 | 4         | 6         | 2        | 0        | 0                 | 1        | 0         | 2        | 1        | 0             | 1        | 0         | 2        | 1        |
| Severe Learning Difficulty               | 0                 | 0         | 0         | 0        | 0        | 0                 | 0        | 0         | 0        | 0        | 0             | 0        | 0         | 0        | 0        |
| Profound & Multiple Learning Difficulty  | 0                 | 0         | 0         | 0        | 0        | 0                 | 0        | 0         | 0        | 0        | 0             | 0        | 0         | 0        | 0        |
| Social, Emotional & Mental Health        | 2                 | 7         | 1         | 4        | 0        | 0                 | 1        | 2         | 0        | 2        | 0             | 1        | 2         | 0        | 2        |
| Speech, Language and Communication Needs | 0                 | 0         | 0         | 0        | 0        | 0                 | 0        | 0         | 0        | 0        | 0             | 0        | 0         | 0        | 0        |
| Hearing Impairment                       | 0                 | 0         | 0         | 0        | 1        | 3                 | 2        | 3         | 1        | 1        | 3             | 2        | 3         | 1        | 1        |
| Visual Impairment                        | 0                 | 0         | 0         | 0        | 0        | 0                 | 0        | 0         | 0        | 0        | 0             | 0        | 0         | 0        | 1        |
| Multi-Sensory Impairment                 | 0                 | 0         | 0         | 0        | 0        | 0                 | 0        | 1         | 0        | 0        | 0             | 0        | 1         | 0        | 0        |
| Physical Disability                      | 0                 | 1         | 0         | 1        | 0        | 0                 | 0        | 1         | 0        | 0        | 0             | 0        | 1         | 0        | 0        |
| Autistic Spectrum Disorder               | 0                 | 0         | 0         | 1        | 2        | 0                 | 3        | 2         | 1        | 0        | 0             | 3        | 2         | 1        | 0        |
| School Support NSA                       | 0                 | 4         | 0         | 0        | 0        | 0                 | 0        | 0         | 0        | 0        | 0             | 0        | 0         | 0        | 0        |
| Other Difficulty/Disability              | 0                 | 0         | 0         | 0        | 0        | 0                 | 0        | 0         | 0        | 0        | 0             | 0        | 0         | 0        | 0        |
| <b>Year group totals</b>                 | <b>17</b>         | <b>18</b> | <b>11</b> | <b>9</b> | <b>3</b> | <b>5</b>          | <b>9</b> | <b>11</b> | <b>4</b> | <b>5</b> | <b>5</b>      | <b>9</b> | <b>11</b> | <b>4</b> | <b>5</b> |



## Progress and attainment trend

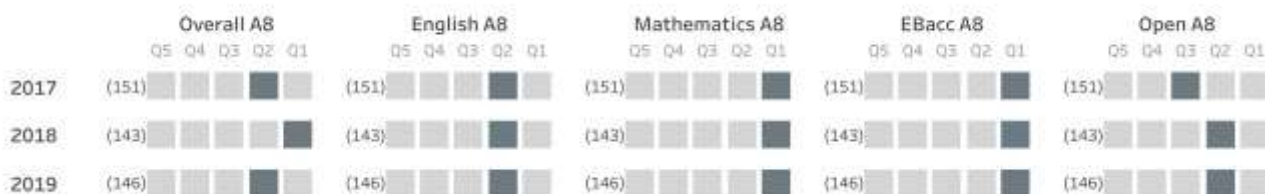
### Progress 8 three-year trend Guidance



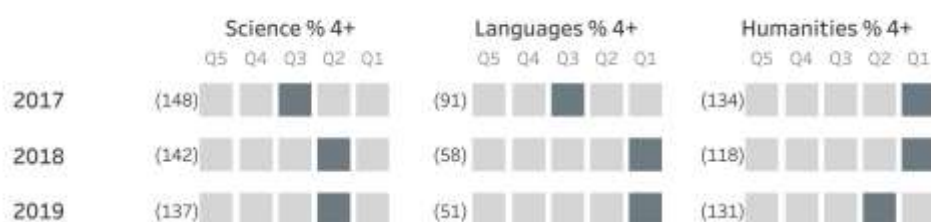
### EBacc pillar VA three-year trend Guidance



### Attainment 8 three-year trend Guidance



### EBacc pillar grade 4 three-year trend Guidance



( ) represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

Significance is only flagged for progress measures and cohorts greater than 10.

### Report information Guidance

Release information: 2019 KS5

Release date: 22 January 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked above) for our IDSR conditions of use and storage statement.

## Provider context for 16 to 19 study programmes

### Coverage estimation Guidance

- We are not able to estimate what proportion of learners are included in this IDSR.

### Funding allocation Guidance

- No funding allocation data available for 2018/19

### Qualification type cohort Guidance

|                                                             |                  | Number of learners | % of learners |
|-------------------------------------------------------------|------------------|--------------------|---------------|
| Level 3 qualification                                       | A level          | 0                  | 0             |
|                                                             | Applied General  | 0                  | 0             |
|                                                             | Tech Level       | 0                  | 0             |
| Level 2 qualification                                       | Tech Certificate | 0                  | 0             |
| Learners not taking any L3 or L2 DfE approved qualification |                  | 27                 | 100           |
| Total learners at end of study programmes                   |                  | 27                 |               |

- Proportion studying DfE approved L3 vocational qualifications: Applied general **0%** and Tech level **0%**

## Areas of interest

The following sections draw attention to only those areas that are meaningful or where statistical testing shows there is something significant to note (if there is no meaningful text, this will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

### Level 3 value added Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

### Level 3 value added by subject Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

### Completion and attainment Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.



## English and mathematics progress Guidance

- The average progress score in maths was at least a **third of a grade below** the national average.

## Attainment Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11, or the criteria have not been met.

## Retention Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

## Destinations Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

## Learner groups Guidance

- No sentences have been generated for learner

groups. **Learner context**

## Learner characteristics (end of KS4) Guidance

|                                                 |                                                                                      |
|-------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Disadvantaged:</b>                           | 37% of learners were disadvantaged.<br>0 children were looked after.                 |
| <b>Special educational needs (SEN):</b>         | 22% of learners were SEN support.<br>59% of learners were SEN statement or EHC plan. |
| <b>English as an additional language (EAL):</b> | 4% of learners were EAL.                                                             |

## Ethnicity Guidance

The largest ethnic groups with 5% or more were:

- **White British** - 85%

There were learners from **4** of the 17 ethnic groups.

## GCSE English/mathematics Guidance

Learners without grade 4 or above in GCSE English/mathematics at end of key stage 4:

- **21** in English
- **18** in mathematics
- **17** in both English and mathematics

## Prior attainment Guidance

Average prior attainment grade distribution at KS4. Percentage of learners in each band by qualification type.

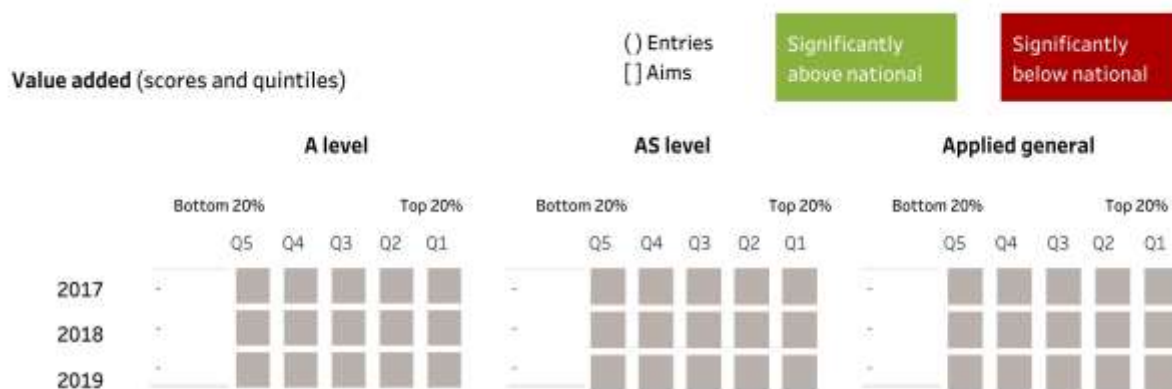
Well above national

Well below national

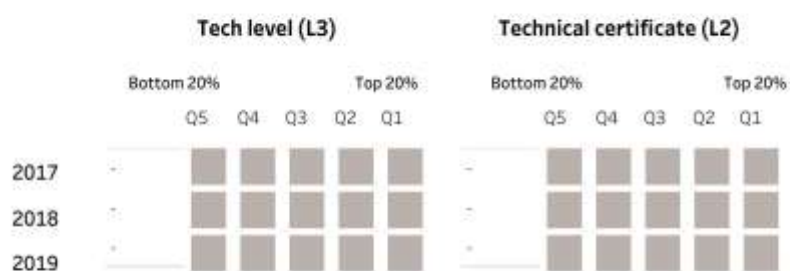
|                 | A level % | Applied general % | Tech level % |
|-----------------|-----------|-------------------|--------------|
| GCSE grades U-2 | -         | -                 | -            |
| GCSE grade 3    | -         | -                 | -            |
| GCSE grade 4    | -         | -                 | -            |
| GCSE grades 5-6 | -         | -                 | -            |
| GCSE grades 7-9 | -         | -                 | -            |

## Trends over time for study programmes [Guidance](#)

Quintiles are based on value-added scores for A level, AS level and applied general, and completion and attainment scores for tech levels (level 3) and technical certificates (level 2). Data is shown for all learners.



### Completion & attainment (scores and quintiles)



## English and mathematics progress table [Guidance](#)

Overall score 1/3 of a grade or more below nat...

Overall score 3/4 of a grade or more above na...

### English

#### Key stage 4 prior attainment

| Prior attainment qualification type                 | Outcomes - learners at the end of 16-18 studies |                                              |                       |                        |           |
|-----------------------------------------------------|-------------------------------------------------|----------------------------------------------|-----------------------|------------------------|-----------|
|                                                     | Learners in scope                               | % That Gained Grade 4 And Above <sup>1</sup> | % That Improved Grade | Average progress score | Entered % |
| All other grades                                    | 17                                              | 6%                                           | 41%                   | 0.4                    | 65%       |
| GCSE grade D and level 2 ESOL and functional skills | 4                                               | 25%                                          |                       | 0.0                    | 75%       |
| Total                                               | 21                                              | 10%                                          | 38%                   | 0.3                    | 67%       |

### Mathematics

#### Key stage 4 prior attainment

| Prior attainment qualification type                              | Outcomes - learners at the end of 16-18 studies |                                              |                       |                        |           |
|------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------|-----------------------|------------------------|-----------|
|                                                                  | Learners in scope                               | % That Gained Grade 4 And Above <sup>1</sup> | % That Improved Grade | Average progress score | Entered % |
| All other grades                                                 | 14                                              | 0%                                           | 7%                    | -0.8                   | 21%       |
| GCSE grade D and level 2 functional skills and use of maths an.. | 4                                               | 25%                                          |                       | -0.5                   | 50%       |
| Total                                                            | 18                                              | 6%                                           | 11%                   | -0.7                   | 28%       |

#### Notes:

1. Grade 4 in the reformed GCSE grading system or grade C in the previous grading system.
2. Includes AQA use of maths and freestanding maths (FSM).

## Retention Guidance

Cohort and the number not retained by qualification types. Data is shown for all learners.

☐ Not retained

|                          |      | A level | Applied general | Tech level (L3) | Technical certificate (L2) |
|--------------------------|------|---------|-----------------|-----------------|----------------------------|
| Retained                 | 2018 | -       | -               | -               | -                          |
|                          | 2019 | -       | -               | -               | -                          |
|                          |      | A level | Applied general | Tech level (L3) | Technical certificate (L2) |
| Retained for second year | 2018 | -       | -               | -               | -                          |
|                          | 2019 | -       | -               | -               | -                          |
|                          |      | A level | Applied general | Tech level (L3) | Technical certificate (L2) |
| Retained and assessed    | 2018 | -       | -               | -               | -                          |
|                          | 2019 | -       | -               | -               | -                          |

Definitions:

Retained – Students who complete their main programme of study. Introduced in 2016.

Retained for second year (level 3 only) – Students who return and complete a second year, completing an aim of size equivalent to at least one A level. Introduced in 2017.

Retained and assessed – Students who complete their main programme of study and are assessed at the end of their course. Introduced in 2017.

## Attainment Guidance

() Entries  
[] Cohort

|      | A level APS |    |    |         |    |   | Best 3 A levels APS |    |    |         |    |   | A level AAB % |    |    |         |    |   |
|------|-------------|----|----|---------|----|---|---------------------|----|----|---------|----|---|---------------|----|----|---------|----|---|
|      | Bottom 20%  |    |    | Top 20% |    |   | Bottom 20%          |    |    | Top 20% |    |   | Bottom 20%    |    |    | Top 20% |    |   |
|      | Q5          | Q4 | Q3 | Q2      | Q1 |   | Q5                  | Q4 | Q3 | Q2      | Q1 |   | Q5            | Q4 | Q3 | Q2      | Q1 |   |
| 2018 | ()          | ■  | ■  | ■       | ■  | ■ | [-]                 | ■  | ■  | ■       | ■  | ■ | [-]           | ■  | ■  | ■       | ■  | ■ |
| 2019 | ()          | ■  | ■  | ■       | ■  | ■ | [-]                 | ■  | ■  | ■       | ■  | ■ | [-]           | ■  | ■  | ■       | ■  | ■ |

|      | Applied general APS |    |    |         |    |   | Tech level (L3) APS |    |    |         |    |   | Tech certificate (L2) APS |    |    |         |    |   |
|------|---------------------|----|----|---------|----|---|---------------------|----|----|---------|----|---|---------------------------|----|----|---------|----|---|
|      | Bottom 20%          |    |    | Top 20% |    |   | Bottom 20%          |    |    | Top 20% |    |   | Bottom 20%                |    |    | Top 20% |    |   |
|      | Q5                  | Q4 | Q3 | Q2      | Q1 |   | Q5                  | Q4 | Q3 | Q2      | Q1 |   | Q5                        | Q4 | Q3 | Q2      | Q1 |   |
| 2018 | ()                  | ■  | ■  | ■       | ■  | ■ | ()                  | ■  | ■  | ■       | ■  | ■ | ()                        | ■  | ■  | ■       | ■  | ■ |
| 2019 | ()                  | ■  | ■  | ■       | ■  | ■ | ()                  | ■  | ■  | ■       | ■  | ■ | ()                        | ■  | ■  | ■       | ■  | ■ |

Note: A level AAB is the percentage of A level learners attaining AAB in at least two facilitating subjects.

## Destinations Guidance

| Level studied on completion of study programmes | Learners in scope | % sustained education or employment/ training | apprenticeships | % any education (of which % higher education) | % activity not captured (% national) | % destination not sustained (% national) |
|-------------------------------------------------|-------------------|-----------------------------------------------|-----------------|-----------------------------------------------|--------------------------------------|------------------------------------------|
| Level 3                                         |                   |                                               |                 |                                               |                                      |                                          |
| Level 2                                         |                   |                                               |                 |                                               |                                      |                                          |
| Entry/level 1 and other                         |                   |                                               |                 |                                               |                                      |                                          |
| Total                                           |                   |                                               |                 |                                               |                                      |                                          |

## Self-Evaluation on Summary 2021-22

### Context:

CVC is an average size secondary school (876 pupils) in the Astrea MAT. It has a lower-than-average intake of FSM and SEND support pupils in an area with average deprivation (quintile 3) with a pupil base which is less deprived (quintile 2). The proportion of %SEND EHC is higher than average, in quintile 1, due to the specialist provision provided on site through the SLC and DSC as part of the mainstream provision. The school has 12 out of 17 possible ethnic groups with 84% of the pupils classified as White –British.

CVC appointed a new Principal in September 2021 along with a new Assistant Principal to lead on behaviour. The previous Principal left at Easter 2021 and in between there was an Interim Principal for the summer term of 2021 who then left the college to move to a central Trust appointment, during this term there was promotion of the Assistant Principal (Curriculum) to Vice Principal as well as the appointment of Assistant Principal (Wider curriculum) and Operations Manager. As of September 2021, a new leadership team is establishing a new working pattern together.

Quality of Education: Suggested grade: 2

### Evidence that supports this judgement:

#### Intent:

- 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.”*
- Over the past three years, a clear philosophy for a rigorous, well-structured, knowledge-rich curriculum has been developed along with a clear understanding about the purpose of the curriculum amongst staff. Subject teams have realised this philosophy through their detailed planning and well-sequenced curricula. 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. The principle of a broad and balanced curriculum is for all pupils, regardless of prior attainment, is upheld. 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 adapting curricular resources, in order to meet the needs of pupils with SEND within the context of mainstream classes.
- The curriculum design aims to significantly increase the uptake of the EBacc suite of subjects, without impinging pupils’ uptake of creative subjects at KS4. Our aim is to work towards 75% of pupils to take the Ebacc by 2023 (current Y9) by encouraging them to choose a MFL along with either History and/or geography, increasing on our current uptake of 59.2% Y11 and 51.1%Y10 currently taking Ebacc. 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.

### Implementation

- 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. For the handful of teachers who deliver lessons outside of their main subject, centralised planning is provided along with support of a subject specialist leader.
- Teachers regularly check pupil's understanding through the use of low-stakes retrieval activities built as a common feature to the start of lessons. 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 and identify misconceptions. 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. 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 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 and History Moodle quizzes have supported pupils' recall.
- For pupils who are still impacted by periods of absence from school due to illness or isolation, remote learning, including access to live lessons where appropriate, enables all pupils access to the planned curriculum materials. Use of MS Teams and class directories



allows staff to easily share resources with students without adding an unnecessary burden on staff.

- 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. The use of new resources, such as carefully considered text-books in KS3 science, along with centralised planning creates an environment where lesson time can be focussed on supporting pupils to help effectively and efficiently sequence knowledge. All department areas are continuing to develop and improve their centralised planning to free up staff time to focus on the use of feedback.
- Teaching is securely good across the College with some areas of outstanding practice, resulting in higher than national average outcomes. 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 our format for curricular line management meetings and from learning walks demonstrate that practice is at least good in all subject areas. A proportion of teaching was judged to be 'outstanding'.
- Where there are 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 utilising expertise of subject specialist practitioners in school or within the MAT.
- The 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. 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: Academic language (including Tier 2 vocabulary); Reading challenging academic works, both fiction and non-fiction; 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. Using this data, we identify a smaller cohort of students who need more significant support with reading at KS3. The main literacy interventions for targeted students in years 7, 8 and 9 consist of small group interventions during form times

(reading and literacy work), Fresh Start phonics programme in small groups, and small group literacy lessons.

- To encourage students to read widely. Once a week, they have a tutor time session in these groups, where they read a classic novel/short story which is age appropriate. Tutors read these texts (selected by the Astrea subject lead for English) over the year with their groups. These are not English lessons: tutors might read aloud to pupils whilst they follow, or students might volunteer to read. The aim is to ensure that all KS3 students to have read at least two stories/novels outside of subject disciplines each academic year. In English, in Years 7 and 8, one lesson a week is a library lesson: pupils spend thirty minutes reading in the library (class readers and sometimes independent choices). We routinely celebrate reading and books are celebrated with annual events: World Book Day celebrations, sponsored Read-a-thon days for charity, author visits/assemblies where possible, Carnegie and Greenaway Shadowing programme, Bookbuzz.
- Other opportunities for challenging academic reading are through each subject's curriculum (English is central in this, but academic reading is also actively promoted by history, MFL). We are focusing on promoting this aspect of our curriculum in every subject area this year.
- From September 2021, disciplinary reading forms a key strategic focus for our training and development. We have encouraged teachers to reflect on the distinct reading demands and types of text found in different subject domains. Students need to be taught about the authentic products of a subject community and to recognise how and why reading in each subject has different challenges and rewards. We have been influenced by the work of Hirsch and Quigley (amongst others) in our approach.
- In September a carousel of workshops focused on: how children learn to read (an emphasis on phonics); how and why reading is disciplinary (or subject-specific); how to create a culture of reading outside the classroom and how to support students to access challenging texts in the classroom. Each subject area has developed their own focus for further development which is most pertinent to their context. Twilight training time has been allocated for this work across the autumn term.
- We have also targeted individual subjects to take part in cross-Trust projects to develop new schemes of work with an emphasis on extended reading and writing. Subjects involved in these Trust-wide projects will explore a variety of evidence-based approaches to supporting aspects of reading and writing fluency.

Impact: (Ofsted Secondary IDSR , Nov 2021)

- Pupil Outcomes, both in relation to progress and attainment are very strong. The quality of work that pupils produce shows a development in their knowledge and understanding, along with progress in their skills. An LGC T and L review of remote learning provision in February 2021 gave examples of where effective methods of feedback so students could review and improve their work. Examples of effective whole-class feedback and student response were also identified in a similar visit in November 2021. A visit from the Astrea

Subject Lead in October 2021 commented upon the high standards of presentation and extended writing in his summary report.

- Pupils leaving CVC gain qualifications that allow them access to local sixth form colleges, vocational colleges and employment. Out of 174 students, 169 have gone onto a post-16 provider or an apprenticeship, 3 into full time employment and 2 NEETs. Our careers programme is of high quality, and we use the Gatsby benchmarks to support the careers' provision. Our Year 10s have work experience at the end of their academic year which is highly-valued.
- The college's overall Progress 8 three-year trend shows school progress score to be consistently above average with strong positive scores.
- The mathematics element of progress 8 (0.6) was significantly above the national average and in the highest 20% of schools in 2019 as well as in 2018 and 2017. The same applies for attainment 8 for mathematics (10.7).
- The Ebacc element of Progress 8 (0.5) was significantly above the national average and in the highest 20% of all schools in 2019 as well as in 2018 and 2017. The same applies for attainment 8 (15.9)
- For the following Ebacc subjects the average point score was in the highest 20% of schools nationally and the proportion of entries was at or above the national average: chemistry (7.4), computer science (6), mathematics (5.4), English language (5.3), biology (7.5), physics (7.8)
- Science value added (0.6) was significantly above the national average and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- Languages value added (1.3) was significantly above the national average and in the highest 20% of all schools in 2019 as well as in 2018 and 2017. The percentage achieving grade 4+ in languages (98%) was in the highest 20% of schools in 2019 as well as 2018.
- The average point score in non-Ebacc Art and design (6.5) was in the highest 20% of schools nationally and the proportion of entries was at or above the national average

Why quality of education is not yet outstanding:

- CVC has a highly effective knowledge rich curriculum which ensures pupils are suitably challenges acquire knowledge and understanding which enables them to progress to next destinations. However, a minority of subject areas do not *consistently* have outcomes that are higher than national average and the quality of work is not *consistently* high quality.
- Gap of PP / disadvantaged has rapidly closed significantly faster than national average. However, the in-school gap needs to continue to close further.

Evidence that supports this judgement:

- At CVC, the understanding of our high expectations is clearly communicated on a regular basis to 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 policies, systems and daily procedures which ensure low level disruption is not tolerated and pupil behaviour does not disrupt day-day life of the school and the routines held. Our on-call support systems ensure that staff are able to remove pupils who disrupt learning to enable the pupil to access the support needed and also support staff in using their lesson time as planned, minimising impact on other learners'. The expectation within CVC is that all adults are respected and if an instruction is given by a member of staff, pupils are expected to follow the request. Heads of year take the lead on behaviour within their year teams, supported by Phase Leads and SLT members, as well as the non-teaching pastoral support team and on-call member of staff, to ensure there is always support available for managing behaviour.
- The overwhelming majority of teachers manage pupils' behaviour effectively through well-established routines, such as discrete introductory activities and clearly signposted transitions between activities to support learning. Teachers are confident in their application of the behaviour policy and they use this to consistently reinforce expectations. Regular walks of the site reveal a systemic positive and calm climate of learning around the site. Where there are issues, these are dealt with rapidly and appropriate responses put into place to facilitate further learning.
- All reports of bullying are recorded on our centralised safeguarding software CPOMS and investigated methodically and promptly to establish all details of each incident with both the safeguarding and behaviour lead having oversight of all reported incidents and ensuring a quick response is in place. We aim to reduce all forms of bullying through educating students on respecting diversity, supporting the community and appropriate use of technology and using the data from the CPOMS system the behaviour lead feeds back into the pastoral programme where additional learning may be required due to the nature of events recorded. All behaviour is recorded in a systematic way, reviewed weekly by leaders to establish any trends or patterns.
- Attendance at CVC is good in comparison to local and national settings. The 3 year trends shows attendance to be consistently better than national average. Punctuality to lessons is good, where there are issues with non-attendance, these are immediately highlighted with the centralised on-call support system and consequences applied the same day with an after-school detention, if appropriate.
- 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

- Suspensions are significantly lower than the national average and used when appropriate. There have been managed move students from other schools into CVC have been successful. Our internal AP is providing some success to students who were struggling to achieve outcomes in mainstream education.
- Relationships between staff and pupils at CVC are strong and positive. The vast majority of pupils are polite and behave well in lessons, behaviour at break and lunchtimes has improved and as a result more staff are volunteering to assist with lunch time duties in 2021-22 than in previous years.
- There is a strong student voice in the College and the Junior Leadership team work effectively to contribute to improving life of the college. A diverse panel of eight 'Head Students' was appointed in November 2021 as a new approach to student leadership. The weekly 'Principal's breakfast' is also used to obtain regular student voice.
- Student voice carried out by SLT, LGC members and external agencies all show 100% of pupils feel safe and know who to go to get support. For 2021/22 we plan to do more work on this using the newly appointed 'Head Students' team.
- External validation of good for behaviour and attitudes by an outstanding provider in 2020 noted progress made in response to the previous Ofsted report of 2019 (CMAT)

Why behaviour and attitudes is not yet outstanding:

- Behaviour in lessons is positive and incidents at lunchtime are reducing, however there are still a handful of isolated incidents where behaviour does not meet our expectations.
- Further work is needed address the students' perception around bullying and signposting the ways that school is responding when a concern is raised.
- The use of same day after-school detentions is now established to improve behaviour, the next stage will be using the analytics from this data to make further changes and interventions for repeated incidents.

Evidence that supports this judgement:

- To enrich our students lives and enhance their education there a wide range of trips abroad, residential 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! 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 helping provide opportunities for the students to develop confidence, resilience, independence and to develop strength of character through exposure to different situations and challenges. A multitude of opportunities are available throughout these activities to ensure that all students can have their talents and interests nurtured, developed and stretched.
- Pastoral support at CVC is strong. There is a bespoke programme for each year group incorporating tutor times, including assemblies, PSHE days, trips, events, competitions to enhance the development of spiritual, moral, social and cultural understanding and exposure as well as providing strong understanding of the ways to maintain an active and healthy lifestyle, including mental health concerns. 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 Relationships are strong and students know where to ask for help if they have concerns about themselves or a friend. The RSE curriculum supports the students' knowledge and understanding of healthy relationships.
- CVC is a very inclusive school and has a Deaf 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 between the two schools on the site.
- There is an effective PSHE and Careers provision evidenced by conference days and these are held in high regard by our students. Our PSHE, SMSC and SRE education is taught via tutorial time, conference days and also extended opportunities; a crucial part of our curriculum is online safety. 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. Although this was impacted by the pandemic, we are optimistically planning visit opportunities to run in 2022.
- Students not in education or employment is low (1.15% or 2/174 students). Our careers' programme is of high quality, and we follow The Gatsby benchmarks. In the eight Gatsby Benchmarks on Compass, CVC scores 100% in 5 of the benchmark areas (1,2,3,4,5,6) and between 75-80% in two benchmarks ( 7=80%, 8=75% , above national average in every benchmark. Our Year 10s have work experiences which is highly-valued. Our post-16 destinations are compiled each November and shared with staff in a booklet to share with all staff to share destinations of the cohort and individuals. A significant majority of the 2021 cohort went on to sixth form colleges to study for A-level courses.
- 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 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, YMCA and AW)
- 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, chaired by a rolling programme of Y11 leads. A new appointment of a diverse panel of eight 'Head Students' was introduced in September 2021 to replace the previous roles of Head boy and Head girl. 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.

Why personal development is not yet outstanding:

- 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
- Review the school day and personal development offer – how can this be strengthened?



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. Regular communication is used in regular weekly practice using staff briefing, bulletins and line management meetings to share and repeat key messages linked to the vision.
- 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. SLT regularly discuss safeguarding as a key topic at meetings. The DSL works regularly with wider networks to ensure the safeguarding at the college is of the highest quality. We have volunteered to take part in external audits to check our practice.
- Wellbeing is important to us at CVC. Staff culture is one of our 3 aims within our vision. This means we always consider workload implications against the impact of an activity. We use evidence informed practice (such as whole class feedback) and have carefully designed email protocols to reduce the workload on staff. For 2021 a new staff wellbeing group has been established, comprising of teaching and non-teaching staff to help ensure the SLT are aware of any issues and have the opportunity for collaboration on building a strong staff culture.
- There is a strong and effective development culture at CVC with time dedicated for regular curriculum development in subject teams, use of Trust-wide subject leads, school twilight sessions as well as additional optional twilight sessions as part of the Astrea Institute (some of which have been led by members of CVC). 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.
- CVC has strong links with community groups such as FenEdge and the site is used by community regularly. There is a CWW partnership with the heads of feeder primaries who meet termly. The Principal also attends CSH (Cambridgeshire Secondary Heads) and ESCIP meetings with local leaders to form strong relationships with local schools.
- High expectations for the conduct of pupils and staff are set using regular weekly reminders, strong staff visibility and provision of support through an on-call system and IER room to ensure that lessons remain disruption free. The learning environment is calm and purposeful. Pupils show respect for their teachers and each other and this has a positive impact on pupils' progress. Staff use SHINE points to recognise excellent in student effort and conduct.



- 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, allows for a rigour in 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.
- Leaders, Governors and Astrea Academy Trust consistently focus on improving the outcomes of all pupils but especially disadvantaged and SEN. 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. The LGC chair meets regularly with the Principal to discuss progress between meetings.
- There is a dedicated Astrea lead who work in partnership to support providing the very best provision is provided for our SEN students, we have been audited in Autumn 21 to ensure that our provision is robust and as a school are developing further approaches to raise the profile of our SEN 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. The SLT work together collectively to have regular discussions about the quality of provision and to rapidly intervene should expectations not be met.
- 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. Our new 'head students' group of eight year 11 students in 2021 was purposely designed to include a diverse and inclusive panel of representatives from the student body in place of the historical head boy/head girl appointments.

#### Why leadership and management is not yet outstanding:

- To continue to monitor and evaluate the approaches to AP to ensure that as many pupils as possible successfully complete their programmes of study.
- The time spent on professional development needs to consistently translate into improvements in the teaching of the curriculum.
- To continue to strengthen the LGC so they can provide greater support and challenge to CVC

- The newly formed SLT need to continue to develop working together in a structure that enables them to be exceptional, as well as the deployment of middle leaders showing greater consistency across all areas.

## **DfE new statutory guidance on the cost of school uniform**

The new guidance requires us to make sure that the total cost of student uniform is affordable for parents.

### **Key points from the guidance**

We need to:

- Make sure uniform is affordable
- Think about the full cost of uniform when considering costs, including items like PE kit

We must ensure we:

- Keep branded items to a minimum
- Engage with parents and pupils when you develop your uniform policy, and publish it on your website
- Prioritise cost and value for money (including durability and quality) when awarding contracts to suppliers
- Avoid single-supplier contracts unless you run regular tendering competitions
- Retender contracts regularly (at least every 5 years)
- Make sure second-hand uniform is available for parents, and publish information about this on your school website

Full guidance can be found at [www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms](https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms)

### **Compliance deadlines**

We should comply with the new guidance by September 2022, **unless**:

- Doing so would mean we breach a pre-existing contract or informal agreement with a uniform supplier
- We need to run a competitive tender to set up a new contract

If we do need to run a competitive tender process, you should have the new contract in place by December 2022.

We will be working on the guidance next term to ensure we comply with the new guidance, including: identifying what it means for us, reviewing the school uniform policy, ensuring we are getting the most out of school uniform contracts.