

Cambourne Village College SEF, May 2015

CONTEXT Cambourne Village College is an 11-16 non-selective Academy which opened in Cambourne as a Free School of the Comberton Academy Trust (CAT) in September 2013, to meet local demographic need. The College opened for Year 7 students only, in September 2013, now has Years 7 and 8, and is planned to grow by one cohort per year until 5 year groups are represented in September 2017 with a roll of 750 students. **Cambourne Village College works in close partnership with Comberton Village College, a highly successful 11 – 18 academy, 8 miles distant, rated Outstanding in its previous 3 Ofsted inspections.** Almost the entire teaching staff of Cambourne VC, including the Senior Leaders, are former Comberton Village College staff or continue to work across the two sites. The College derives further significant benefit from its membership of the Comberton Academy Trust through provision of shared expertise and resources, and the overall leadership of Chief Executive **Stephen Munday, National Leader of Education.** Cambourne Village College has quickly established itself as a popular and successful school; it was significantly over-subscribed for September 2014 and 15, and planning is underway with Cambridgeshire County Council to increase the roll of the College and extend the buildings to accommodate a 7 form entry of 1050 students, from September 2017.

Profile

	Number in Year group	By Gender	EAL	High Middle Low attaining*	SEN Statement	SEN Additional Needs	TOTAL Additional Needs + Statement	FSM	Pupil Premium	LAC	G& T (From CATS /KS 2 SATS top 5%)	In Year admissions
Year 7	173	94M / 79F	16 (9.2%)	FFT H 30% M 33% L 37% (Data for 169 pupils) APS EM 28.6	5 (2.8%)	20 (11.6%)	25 (14.5)	15 (8.7%)	38 (22%)	1	13 (7.5%))	Since 09.14: 7 joiners 3 leavers
Year 8	142	71 M/ 71F	27 (19%)	FFT H 23 % M 38% L 39% (Data for 137 pupils) AFPS EM 27.3 NAT APS EM 28.5 coverage 93%	6 (4.2%)	14 (9.9%)	20 (14.0)	13 (9%)	29 (20.4%)	0	7(4.9%)	Since 09.13 11 starters and 5 leavers
Total	315	165M/150F 7.5.15	43 (13.6%) 4 th Quintile		12 (3.8%)	31 (9.8%)	45 14.3%	(8.9%)	67 (21.3%) 2nd /3 rd Quintile Nat Av 28.2	1	20 (6.4%)	

Monitoring Visits by the DfE took place in terms 1, 3 and 4. These included scrutiny of data, lesson observations, meetings with staff, parents, pupils, Chair of Governors and Administrator of SCR. Comments from the reports are identified below as 'DfE MV1' , 'DfE MV3' and 'DfE MV4'.

A Cross-Trust Review, carried out in term 3 by Senior Leaders from Comberton Academy Trust schools, under a model piloted with the CfBT, included scrutiny of data, lesson observations and meetings with staff and pupils. Comments from the report are identified below as 'CfBT.'

Investors in People status was gained in December 2014.

Evidence	
Achievement of Pupils at the School: School Evaluation: Grade 1 Outstanding	
<p>Ofsted Criteria - Outstanding</p> <ul style="list-style-type: none"> ■ Pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well. <p><i>In schools where attainment is not benchmarked nationally – for example in the final year group of a middle school – inspectors should draw on all the available evidence to decide whether attainment is above average, broadly average or low.</i></p> <ul style="list-style-type: none"> ■ From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for other pupils nationally and in the school. ■ The attainment and progress of disadvantaged pupils at least match or are rapidly approaching¹ those of other pupils nationally and in the school. 	<p>School Evaluation - Outstanding</p> <p>All progress is verified by regular and rigorous cross-moderation of work with Comberton and other outstanding Colleges.</p> <p>Progress of the first cohort: (current Year 8) for academic year 2013/14:</p> <p>Attainment on entry was slightly below average with pupils arriving with an average APS of 27.3 at KS2 (Nat Average 28.5). Very high proportions of pupils made at least expected progress and significant numbers exceeded this. More than 85% of students made 2 or more sub-levels of progress in English, Maths, Science, Spanish, Drama and Computer Science. More than 40% of pupils made at least 1 complete level of progress in English, Maths, Science, Spanish, RPE and Geography. Year 7 students made an average of 2.5 sub-levels of progress across all subjects over the academic year 2013/14. At the end of the year there was no significant gap between the progress of high, middle and low prior-attaining pupils, nor between the progress of all pupils and those on FSM or Pupil Premium, or those with EAL.</p> <p>In English, 88% of the cohort made at least 2 sub-levels of progress and 42% made one entire level of progress or more.</p> <p>In Maths, 98% of the cohort made at least 2 sub-levels of progress and 70% made one entire level of progress or more.</p> <p>In Science, 86% of the cohort made at least 2 sub-levels of progress and 47% made one entire level of progress or more.</p> <p>Catch-Up funding</p> <p>Catch-Up Literacy funding was effectively used in 2013-14 to target those with weak reading skills, with 97.9% of the students at or above English Level 4 by July 14. Progress in Maths was effectively enhanced through the Catch-Up Intervention programme: Of 28 students who entered the College in September 2013 below Level 4 in Maths, all had attained or exceeded Level 4 by April 2014. The average increase for targeted students was 1 level of progress over 8 months.)</p>

These high progress rates for CamVC students are corroborated by triangulation with progress of the parallel cohort of 7 pupils in English, Maths and Science at Swavesey Village College (local Ofsted Outstanding Cambridgeshire Village College,) and Comberton Village College (Ofsted Outstanding.) This shows Cambourne VC pupils making equivalent or better progress in almost every area. This suggests outstanding progress at Cambourne Village College. **Appendix A2: Graphs of comparative progress.**

Attainment

CAM VC	09/2013	07/2014
AFPS English	28.3	33.3
AFPS Maths	29.8	36
AFPS English + Maths	29.1	34.514

Attainment for Cambourne Village College pupils rose by 5.4 points for English and Maths in the academic year 2013/14, significantly exceeding the national average increase of $4 \times 0.7 = 2.8$ points. Attainment of the Year 7 cohort 2013/14 rose more over the year than attainment at Comberton and Swavesey Village Colleges. **Appendix A3 Benchmark Attainment data**

Sustained progress of first cohort: current Year 8 at April 2015. (mid-point year 2)

This substantial progress is sustained through Year 8. From September 2013 to April 2015:

In English, 90.2% of the cohort has made 4+ sub-levels of progress.

In Maths, 93% of the cohort has made 4+ sub-levels of progress.

Appendix A Yr 8 progress by sub-group, all subjects, July 14 and April 2015.

Appendix AA Yr 8 progress in English, Maths and Science, March 2015

Appendix AAA Yr 8 Attainment in English, Maths and Science, May 2015

Appendix A4 Comparison of Cambourne Village College attainment data with that held by National Middle Schools' forum, showing CamVC cohort of 2013 on track significantly to exceed NMSF end-of-KS3 data in July 2016.

Progress of second cohort: Year 7 2014. Attainment on entry was broadly average with pupils arriving with an average APS of 28.6 at KS2. Nullified KS2 Maths results from one primary school has led to the lower of KS2 teacher-assessed levels or CamVC base-line test data to be used for internal Maths progress measures, and re-testing of a number of pupils at English Level 5 has led to a significant reduction in working base-lines for English at Level 5.

Progress is strong: As of April 15:

In English, 48.8 % of the cohort had made at least 2 sub-levels of progress and 23.3% had made 3 sub-levels of progress or more – i.e. 72% at or exceeding year-end target.

In Maths, 39% of the cohort had made at least 2 sub-levels of progress and 34.8 % had made 3 sub-levels of progress or more. i.e. 73.8% at or exceeding end of year target.

In Science, 39% of the cohort had made at least 2 sub-levels of progress and 42.4 % had made 2 sub-levels of progress or more. i.e. 81.4% at or end of year target.

- Pupils read widely and often across all subjects to a high standard.

- Pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, ... acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national

Appendix 10 – Yr 7 progress summary Feb15
Appendix 11 – Yr7Attainment summary Feb15.

Reading has a high profile at the College. The College employs a highly active, full-time and fully-qualified Librarian. All pupils participate in fortnightly reading-based lessons in the library and read at the start of English lessons and as part of the form-time registration programme.

A wide range of events is organised to promote reading, including Carnegie book shadowing groups and the engagement of prestigious Patrons of Reading and other author visits. An average of 13.9 books per pupil was lent over 2013/14, exceeding figures available for other local secondary schools.

Appendix A6: Library Spring Term Review.

DfE MV1: *Reading is celebrated throughout the school with students eager to read aloud in class: observed lessons indicated impressive levels of fluency and interpretation.*

The school's librarian leads several projects to encourage reading and literacy across the school, and engagement with a professional author has created a 'buzz' amongst students.

Strong progress in Drama lessons enhances highly developed communication skills; a bespoke CREATE (Learning to Learn) programme develops enhanced ICT and communication skills. A specialist Computer Science teacher is employed and progress in CS is strong. All Year 7 pupils participate in a touch-typing programme for one half term during registration times.

A broad and balanced curriculum is taught to all students - **Appendix A7: Curriculum Offer** and detailed curriculum information in Parental Handbook on website:

http://www.cambournevc.org/Mainfolder/Year-Group/Y7_PB/Parental_Handbook_7b.pdf

Progress of Gifted and Talented pupils is very strong: **AppendixA12 G&T progress**

Progress by students with SEND over the academic year 2013/14 was exceptionally strong in the Core subjects:

English: 94% of students with SEND made at least 2 sub levels of progress; 52.9% of students with a statement of SEN or at SA+ made 3+ sublevels of progress

Maths: 100% of students with SEND made at least 2 sub levels of progress; 70.6 % of students with a statement of SEN or at SA+ made 3+ sublevels of progress

Science: 76% of students with SEND made at least 2 sub levels of progress; 47.1 % of students with a statement of SEN or at SA+ made 3+ sublevels of progress. These results show the gap in attainment between SEN pupils and other pupils nationally is narrowing in all three subjects, and within in the College is narrowing in English and Maths. **Appendix A8: SEN Report**

Pupil Premium Students. Progress of Pupil Premium students is strong and broadly in line with progress of the respective cohorts. **Appendix A5 PP Attainment Yr 8. Appendix A55 Pupil Premium Attainment Yr 7.**

<p>averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading</p>	<p>Expected Progress of all students and of Disadvantaged students at Cambourne Village College significantly exceeds expected national progress rates: Appendix A1 Comparison National Progress Rates.</p> <p>CFBT: <i>The progress of the vast majority of students has been very significant, including those who have been targeted for intervention. Strong progress has led to very strong achievement. Signs so far are that it will be well above the national average by the end of KS4.</i></p> <p><i>Progress is clearly and effectively tracked and students are committed to their learning.</i></p> <p>Pupils report confidence that they are making strong progress in their learning: End-of-Year Pupil Attitudes Survey, July 2014: 'I am making progress in my learning': 94% Strongly agree or agree.</p> <p>Parent Attitudes Survey: April 2014, 63 respondents: 'My child makes good progress at this school': Strongly agree 71.4%; Agree 27%</p> <p>See Appendix A9: Parent Attitudes Survey: April & Dec 2014</p> <p>Parent Attitudes Survey: December 2014, 80 respondents: 'My child makes good progress at this school': Strongly agree or Agree: 100%</p>
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Quality of Teaching in the School: School Evaluation: Grade 1 Outstanding

Ofsted Criteria: Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.

School Evaluation – Outstanding

The vast majority of the College teaching staff is drawn from personnel whose performance was reported as 'Outstanding' at Comberton Village College, Ofsted 2013.

We know that the impact of teaching over time is outstanding through the triangulation of a range of evidence including achievement data, work scrutiny and classroom observations.

More than 100 formal lesson observations have been recorded. There is no teaching over time which has prevented pupils from making rapid and sustained progress. Verification of high standards of teaching is provided by external judgments by the Executive Principal (part-time Ofsted Inspector), Comberton staff, DfE monitoring visits and the CfBT Cross Trust Review process.

DfE MV3: *A peer review using colleagues across the Trust (and in conjunction with CfBT) confirmed the senior team's view that the quality of teaching is almost always good or outstanding. This matches with the observations undertaken as part of this visit and those observed at the last visit in November.*

DfE MV4: *'Teaching has been consistently good and often outstanding; this has resulted in strong progress.'*

CfBT: *There is an obvious passion for teaching and for the school. Teaching was excellent in the majority of lessons seen and was never less than good. The review team and Cambourne SLG agreed with their lesson judgements in all cases over a range of judgements.*

A strong programme of Peer Observation supplements formal lesson observations, enabling the systematic sharing of best practice to enhance teaching and learning.

- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.

lIP Report 2014: *There are good examples of peer observation where people say they are able to learn alternative approaches or understand their own role from these opportunities.*

On 4.12.14, staff and pupils took part in a Lesson Reflection Exercise. Staff self-assessed the quality of the lessons they taught during the day using former Ofsted Lesson Observation criteria. Staff reported high levels of confidence in the quality of their own teaching:

Staff Lesson self-assessment 4.12.14		
Grade 1	21	42.0%
Grade 2	29	58.0%
Grade 3	0	0.0%
Grade 4	0	0.0%
Total	50	

Pupils performed the same exercise having been introduced to the grading criteria:

Grade 1	589	40.9%
Grade 2	616	42.7%
Grade 3	201	13.9%
Grade 4	35	2.4%
Lessons	1441	

83.6% of pupils agreed with the staff grading of all lessons as Outstanding or Good. (This shows a high correlation with results for the identical exercise performed simultaneously at Comberton Village College.)

The Pupil Attitude survey of July 2014 showed a highly positive approach to learning:

'I am learning a lot in lessons;' 93.2% of pupils Agree or Strongly Agree

Parent Attitude Survey April 14 (1st cohort) 'My child is taught well at this school' : 99% Agree or Strongly Agree

Parent Attitude Survey Dec 14 (2nd cohort) 'My child is taught well at this school' : 100% Agree or Strongly Agree

Expectations are very high and the introduction of the data-management system *Go4Schools* in January 2015 has streamlined target-setting across all subjects. Aspirational targets are set by the SLG for all pupils in all subjects, using the higher of CATS or FFTD-generated end-of-KS3 targets, or a still-higher target where an individual's early progress has been very strong.

- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Assessment

High priority has been given to developing strong assessment practices. Regular work scrutiny by Subject Leaders, and SLG, sharing of assessment practice in meetings, a complete round of peer assessment focused on AfL in April 14, and scrutiny of work during lesson observation and in formalised processes, confirms that assessment practice is strong and continually developing, as reflected in very strong pupil progress.

Yr8 Pupil Attitude Survey December 2014:

I understand what I need to do to improve in most of my subjects: Strongly Agree/Agree: 94.7%

Use of Teaching Assistants:

Three highly-qualified teaching assistants lead interventions in Maths and English and support a strong team of further TAs. This has a high impact on learning as recorded in lesson observations and in the report from the **DfE MV3**: *Teaching Assistants are well used in classrooms and there is substantial evidence they aid progress.*

CFBT: *Teaching Assistants were effective and their use as tutors probably helps their status. TAs are also running clubs and effective intervention programmes.*

Use of ICT

Lesson observations confirm that excellent ICT facilities enhance teaching and learning. The students benefit from a fast reliable wireless network with white board, projector, loudspeakers and Apple TV in all teaching rooms; interactive boards in Maths rooms; class sets of iPads available to all, and Mac computers in Art and Music rooms. These facilities contribute to an exciting climate for learning appreciated by the pupils:

Pupil Attitude survey July 2014: 'I generally enjoy my lessons.' 88.23% Agree or Strongly Agree.

Homework is regularly set and made available to students and parents outside of lesson time via the Moodle-based intranet.

Parent Attitude Survey: 'My child receives homework appropriate to their age:

April 14: 97.5% Agree or Strongly Agree ; Dec 14: 95.2% Agree or Strongly Agree

CFBT: *The School makes excellent use of technology (eg. ipads) and has taken the best of CVC and adapted. DfE MV3: Information Technology is well-used to support both teaching and learning. iPads were used effectively in a maths lesson with an App developed by Trust staff. This aided motivation and encouraged students to be inquisitive when answers were incorrect. The learning environment is excellent.*

Completion of high quality homework is supported by the provision of a supervised daily homework club in the library after school. Many students stay voluntarily to complete homework. A 'Homework Support' system also operates for pupils who fail to hand in homework on time; these stay on the same day to complete it. This system is supported by the vast majority of parents and ensures that all homework set is completed promptly and to a high standard.

The behaviour and safety of pupils at the school: School Evaluation: Grade 1 Outstanding

Ofsted Criteria: Outstanding (1)

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.

School Evaluation: Outstanding

Attendance for year 2013/14: 95.4%.

Academic Year 2014/15, to 17.4.15

Average attendance for whole school: 96.71%

Average attendance for Year 7: 97.08%

Average attendance for Year 8: 96.27%

High levels of attendance are supported by an enhanced Locality EWO support package and excellent working relationships with the Locality team.

Behaviour for Learning is excellent. Lesson observation reports cite very high levels of student focus and engagement as the norm.

Yr 7: The average Effort level for February 2015 interim reports was 1.044. (Pupil Premium: 1.2)

Yr 8: The average Effort level for March 2015 reports was 1.2 (Pupil Premium: 1.3)

Outside of lessons, pupils are polite, friendly and courteous to staff and their peers. Excellent student behaviour is verified by a range of visitors:

CfBT: *High commitment to learning – excellent behaviour throughout all lessons observed.*

DfE MV4: *The general behaviour of students is invariably impeccable. They regularly show courtesy and respect for each other and for staff.*

This view is consistently corroborated by parents:

Parent Attitude Survey, April 2014: 'This school makes sure its pupils are well behaved':

Strongly Agree 69.8% Agree 28.6% Don't Know: 1.6%

Incidences of unacceptable behaviour are monitored via the MIS and followed up immediately. Low-level disruption is not tolerated; pupils who do not meet staff expectations are referred to daily lunchtime detention: 'Behaviour Support'. This is attended by an average of 5.4 pupils per day – 1.7% of pupils.

Incidences of racist or homophobic language are rare, and most commonly confined to students with

SSEN for behaviour: **Appendix C: PRIDE Log**

As of April 15, the College has opened a resource to accommodate students with particularly challenging behaviours. Three students (all Pupil Premium) with Statements of SSEN /conditions of ADHD/ ODD and ASD are supported to manage their behaviour by 2 highly-experienced Teaching Assistants, usually within lessons, and occasionally withdrawn for individual tuition, as appropriate, according to programmes developed with the LA Inclusion Officer.

There have been no permanent exclusions.

In the current academic year, a total of 6 students (1.9%) have been excluded for fixed periods of between 1 and 3 sessions – total 45 sessions. **Appendix C1: Exclusion Log.**

The College runs an extensive induction programme for Year 6 students and enjoys extremely positive relationships with its 4 primary catchment schools. Primary and secondary staff meet and work regularly

- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

together and primary pupils from Year 3 attend a range of activities at the College, thus preparing them for a confident start to Year 7, with high expectations of behaviour already established.

Appendix C2: Parents' Yr 7 Settling-In Survey September 14: 73 respondents (Conducted at Meet the Tutor Evening – 2 weeks into September term)

'My child was well prepared to come to CamVC': 88% Strongly Agree

'My child is enjoying school': 78% Strongly Agree

The College facilitates a student-led group 'Echo' proactively to address bullying. The Echo group promotes positive relationships between students, and encourages a pupil-centred approach to addressing issues of unacceptable behaviour or bullying concerns. Echo group members from Year 8 interviewed all Year 7 students in an 'OK' survey in their second half term.

The Deputy Principal is highly qualified in the field of Internet Safety - CEOP Ambassador, EPICT Trained, Parenting in the Digital Age (PitDA) facilitator. Bullying, cyber-bullying and internet safety are addressed via PSHE lessons, and the messages are reinforced through assemblies. An e-Safety evening was offered to parents in the spring of 2015. Any reported bullying of any kind is followed up assiduously. **Appendix C3 Bullying Log**

Parent Attitude Survey: 'This school deals effectively with bullying':

April 2014: Strongly Agree 54.0% Agree 28.6% Don't know: 17.5%

Dec 14: Strongly Agree 40.0% Agree 21.25% Don't know: 38.75%

Year 8 Settling in Survey, Dec 14:

'I have been bullied by another pupil or pupils this term': Disagree/Strongly disagree: 94.73%

'Bullying is dealt with effectively when it happens.' Agree/Strongly agree: 89.2%

DfE MV4: *Students are confident bullying is not an issue and have confidence in the staff to deal with anything which may occur.*

Students have been involved with many aspects of setting up their new school and their views about the College are highly positive:

CfBT: *Students are exceptionally proud of school – student panel very positive.*

Yr 8 Settling-In Survey:

'I'm proud to be a member of Cambourne Village College': 94% agree or strongly agree.

Three members of staff hold the Designated Person for Child Protection qualification. The Local Children's Safeguarding Board was invited to audit Child Protection records in summer 2014 and confirmed all procedures as correct.

Pupil Attitude Survey July 2014: I feel safe when I'm at school: Strongly Agree: 45.9 Agree: 48.9 (94.8%).

Safe cycling to school is encouraged: the College offers additional Bikeability training courses over the summer holiday to supplement primary provision: almost all students have completed the Level 2 Bikeability course. The compulsory wearing of cycle helmets is closely monitored.

Quality of leadership in and management of the school: School Evaluation: Grade 1 Outstanding	
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. ■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. ■ Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy. ■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance. ■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving. 	<p>School Evaluation: Grade 1 Outstanding</p> <p>The College Trustees, Governors and Leadership team are drawn from personnel whose performance was reported as 'Outstanding' at Comberton Village College, Ofsted 2013.</p> <p>The leadership places high emphasis on recruitment and retention of excellent staff. The sharing of teachers across the Outstanding Comberton, and Cambourne Village Colleges, on a daily basis, allows high-quality subject specialists, including 3 ASTs and one SLE, to deliver the vast majority of the CamVC curriculum - an unusual position for a newly-developing school.</p> <p>All Senior and Middle Leadership positions for the academic year 2015/16 were confirmed by February 2015. Excellent external appointments for Heads of Yr 7 and Year 9, and Head of Geography and Head of History 2015/16, will further enhance the quality of teaching and capacity further to improve.</p> <p>Investors in People Status was gained in December 2014:</p> <p>Parent Attitudes Survey: April 2014. 63 respondents: 'This school is well led and managed': Strongly agree: 76.2% Agree: 23.8%</p> <p>The leadership team is highly knowledgeable about individual staff and pupil performance. In December 2014 the Go4Schools software package was purchased to enhance accessibility of all staff and pupils to accurate, real-time data. liP Report 2014: <i>"The school utilises people's skills in the best possible way". "People said that the Senior Leadership Team are inspirational in influencing a strong team culture and in driving school strategies. They and middle managers clearly impact positively on the Academy in their interactions."</i></p> <p>Target setting for pupils is overseen by the SLG and is rigorous, based on both minimum (expected national progress levels) and aspirational target levels across all subjects.</p> <p>The whole school Literacy Policy is applied in all subject areas. Cross-school pilot initiatives to use green ink for proof-reading emphasises the whole-school commitment to Literacy.</p> <p>A strong and committed Governing Body, three of whom are Trustees of Comberton Academy Trust, provides rigorous challenge and support: <i>'There was a view that the Governing Body is effective in their role, being both supportive of the Academy also stringent in challenging where appropriate. This is seen as a strength of the Academy.'</i> liP report December 2014.</p> <p>Governors monitor closely the quality of teaching and achievement; Chairs of Governor committees meet regularly with the Principal further to the formal meeting programme.</p> <p>Performance Management is rigorous and managed according to established Comberton Academy Trust procedures: Investors in People Report 2014: <i>Performance management and other communications are seen as transparent and developmental.</i></p> <p>Management training and further CPD opportunities are available at all levels via cross-Trust provision and access to the resources of the Cambridge Area Teaching Schools Alliance based at Comberton Village College. NQTs are supported via the Induction procedures at Comberton Village College and with strong</p>

- The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.

- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. Senior leaders in the school work to promote improvement across the wider system...

internal support and mentoring. IIP Report: *There was good feedback about the structure of support through the quality structures related to teaching and learning priorities.*

The College's curriculum is based on that of Comberton Village College but staff are encouraged to innovate and to exploit the opportunities offered by Cambourne's superior IT facilities.

Innovation and collaborative approaches, both across and beyond the Trust, enhance student engagement; many departments participate in research and project work with a range of organisations, eg:

DT	Cambridge University Engineering / Design and Technology Departments
English/Library	Patron of Reading: Marcus Sedgwick/Bali Rai, Carnegie Award book shadowing; BBC News Report
Maths	Base for Regional Maths Hub; Nottingham University research; NRICH; Cornerstone Maths Project; Invoto App development;
MFL	Collaboration with Pearson publishers; British Council sponsored cross-curricular (CLIL) link project.
PE	NPQML project on extra-curricular participation. Collaboration with University of Cambridge Centre for Diet and Activity research.
Science	Revised AQA GCSE text book authorship

See Appendix D Staff Development and Research

Full details of the College curriculum are published in two extensive parent's handbooks, available on the website.

Progress of all groups is monitored rigorously: Judicious use of Pupil Premium funding has enabled all disadvantaged students to make strong progress at least equal to that of their peers in many subjects.

Summer School was run for one week in August 2013 and 2014, and is planned for 2015. Offered to all Pupil Premium students, with a strong emphasis on building relationships, this has enabled all attendees to make a confident start to their secondary schooling. Parents attended a concluding drama performance. In 2014, 19 of the eligible 22 students attended every day.

Pupil and Parent Summer School Survey 2014: 100% strongly agree or agree with statement: 'I would recommend Summer School': *"A wonderful way to get the children enthusiastic about starting secondary school."*

Very close liaison with primary providers has enhanced the successful transfer of pupils across Years 6 to 7 and enhances Teaching and Learning opportunities. The College frequently hosts primary school activities; regular cross-phase liaison takes place via formalised subject group and Heads' meetings (eg. CamVC staff training primary school teachers to deliver Spanish).

<ul style="list-style-type: none"> ■ The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. ■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. 	<p>Relationships between staff and pupils, and between staff and external agencies, are highly positive The College staff liaise effectively with the Locality Team to support pupil welfare. 3.8% of the students have an open CAF. The College employs an additional student counsellor for one day per week.</p> <p>AppendixD1 - Yr 8 Settling In Survey Dec 14: There is an adult I can talk to if I have any problems: Strongly agree/Agree: 91.8%</p> <p>Cambourne Village College benefits from the provision of high quality IT, Finance and Human Resources personnel via Comberton Academy Trust. Very careful financial planning has been essential to remaining solvent in the context of Cambridgeshire being amongst the lowest funded education authorities in England. The positive performance of the College thus represents excellent value for money. Very careful use of Pupil Premium funding has enhanced educational and social opportunities for the students.</p> <p>CFBT Pupil Premium is thoughtfully & carefully used.</p>
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SMSC

A strong pastoral structure based on year groups, allows the form tutor to remain with the form over 5 years, within a year team led by a Head and Assistant Head of Year. Carefully planned assemblies, often with visiting speakers, and 'themes of the week' with tutor-led activities, direct focus towards SMCS issues, with strong emphasis on aspiration, individual responsibility, tenacity, mutual respect and tolerance of difference. School Council and Anti-Bullying groups are developing strongly with cross-Trust support.

PSHE is delivered via timetabled lessons and discrete blocks of 'off-timetable' time to allow intensive targeting of issues including Citizenship, Internet-Safety and Anti-Bullying. An e-Safety information evening: 'Parenting in the Digital Age' was held in February 2015. British Values are particularly taught through PSHE and assemblies: the General Election 2015 was marked with a discrete day's off-timetable activities focused on democratic values.

DfE MV3: *Students, themselves, make a substantial contribution to the climate for learning because they clearly know what is right and wrong; what is acceptable and unacceptable. They are already developing a strong sense of citizenship and are keen to welcome the new Year 7.*

The establishment of the Village College ethos ensures a strong community presence in the school in the evenings and at weekends, and increasingly during the school day. Strong collaboration with the Cambourne Arts Development Manager ensures that opportunities for cultural integration with the community are maximised. Many activities have taken place to build ethos and to foster a sense of community in our new school: 'International Talent Evenings' held in October 2013 and 14 celebrated cultural diversity. Senior members of the community attended our second inter-generational tea party hosted by Year 7 in December 2014. All Year 7 students in 2013 contributed a panel to the stained-glass installation in Reception, following a visit to Ely Cathedral (grant-funding obtained from Cambs CC Cultural Committee). Within DT lessons, each student has made a name-plate for a door within the school. Year group socials have included swimming at Bedford Oasis Pool, movie nights and discos.

Extra-Curricular opportunities in the academic year 2013/14, included whole cohort visits to Ely Cathedral, and the Big Bang Science Fair at the NEC, Birmingham. 90 students (including 90% of all FSM) attended an evening performance of 'War Horse' in the West End. A 5 day residential outdoor-activities visit to Beaumanor Hall was attended by all but 2 of the Year7 cohort in July 2014. Feedback was highly positive, all students agreeing or strongly agreeing that they had enjoyed the visit. This year's visit is planned. Two residential visit to Comillas in Spain have taken place in conjunction in Comberton VC. attended by 35 students each time. Two further international

visits are planned for summer 2015, and further language exchanges are planned for Yr 9 to Spain and Germany. All students participate in the Spanish Spelling Bee competition.

A very wide range of extra-curricular activities is on offer and clubs are well attended: 74% of Yr 8 and 57% of Year 7 attended extra-curricular activities in the Autumn term 2014. Clubs have often been offered by adult volunteers, eg, year-book, gymnastics, and football. Pupil Premium funding is targeted carefully to encourage full participation in these activities.

The College is represented in a wide range of sports within the planned Cambridgeshire sporting fixture programme

Charity fund-raising is encouraged with non-uniform days and fundraising activities to support such events as Children in Need.

Drama, Music and Dance are taught as part of the curriculum. Extra-curricular Arts activities are strongly encouraged and well supported. All Year 7 students participate in choir activities as part of their Music curriculum; a high proportion participated in the school production of Oliver! in May 2014. The musical Grease is in rehearsal for June 15. The Cambourne Music School is organised by College staff for pupils in catchment primaries' Years 3-6 and provides instrument lessons and music training.

A Parents' Group, 'Friends of CamVC' is well-established and active in fundraising and providing support at events.