



Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Self-Evaluation Form

Updated 16.09.2021

Context

Bottisham Village College is a **highly ambitious, highly innovative and highly regarded comprehensive school**, based in the heart of rural East Cambridgeshire. Drawn from our local community, we are **1334** students in number and have a vision that is inspiring, caring and enriching for every student in our community. With experience of supporting other schools, ITT recruitment and the professional development of teaching staff in East Cambridgeshire and Fenland, the college is actively improving the education for young people not only in our school, our Trust but also in our local area.

Opened in 1937, we were the second of the Cambridgeshire Village Colleges, built with a commitment to lifelong learning at its heart. Henry Morris, the founding father of the Village College ideal, believed that schools should be the pulse of the local community, open to all and offering an attractive and stimulating environment which includes a sculpture trail, an unique and impactful feature of the college which provides a catalyst for social achievement and cohesion. This is a vision that still resonates today. The college is a focal point for village life and a community ethos: a comprehensive adult education programme, a community sports centre and extensive provision for the arts and physical education as well as a well developed enrichment programme for all. In essence, the facilities, open 364 days a year, are the gateway to connecting all our catchment communities. Our adult learning courses run during the week, offering a rich selection of education for our wider community, from Maths GCSE to Level 2 qualifications in Horticulture. Additionally, our sports facilities help grow sport at grass roots level, with swimming clubs and FA affiliated football clubs all benefitting. Importantly, the college's commitment to the on-site charity "Red to Green" is evident. Working with adults with disabilities and special needs, the college provides the supportive framework for this important community work to take place.

Based between Cambridge and Newmarket, the school serves 19 villages and 10 feeder primary schools and has grown from a 7 form entry to a 10 form entry, mixed 11-16 comprehensive academy over the past two years. Given the increasing numbers of applications and catchment numbers, we completed a three year £17 million, capital build project and expanded to 10 forms in September 2020. Popular in our community, the college welcomed 287 students into year 7 in September 2021. Given the demographic growth in this area, The Local Authority and the ESFA ensured that more students would benefit from the inspiring, caring and enriching education that this oversubscribed college has to offer.

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A member of The Anglian Learning Trust, one which serves 6 secondary and 8 primary schools, we work collaboratively with other schools to improve educational outcomes, promote social justice and tolerance, and foster ethical responsibility to build successful communities.

Our Story

Our overarching aims are clear: ***Inspiring, Caring and Enriching*** through our relationship-based approach which permeates through all aspects of college life.

Having undergone significant development over the past 4 years, our new resources are best exemplified by the new “Morris Wing”: auditorium, dance studio, modern bright classrooms and a spacious dining hall. In the same way, our new library, ICT suites, conference spaces and reception area are symbolic of a college embracing the future and providing for its community. Additionally, due to the growth and context of our cohort of students attending the college, our growth strategy has led to development of leadership structures at all levels: an inspiring Teaching and Learning Strategy, intelligent and innovative curriculum development, a new approach to assessment, the development of a new positive behaviour culture to link with mental health and a well-being policy. Coupled with workload reforms and retention and recruitment initiatives, leadership and management has adapted to the growth of the college enabling us to recruit and retain high quality committed staff ensuring our core values remain the same: ***Inspiring, Caring and Enriching***.

Working closely with our highly skilled and experienced governors, our parent forum group, students and our staff body, we have collaboratively and cohesively worked together as a community to ensure that our growth is in-line with our village college traditions and how these may develop for the future.

Our staff are committed to our vision and values and a significant proportion send their own children to the college: those who know it best, have a deep-rooted confidence in its qualities.

The college is unrelenting in its drive for students of all profiles and backgrounds to have an exceptional educational experience and with the growth in our numbers and changing demographic a committed to having the highest expectations of students, both in terms of academic outcomes but also in preparing students to be compassionate, responsible and thoughtful members of society is more important than ever.

To support our vision we have developed our pastoral offer to include nurture, alternative provision supported by therapeutic, ground-breaking work to develop a culture of positive mental-health for both students and staff. We were delighted to receive our prestigious well-being accreditation, a recognition that Bottisham has been at the forefront of this work in the county.

With significant growth of students with Special Educational Needs and Education and Health Plans we are continuing to develop staff within our ever expanding Learning support Faculty with the skills needed to support their wide ranging needs. We have developed further SENco capacity and work closely with a range of external providers to offer students bespoke interventions and specialist support.

To ensure our safeguarding is effective with a significant growth in students with complex needs and safeguarding concerns we have developed a larger Designated Safeguarding team who work together to support families, students and group supervision. Safeguarding is regularly quality assured by the Trust central team.

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As a result, the vast majority of our students are well-behaved, love learning and add value to the college's ethos and beliefs: our strong attendance figures are a testament to this.

Despite historical complexities in recruiting specialist staff, notably in maths, the college now finds itself in an enviable position of being a place where teachers wish to work and we have developed a sound and exciting cohort of professionals with which to take the college forward. Rich professional learning, leadership development and our experience of being a designated teaching school means we are able to nurture talent, retain great practitioners and, ultimately, deliver high quality teaching and learning to our students, supported by our evidenced-based Teaching and Learning Strategy, developed in 2019.

Academically, the college consistently achieves, notably with significant progress made in English, Maths, Science and EBACC subjects. Our curriculum is ambitious for all students and offers a wide range of subjects for all and specialises when appropriate. Our KS3 curriculum offers a range of pathways, the curriculum is caring, challenging and considers students' individual needs; we work closely with our feeder primaries to understand the needs of our young children. As a result, our curriculum has the capacity to inspire students of all attainment profiles, as they follow an academic curriculum that exposes them to the rich cultural heritage whilst providing them with the skills and knowledge that they need to thrive in a modern, dynamic global society. Knowledge-rich, the curriculum will enable students to think more deeply, to develop a wide range of skills, to apply knowledge, to creatively problem-solve, to analyse and to be self-disciplined as they reflect on their own learning.

Our extensive enrichment programme includes weekly activities to introduce students to new opportunities, develop skills and interests and also challenge thinking around themes in our curriculum. We also encourage days out of school to bring the curriculum to life alongside an activities week in the summer term where all Year 7 all have a camping experience together and other years have the opportunity to visit Normandy, the Somme, walking in Derbyshire and lots of other enrichment activities where new friendships and memories are forged.

Our specialist careers team have developed an approach in-line with Gatsby Benchmarks and we have recently been rewarded for these efforts, achieving the Quality in Careers Standard – a nationally recognised award of excellence in a school's career provision. As our post-16 record highlights, students are able to move onto life beyond Bottisham in the knowledge that they have been well-prepared and given every opportunity to excel, with Henry Morris' creed embedded: a lifelong love of learning.

With this time of change behind us, we are confident and assured that Bottisham Village College is in a strong position to continue to offer an exceptional inspiring, caring and enriching education for our young people.

COVID-19 Response

During the school lockdown period, we successfully transitioned to remote learning, using our Teaching and Learning Strategy as a benchmark for designing remote lessons. Using our existing platform for Extended Learning – Google Classroom – our students were able to benefit from recorded lessons, live lessons and a rich portfolio of learning materials with which to continue their learning. In the main, students could follow their usual curriculum sequence. We supported teachers throughout by offering an 'anytime, anywhere' approach to professional learning alongside helpful 'easy to follow guides'.

In the same way, systems were designed to support students and staff wellbeing throughout the duration, especially our most vulnerable alongside keeping in place structures of year group, house assemblies and form time to give students a sense of still being part of a community.

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The college is confident that, should such a situation occur again, we could continue to deliver our curriculum in-line with our ethos: **Inspiring, Caring and Enriching**. Whilst the period was tempestuous, it is clear that we have learnt much from the period and developed many skills. To support us moving forward with reopening, our guiding principles are integral to our **Recovery Strategy**.

Recovery Strategy In order to minimise the impact of the pandemic on our students, we will:

- 1. Know where every student is in their learning** and identify groups of students that need additional support in their Reading, Writing and Maths.
- 2. Continue our relentless drive to ensure high quality teaching and learning** in every classroom to maximise learning for all students
- 3. Renew our attendance strategy to ensure every student has excellent attendance**
- 4. Work with students and parents to teach study skills and develop more effective study habits**
- 5. Develop a programme for students that promotes social skills and resilience**
- 6. Ensure all students engage in extended learning and take up extra-curricular opportunities**

Our 7 key areas of quality assurance

From September, 2021, we have established 7 areas of self-evaluation. We are committed to periodically reviewing and evaluating where we are, the impact of our improvement objectives and establishing any further actions needed to sustain further improvements. College Leaders will pull together impact summaries and present these to stakeholders, including the Strategic Team, Governors and Trust.

- 1. Achievement**
 - a. KS3 - GL Assessment - CE**
 - b. KS4 - Year 11 Outcomes, Trends (TAGS and Anticipated) - EC**
- 2. Attendance - DF**
- 3. Behaviour - SJH**
- 4. Personal Development**
 - a. PSHE Developments - AG**
 - b. Extended Curriculum - AG**
- 5. Professional Learning and Appraisal**
 - a. Teaching and Learning Strategy and Innovative Practice - PB**
 - b. Professional Learning Impact - PB**
 - c. Appraisal Systems and Impact - MME**
- 6. Quality of Teaching, Learning and Curriculum**
 - a. Curriculum Development - CE / JGI**
 - b. Quality Assurance Model - MME**
 - c. Assessment Strategy - CE**
- 7. Safeguarding - DF**
 - a. Trends, key actions and developments - DF**
 - b. Safeguarding Action Plan - DF**