

# BOTTISHAM VILLAGE COLLEGE



## College Improvement Plan (CIP)

### Context

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 5 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.

Our college has seen significant growth and intake change since 2017:

- Increased number of students on roll from 1136 to 1410 (24%)
- An increase in the number of students living in more deprived areas from 55 to 149 (171%)
- An increase in the numbers of students eligible for free school meals from 73 to 261 (258%)
- An increase in the numbers of students with an EHCP from 29 to 46 (59%)

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.

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.

## Priority 1: Develop inclusive and innovative practice that makes learning accessible and enticing for all students

### Where are we now?

As part of the redevelopment of our structures as a college, we worked with our community to develop a school day which incorporates 3 x 100-minute lessons. Very clearly, whilst also a structural and logistical change, our QA had told us that we required our lessons to change to ensure that the learning experience was fit for purpose for the diverse range of students in our care. We wanted to answer these questions:

1. How can we make learning more engaging for all?
2. How do we improve the learning and social environment so that all students can feel safe and flourish?
3. How do we set-up classroom activities so that students can collaborate more with peers?

We therefore created planning frameworks in line with our teaching and learning strategy to ensure that all lessons were planned around four pillars:

- **Questioning (*Responsive Teaching*)**
- **Modelling (*Learning Journey*)**

- **Thinking Hard (*Responsive Teaching*)**
- **Collaboration (*Inclusive Classroom*)**

This work has been supported by the roll out of year 3 of the national research project looking at creativity for teaching in subjects across the school.

In order to support our work with students with educational needs we have developed our “Inclusive Classrooms” strategy with staff. As part of this, there are three non-negotiable approaches which must be engaged with by teaching staff:

- **All learning plans are known and visibly acted upon in lessons.**
- **Key knowledge and skills are intelligently “chunked” with explicit checking of understanding.**
- **Inclusion Boxes are visible and utilised where necessary.**
- **All digitally projected resources will use a dyslexia-friendly background and font.**

As part of this changes, we wished to seize the opportunity to embed consistent routines and systems for all lessons and our staff working group developed these.

- **Students will be greeted on corridors by their class teacher, entering with a relevant activity to complete.**
- **The register will be taken in silence.**
- **Students will sit down at the end of the lesson ready to be dismissed and homework to be shared.**
- **Homework Routines...**

A key focus this year will be to update our assessment policy, ensuring that our systems and culture support the responsive teaching element of the teaching and learning strategy.

It is our belief that a commitment to these approaches will have a transformative impact upon our classrooms for all children.

#### **What does success look like?**

- Teachers plan their lessons focusing on Questioning, Modelling, Collaboration and thinking hard activities.

- Teachers will use questioning in order to be responsive: identifying learning, identifying misconceptions, working out the next steps, identifying missing building-blocks: the BVC Responsive Teaching Questioning Toolkit will support this pillar.
- Modelling is used effectively a) to show what success looks like b) address misconceptions before skills practice is undertaken.
- Collaboration is evident in lessons and done so in a creative way: silent collaboration, visible learning, and group work.
- Thinking hard will be prevalent in all lessons, with activities designed to that they can have multiple outcomes to allow for creative thinking and exploration.
- Thinking hard activities will be built around “The Bigger Picture”.
- QA will demonstrate that all lessons follow the spotlighted pillars of the “Inclusive Classrooms” strategy.
- QA will demonstrate that all lessons follow the agreed routines for the 100-minute lesson era.
- QA findings, together with proposed next steps, are shared at each QofT governors’ meeting.

# Priority 2: Implement our Inclusion Strategy, to ensure community meeting the needs of all learners within our community

“We believe in equality of opportunity, celebrating everyone’s differences and supporting learners of all abilities from all backgrounds”

## **Where are we now?**

The college remains steadfast in its dedication to ensuring students from every background receive an exceptional education. As we witness a growth in student numbers, with the student population increasing from 1,136 to 1,460, representing a 29% rise, and the diversification of

demographics, it's become paramount to maintain the highest aspirations for each and every student. This growth includes a significant increase in students from more deprived areas, with those in IDACI rank 1-5 rising from 56 to 182, reflecting a 225% increase. Additionally, the number of students eligible for Free School Meals (FSM) has risen from 73 to 274, marking a substantial 375% increase. Moreover, the college now serves a higher number of students with Education, Health, and Care Plans (EHCP), increasing from 21 to 37, which is a 76% increase.

We envision our students evolving into compassionate, responsible, and thoughtful members of society. Nevertheless, this increased enrolment, along with the changing demographics, has led to a more significant number of students with additional needs, some of whom require specialised support.

We are proud of our robust systems in place for managing behaviour and providing pastoral care. Furthermore, our efforts have been recognised through an accreditation for our work on the Mental Health Strategy. Our behaviour policy, which incorporates therapeutic strategies, is designed to respond to pupils' needs most effectively. However, ensuring its consistent application throughout the school remains a challenge and something we need to continue focusing on.

In our continuous pursuit of ensuring all students feel safe in school, we have recently partnered with the Anti-Bullying Alliance. This collaboration aims to fine-tune our approach to bullying prevention and support, and we are honoured to have received an accreditation for these efforts.

To meet new challenges head-on, we have strengthened our Inclusion Team by adding more SENCOs and expanding our internal provisions. Currently, our focus is on formulating an Inclusion Strategy. This strategy is centred on introducing a clearer graduated approach and establishing more fitting internal pathways for our students. Additionally, we are keen on improving our approach to transitioning to secondary school. By identifying and preparing students who might find this transition challenging, we aim to ensure a smoother change for them.

Attendance has historically been a strong point for our college, with minimal instances of absenteeism. Yet, in the post-pandemic landscape, like many educational institutions, we've seen an uptick in absences, especially among disadvantaged groups. We are working tirelessly to instil a culture where the importance of consistent attendance is deeply understood. To support this mission, we have launched a new Attendance Strategy. This strategy focuses on diligently monitoring absences and addressing them in a timely and effective manner. We recognise there is further work to be done in ensuring this strategy remains active and consistently applied.

In summary, our Inclusion Strategy is multifaceted and encompasses several key priorities:

Improve Attendance, with a robust Attendance Strategy

- Develop a contextually relevant Mental Health Strategy that incorporates diverse strategies for students, parents, and staff.
- Reduce absence levels and persistent absence, particularly for disadvantaged groups of students
- Develop our Inclusion Strategy, encompassing a Transition Strategy, clearer definition of the Graduated Approach, and early-stage needs identification systems.
- Develop our Inclusion Pathways, including Tier 2: Bridge and Tier 3: Coral Provision.
- Develop our Behaviour Strategy, focusing on embedding a more therapeutic culture and developing behaviour interventions.

## What does success look like?

### **Mental Health Strategy:**

- Develop a Mental Health Strategy tailored to the current context, addressing the needs of students, parents, and staff.
- Implement a comprehensive range of initiatives to promote mental health and well-being throughout the college community.

### **Attendance Strategy:**

- Foster a culture of shared responsibility for student attendance, with teachers actively engaged in promoting and managing attendance.
- Achieve significant improvements in overall attendance, with a particular focus on reducing persistent absence among disadvantaged groups, aiming to match pre-COVID figures.
- Demonstrate a significant impact in combating Emotionally Based School Avoidance through attendance data for key students who previously struggled to attend school.
- Develop robust systems to monitor the safeguarding and welfare of students with severe absenteeism.

### **Behaviour Strategy:**

- Encourage students to demonstrate readiness, respect, and safety, embodying the characteristics of successful independent learners.
- Achieve a substantial reduction in the use of lesson removals and suspensions as responses to behavioural issues.
- Provide case studies illustrating the positive effects of effective behavioural interventions on multiple students, contributing to improved behaviour.

- Conduct surveys and gather student feedback to gauge their feelings of safety at school and assess their perceptions of the school's handling of poor behaviour. Survey results should reflect increased confidence in addressing bullying.
- Gather staff feedback through surveys to reveal enhanced staff confidence and skills in managing challenging behaviours through a therapeutic approach.

**Inclusion Strategy:**

- Successfully establish an Inclusion Leadership Team with clear roles and effective communication structures.
- Enhance primary school data collection to improve the identification of students requiring enhanced transition support, enabling us to better prepare for their needs upon their arrival at our college.
- Enhance the quality and effectiveness of our (Tier 1+) intervention programs, while also establishing more robust methods for measuring and evaluating their impact.
- Implement embedded systems for identifying student needs and deciding on appropriate next steps, as evidenced by a review of individual case studies and a reduction in the number of students requiring highly specialised external support (Tier 4 and 5)
- Expand the range of curriculum pathways to include provisions for students with behavioural challenges and support for those with medical or mental health needs. (Tier 2 and 3)