

Self-Evaluation Form



Context

Bottisham Village College is an **ambitious, innovative comprehensive school**, based in the heart of rural East Cambridgeshire. Drawn from our local community, we are **1456** students in number and have a vision that is inspiring, caring and enriching for every student in our community. Located between Cambridge and Newmarket, Bottisham Village College serves 19 villages and 10 primary schools, evolving from a 7-form entry to a 10-form entry mixed 11-16 comprehensive academy in the last two years. Addressing the surge in applications and catchment area, we undertook a £17 million capital build project over three years, expanding to 10 forms for the first year in September 2020. The college, a cornerstone of the community, admitted 300 Year 7 students in September 2023. 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. In Bottisham Village College joined Anglian Learning Multi-Academy Trust, currently one of six secondary schools and ten primary schools.

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 learning environment. Bottisham Village College has always strived to support this vision by developing a sculpture trail, community library, adult learning programme, community sports centre and well -developed enrichment programme. This includes a variety of arts and sports facilities developing teams 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.

Our extensive enrichment programme includes weekly activities and student leadership opportunities, developing skills and interests and also challenges 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 overarching aims are clear: **Inspiring, Caring and Enriching** through our relationship-based approach which permeates through all aspects of college life. The college is committed to providing exceptional education to students from diverse backgrounds. Since 2018, the student population has grown by 29%, from 1,136 to 1,460. This includes a notable increase in students from lower socio-economic backgrounds, with those in the lowest IDACI ranks (1-5) increasing by 225%, from 56 to 182. The number of students eligible for Free School Meals has also significantly risen by 375%, from 73 to 274. Furthermore, there is an increase in students with Education, Health, and Care Plans (EHCPs), from 21 to 37, a 76% increase, along with 15 EHCP applications pending.

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. Our Year 10 students enjoy finding out about the world of work during a two-week placement and July and as our destination data shows, 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.

Through designation of becoming a teaching school we have developed expertise in supporting school improvement, ITT recruitment and training and professional development of teaching staff in East Cambridgeshire and Fenland schools. Presently in our third and final year as lead school for the National Arts Council Creative Collaboratives project (innovative practices in teaching for creativity), the college is actively improving the education for young people not only in our school, our Trust, but also in our local area.

Post covid we have observed a rise in students with complex needs, including extreme behavioural challenges, leading to an increase in suspensions in 2022-2023. In response to these challenges, we have developed a strategic approach to Inclusion, incorporating a tiered graduated methodology and the introduction of specialist curriculum pathways on site. Our approach to behaviour management has been refined, emphasising the implementation of systems that support restorative practices. This strategy has had a tangible impact, evidenced by a reduction in suspensions, truancy incidents, and classroom removals, alongside noticeable improvements in overall behaviour around the college.

	School Autumn 2023	National (Mainstream Schools) 2022/2023
% SEND	16.23	14.8
% EHCP	2.53	2.4
% EAL	7.47	18.1
% PP (FSM6)	19.31	26.6
% PP (Service Children)	0.28	1
% PP (Post LAC)	0.48	0.7
% FSM	18.01	22.6
% Out of Catchment	26.46	
% OOC Suffolk	11.45	
% OOC Cambridge (City)	9.25	



Due to some of the challenges we have faced we have prioritised the development of strong distributed leadership: an evidence-based Teaching and Learning Strategy, curriculum development that meets the needs of our new community and the further development of a culture and inclusion strategy which links with positive mental health and well-being priorities.

To support our students to fulfill their potential we have enhanced our pastoral services to include nurture and alternative provision, underpinned by therapeutic, innovative efforts to develop a positive mental health culture for our community. We are proud to have received a prestigious well-being accreditation (2022), affirming Bottisham's leadership in this domain within the county. Furthering our commitment, we have evolved our approach to Anti-Bullying, collaborating with the Anti-Bullying Alliance on the 'United Against Bullying' programme. This collaboration has led to the development and implementation of an accredited programme, for which we received a Bronze award. Our new policy and approach have significantly reduced the number of bullying incidents reported, and student surveys reflect an improvement in their experience.

With significant growth of students with Special Educational Needs and Education and Health Plans we are continuing to develop staff training and intervention strategy 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 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 senior leaders and the Trust central team. As a result, the vast majority of our students are well-behaved, love learning and add value to the college's ethos and beliefs.

Coupled with workload reforms and retention and recruitment initiatives, although a challenge, the college has been able to recruit and retain high quality, committed staff ensuring our core values remain. Rich professional learning, leadership development and our focus on professional development at all levels, means we are able to nurture talent, retain great practitioners and, ultimately, deliver high quality teaching and learning to our students.

Working closely with our highly skilled and experienced governors, parent forum group, student council and our staff body, we have 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.

Academically, the college consistently excels with many subject areas performing significantly above the national average in term of progress: maths, English Language, science and Modern Foreign Languages all achieved this accolade in 2023. Having added Spanish to our curriculum in 2019, the school's results are in the top 6% in the country. Our KS3 curriculum prepares students for the rigours of KS4, all delivered with an underlying pedagogy within our evidence based teaching and learning strategy surrounding the following 4 pillars:

- Thinking Hard
- Questioning
- Modelling
- Collaboration

Year	Attainment 8	E&M 4+	E&M 5+	P8
2018	5.1	73%	53%	0.15
2019	5.1	75%	50%	0.05
2022	5.3	75%	55%	0.28
2023	4.8	69%	49%	0.01

In September 2023 we changed the structure of the school day from five 60-minute lessons to three 100 minute lessons to ensure

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

Over recent years, Bottisham Village College has consistently achieved outcomes that are above average or in line with the national Progress 8 benchmark, reflecting a solid foundation in student progress. Yet, our vision is to elevate our performance significantly above the national average, with a particular focus on making exceptional progress for all students, especially our most disadvantaged. Despite our achievements, the Inspection Data Summary Report (IDSR) has identified that these students have not performed as well as expected in various subjects. To directly address this, we are launching a new phase in our college improvement priorities, centred around developing an assessment culture and forming a Raising Attainment Team. This strategic move aims to enhance our assessment frameworks, enabling quicker identification of underperformance and the implementation of targeted interventions, with a special emphasis on Key Stage 3. Our commitment to these improvements is a testament to our unwavering dedication to advancing educational outcomes for every student, ensuring equitable progress and success.