

Bottisham Village College

Improvement Priority Update

October 2025



Our most recent inspection took place on 26th and 27th March 2024 and a copy of the report can be found [here](#).

We have been working on some key areas of the college as part of our improvement priorities and we want to update you on our priorities.



1

Curriculum Structure

2

Consistent Procedures When
Reporting Bullying

3

SEND in the Classroom



CURRICULUM STRUCTURE

Having experienced 2 years of our new curriculum structure and our five phase lessons, The Class of 2025 excelled and achieved some of our best results in the reformed 9-4 qualification era.

These results provisionally place BVC 13th in Cambridgeshire



Grade 5+ in English and Maths

57%

An increase of 5.2%



Grade 4+ in English and Maths

77%

An increase of 4.6%



2 Sciences at 5+

54%

An increase of 3%

11.6% HIGHER THAN THE NATIONAL AVERAGE

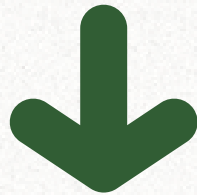
11.8% HIGHER THAN THE NATIONAL AVERAGE

17.1% HIGHER THAN THE NATIONAL AVERAGE

Next



To further embed our teaching and learning strategy



For attainment to rise again in 2026



For students to reach their potential, putting us in the top 10 Cambridgeshire Schools



SEND

SEND Review: 15/10/25

This month, key members of The Anglian Learning Trust were welcomed to the college to review the progress we are making with this finding from the inspection. Their report highlights the key developments for stakeholders.

1. Stronger Leadership and Strategy

- A dedicated SEND leadership team meets weekly, with clear accountability for middle leaders: this approach ensures consistency.

2. Improved Support and Provision

- TAs are strategically deployed in core subjects.



3. Development of Planning and Identification

- All EHCP students have termly reviews
- A streamlined referral process ensures timely interventions and clear tracking.
- Staff contribute to Learning Plans supporting students with SEND in the classroom.

**SAVE
THE DATE**

19/11 4pm

Our first SEND event of the year at BVC



4. Inclusive Classroom Practice

- Every classroom is equipped with an “Inclusive Box” containing practical resources such as overlays, whiteboards, and chair bands to support pupils with ADHD and other needs.
- Mechanisms are consistently used and understood by pupils, helping them self-regulate and access support when needed.
- Staff have received further CPD on inclusive pedagogy and EHCPs, and are encouraged to reflect on the effectiveness of strategies like scaffolding and sentence starters.
- Pupils report feeling safe and supported, especially in the learning support area, which they describe as calm, fun, and welcoming.

An excerpt from the report

“ **All noticed excellent behaviour management. All lessons visited had a calm and productive atmosphere which enabled most pupils with SEND to be focused.** ”



PROCEDURES

To ensure that BVC is a safe environment for all.

EMBEDDING THE APPROACH

Over the past year, we have embedded a much stronger, evidence-based approach to prevention, intervention, and culture change. All staff have received further training to improve consistency in identifying, recording, and responding to bullying and child-on-child abuse, with a particular focus on understanding the group dynamics that sustain it — including the roles of perpetrator, bystander, assistant, and victim. This training ensures that responses go beyond managing isolated incidents to addressing the underlying behaviours and relationships that enable bullying to occur.

STRUCTURED AND RESTORATIVE

Our interventions are now structured and restorative, designed to change behaviour rather than simply sanction it. Students involved in bullying take part in reflection activities and restorative conversations, with clear expectations for future conduct. Where patterns of behaviour persist, senior leaders, including the Principal, meet directly with students and parents to reinforce college values and secure positive change.

For those affected by bullying, our pastoral and safeguarding teams provide personalised support, ensuring every concern is taken seriously, followed up promptly, and revisited over time. Regular check-ins help to rebuild confidence and ensure that students feel supported long after an incident has been resolved.

MEASURABLE DIFFERENCE

This work is making a measurable difference. Student surveys show that those identifying bullying as a problem have fallen from **34% to just 8%** over the past year. Confirmed bullying cases have reduced by two-thirds, and repeat incidents are now exceptionally rare — clear evidence of a community increasingly defined by respect, empathy, and accountability.

We are deeply grateful to all staff and parents who have contributed to this progress, and especially to our students — those who have spoken up, supported others, and helped shape the culture of kindness and inclusion that sits at the heart of Bottisham Village College.



ADDITIONAL UPDATES

Over the course of this term, it has been our pleasure to welcome our community into the college for a tour during the school day. After each tour, we ask our guests for feedback.

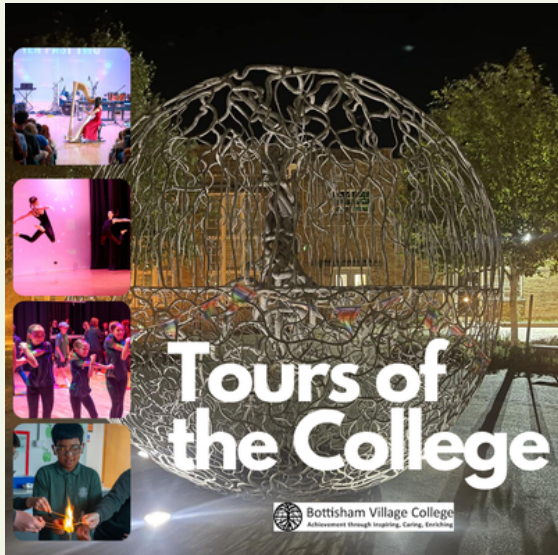
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“We were really impressed with the level of student engagement during lessons. We also thought the school looked really well kept, with modern equipment. The whole place felt calm. And our tour guide was very friendly, helpful and informative.”

“The school was very calm and children seemed really engaged with their learning. It was nice to see the positive relationships between staff and students.”

“The senior leader was very helpful and friendly. Lots of my questions were answered and my daughter feels excited and reassured about coming to Bottisham school.”

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Parent Forum

We'd like to extend our gratitude to The BVC Parent Forum, a group who gives us feedback and helps us steer some of our strategies and decisions.

Here they are helping us with the final draft of this document.

If you are interested in joining this group, please email us:

mmerry@bottishamvc.org

