

# **CLYST VALE COMMUNITY COLLEGE**

## **COLLEGE IMPROVEMENT PLAN**

**2020-2021**

Approved by the Full Governing Body  
14<sup>th</sup> December 2020

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## Governors' Vision Statement

### ***RESPECT; PARTICIPATE; LEARN.***

- We are an inclusive learning community, producing the best outcomes for every child, the best work environment for staff, and a place where parents participate.
- We support and develop each individual, instilling ambition, enabling everyone to fulfil – often exceed – their potential.
- Our curriculum is rich and engaging, with progressive and effective teaching at its heart, ensuring our children have the broadest and best learning opportunities inside, and outside, the classroom.
- Our school is recognised for clear, strong leadership and governance, both within and beyond the school.
- Clyst Vale is a pioneering member of the local education community, putting the needs of each and every child first to ensure they have the very best possibilities within the school and beyond as they succeed throughout life.

### ***OVERARCHING AIMS***

This plan, both in its entirety and its individual priorities and actions, has the twin intentions of **increasing student aspiration** and through this **improving outcomes**.

## External and Self-Evaluation 2018-20

### Ofsted Issues for Action (2019)

- Leaders should ensure that a suitably organised curriculum is offered to pupils in every subject.
- Leaders should identify the component knowledge they want pupils to acquire over the course of key stage 3 and use assessment to check that pupils are understanding and remembering this.
- The special educational needs coordinator should have time and opportunity to advise teachers.
- Leaders should ensure that pupils, including disadvantaged pupils and pupils with SEND, receive effective teaching in languages, and are encouraged to persist with their language learning.
- Leaders should focus on the attendance and extra-curricular activities of vulnerable students.
- Leaders should ensure that provision for students in alternative provision is safe and suitable.

### Ofsted Issues from 2018 Section 8 Visit

Enable all students, including the most able and those who are disadvantaged, to make outstanding progress by ensuring that the College

- improves Attendance
- improves outcomes in Mathematics
- improves outcomes for Priority Learners
- improves outcomes at A-level

### 2020 results

- The 2020 A-level, GCSE and vocational results were awarded through centre-assessed grades. The DfE has made it clear that these results cannot be used by Ofsted to judge performance, that league tables will not be produced, and even at a granular level results should not be used to judge performance of individual departments or teachers.

### 2020 results (continued)

- 2020 CAG A-level suggest that standards are being maintained. VA score above zero. Several fragile students so this would have been good. All students were able to progress to university
- GCSE/L2 results would have been good, too. P8 of 0.2 would have been a “best-ever” result. Relative to each other, there were still gaps between boys-girls; SEND and PL “performed” less well.

### Other

- Institute of Physics Gender Balance visits demonstrated that our provision for gender equality is comparatively very good. We still have some old-fashioned practices: Head Boys and Girls, seating and queuing arrangements.

### Contextual

- Maintained standards, morale, budget balanced and resilient
- Challenging 2-3 years financially
- Years 7, 8 and 10 full, although Sixth Form recruitment a concern

- New SLT clearly making a difference; despite covid, positive momentum and sense of direction

## Improvement Plan 2020-21 Outline Summary and “Big Picture”

	PRIORITIES	Leads *appraisal objective	2019 Ofsted Issues	CVCC Common Priorities	<u>Minimum</u> Headline Targets (2020-21)
	<b>RAISING ACHIEVEMENT</b>				
1	Recovery from Lockdown	KB*		✓	Clear expectations and communication. Re-establish firm but flexible approaches. Recognise re-entry will be hard for some students and colleagues; appropriate support mechanisms. Maintain and refine Welfare Team approach as appropriate.
2	Curriculum	SJ*	✓	✓	Development of departmental medium-term plans Year 10-11 curriculum reviewed for 2021 to better meet the needs of all students Curriculum review to audit explicit over-arching RRS themes and content (equality, climate)
	SEND students	PSu*	✓	✓	SEND Plan completed and implemented. Review of staffing levels and deployment. Improved pedagogy to ensure high quality inclusive teaching and learning through targeted use of CPD. Significant improvement towards being in line with national outcomes for P8.
	Catch-up Programmes	PSu*			Rapid identification of target groups and individuals. Implementation of National Tutoring Programme. Action plan for catch-up support funding, including replacement of Year 7 programmes. Continuation of initiatives to close attainment gap for PL students and significant improvement towards being in line with national outcomes for P8.
	Teaching & Learning	SJ*	✓	✓	Scoping coaching “drive team”. Development of approaches from remote learning experience, including “Teams” to set homework. Explicit focus on SEND teaching. More robust QA of T&L. Establish culture of professional learning.
3	Reporting & Assessment	ABa*			Implementation of revised assessment and reporting schedule. Years 7-9 assessments increasingly align with curriculum development, Develop a unified streamlined College Data Team to provide more robust information for monitoring Review College MIS and develop plans to implement a switch to Edulink
4	Leadership & Management	KB			Stronger focus on key priorities throughout L&M structures and meetings. Leadership review to include structures, UPS expectations and TLRs. More robust performance management (including Appraisal process).
5	Developing the Ethos	PSu, KB*			Development of a coherent “pastoral curriculum” (C42, assembly and tutorial programme, RRS). Resume improvement and development of structures for student voice

				Change of emphasis: RRS (Year 3 of 5) becoming the ethos not part of the ethos. Gold Award achieved.
6	Building Post-16	KB, CHa		Increased recruitment in terms of numbers 2021. Improved (niche) marketing. Maintain and improve on exam outcomes. Development of long-term and medium-term plans in A-Level and L3 courses.

## Improvement Plan Action Plans

MAIN PRIORITIES	KEY ACTIONS	WHO ?	COST IMPLICATIONS
<b>RECOVERY FROM LOCKDOWN</b>  <b>KB</b>	Clear expectations and communication. Re-establish firm but flexible approaches. Recognise re-entry will be hard for some students and colleagues; appropriate support mechanisms. Recovery curriculum: identification of learning gaps and approaches to ensure them Maintain and refine Welfare Team approach as appropriate to ensure sense of belonging. Maintain and develop blended learning approaches [see below, T&L]	KB KB. All  All HoDs PSu	None. All achievable within existing budgets and structures

MAIN PRIORITIES	KEY ACTIONS	WHO ?	COST IMPLICATIONS
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<p><b><u>CURRICULUM</u></b></p> <p><b>SJ</b></p>	<p>Whole College Curriculum Intent to be explicit and shared with all key stakeholders</p> <p>Review of KS4 courses and viability of broadening vocational offer to better meet the needs of all students</p> <p>Curriculum audit to map delivery of RRS. Review of provision to inform curriculum development to ensure themes and content are being covered. DLD to be revised to include RRS focus</p> <p>Subject Action Plans in place for each subject area detailing action needed to address key targets linked to OFSTED improvement priorities</p> <p>HOD to construct medium term curriculum plans for KS3 and ensure KS4 and KS5 curriculum plans are reviewed and updated. Curriculum plans to include details on delivery or RRS and adaptations to support teaching of SEND students</p> <p>New Assessment Policy ready for Autumn Term</p> <p>Departments develop level descriptors to assess performance at KS3, curriculum plans updated to include summative assessments</p>	<p>SJ</p> <p>SJ</p> <p>KB</p> <p>HoDs</p> <p>HoDs</p> <p>SJ, AB</p> <p>HoDs</p>	
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<p><b><u>SEND</u></b></p> <p><b>PSu</b></p>	<p>SEND Plan finalised and implemented: Spring 2021.</p> <p>Structured and regular monitoring of progress of plan</p> <p>Sustained data analysis and monitoring</p> <p>Improved pedagogy to ensure high quality inclusive teaching and learning through targeted use of CPD.</p> <p>Review of staffing levels and deployment.</p> <p>Improve quality/accessibility of information afforded to staff at the start of year and throughout year.</p> <p>Greater involvement of SENDCo in Year 9 Options process</p> <p>Improve attendance of SEND learners through improved monitoring and intervention</p>	<p>GL, PSu</p> <p>KB, PSu</p> <p>KB, PSu</p> <p>SJ, GL</p> <p>PSu, AH</p> <p>GL</p> <p>GL, SJ</p> <p>PSu, GL</p>	
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<p><b><u>CATCH UP PROG- RAMMES</u></b></p> <p>PSu</p>	<p>Action plan for catch-up support funding, including replacement of Year 7 programmes. Establish financial monitoring and controls for the additional funding including PL Allocation Rapid identification of target groups and individuals. Implementation of National Tutoring Programme; target years 7 and 10 Continuation of initiatives to close attainment gap for PL students and significant improvement towards national outcomes for P8. Provision of laptops to students who have no ICT at home</p> <p><b><u>PRIORITY LEARNERS</u></b> Increased monitoring through data analysis and learning walks Enhanced careers provision, including additional interviews with careers adviser Support homework club Continue to rebalance funding to support individuals more effectively</p>	<p>PSu, AH PSu, AH PSu, AB PSu  PSu, VO AB  VO NB, AK SLT AH</p>	<p>Note: significant funding of £68960 and £168312 for PLs. Please see separate plans and monitoring</p>
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<p><b><u>TEACHING &amp; LEARNING</u></b></p>	<p>Scoping a coaching “drive team” for Sept 2021.evolving from the Teaching and Learning Group of Lead Practitioners Lead Practitioners to continue to develop expertise, share best practice and support a culture of professional learning. Lead Practitioners to develop expertise in ‘blended learning’ and how technology can be used to support high quality teaching and learning remotely. including “Teams” to set homework. Explicit focus on SEND teaching through Lead Practitioners and learning walks to focus on classroom provision for SEND students More robust QA of T&amp;L through lesson observations and learning walks. Feedback provided to staff, underperformance identified, challenged and support put in place. CPD twilights to focus on improving quality of T&amp;L through focusing on key priorities, including blended learning and provision for SEND students.</p>	<p>SJ  SJ, T&amp;L group  SJ, GL  SJ, HoDs  SJ</p>	<p>£500 to support meetings in summer       £1000 for external input [CPD]</p>
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<p><b><u>REPORTING &amp; ASSESSMENT</u></b></p> <p>AB</p>	<p>Implementation of revised assessment and reporting schedule, including development of a parent focus group.</p> <p>Years 7-9 assessments increasingly align with curriculum development,</p> <p>Develop a unified streamlined College Data Team to provide more robust information for monitoring</p> <p>Review College MIS and develop plans to implement a switch to Edulink</p> <p>Improve the “RAP” lessons to increase quality of reflection on progress by students.</p> <p>Review and improve target-setting approaches.</p> <p>Re-establish a performance monitoring forum, and mechanisms to identify specific groups of students for intervention</p>	<p>AB</p> <p>SJ, AB</p> <p>AB</p> <p>AB, AH</p> <p>AB</p> <p>AB</p> <p>AB</p>	<p>£4000 [services]</p>
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<p><b><u>LEADERSHIP &amp; MANAGEMENT</u></b></p> <p>KB</p>	<p>Stronger focus on fewer key priorities throughout L&amp;M structures and meetings.</p> <p>Continue making existing Link systems tighter, more efficient, and consistent</p> <p>Review Appraisal system, timescales, deadlines, and paperwork, including alteration of Pay Policy as necessary to ensure more robust performance management</p> <p>Leadership review to include structures, UPS expectations, TLRs, time allowances, especially for middle leaders; any changes for September 2021.</p> <p>Extend existing approaches to monitoring: more learning walks, student voice: development of College Council into a teaching &amp; learning focus group</p>	<p>KB</p> <p>SJ</p> <p>KB</p> <p>KB, AH</p> <p>SJ, KB</p>	<p>Costs (if any) in 2021-22</p>
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<p><b><u>DEVELOPING THE ETHOS</u></b></p> <p>PSu, KB</p>	<p>Development of a coherent “pastoral curriculum” (C42, assembly and tutorial programme, RRS).</p> <p>Resume improvement and development of structures for student voice: after lockdown, resurrect College Council, Climate Group, Youth Cultural Champions, Mental Health Group.</p> <p>Integrate these various groups Ensure RRS content and themes established broadly across the curriculum (see above)</p> <p>Support for RRS (courses, photocopying, events)</p> <p>Achieve RRS Gold Award Spring 2021.</p> <p>Sustain rewards of badges and postcards</p>	<p>PSu</p> <p>KB</p> <p>SW, KB</p> <p>PSu, HoS</p>	<p>£1200</p> <p>£1500 fee</p> <p>£500 [rewards]</p>
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	Maintain Youth Parliament involvement: national vote, candidacy for YP.	CB	
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<b><u>BUILDING POST-16</u></b>  KB, CH	Improved marketing and publicity: Promotional Videos for virtual recruitment. Increased recruitment in terms of numbers 2021. Focus on internal recruitment.	CH CH	£2800 [marketing]
	Recovery from lockdown Identification of learning gaps Y12-Y13; catch-up support introduced Enhanced tutor programme with focus on individual support Additional mental health support (external) Maintain and improve on exam outcomes: Monitoring of lower-performing subjects in 2019: Hi, Ma, Soc, Art, Psych. Ensure pre-16 developments in blended learning apply equally to Post-16; focus on live lessons as groups smaller Focus on developing study skills Increased variety and matching student needs in lessons Development of long-term and medium-term plans in A-Level and L3 courses.	A-level Tchrs CH, Tutors CH  CH, KB CH  CH, Tchrs Tchrs CH, SJ	£600 [P-16]

## Strategic Context: Resources

Please refer to Appendix A for budget projections. Student numbers dictate funding but are lagged; they are the “actual” numbers for the preceding year.

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Budget Headlines</b>	Years 7,8,10 full. Year 9 almost full. Small Sixth Form.				
<b>National Funding</b>	Uplift and catch-up 2020-21, eroded by unfunded pay rise and covid costs. No new money. Impacts of Brexit, covid, recession.				
<b>Housing gain to 2025 (approx. figures)</b>	Old Park Farm 1100 dwellings; Tithebarn 900; Redhayes 580; Tithebarn Green 380; Hill Barton Farm 750; Friends Provident 300. Total c4000 in catchment. 4000 dwellings → 400 secondary students. Plus infill, Ottery, Exeter and Cranbrook expansion.				
<b>Lagged student nos P-16</b>	82	85	85	90	
<b>Lagged student nos 7-11</b>	808	853	879	890	
<b>Funding, not actual. Total</b>	890	938	964	980	
<b>Age profile teaching staff</b>	4>60	4>60	7>60		

<b>(end of academic year)</b>	13>55	15>55	15>55		
<b>Age profile support staff (end of academic year)</b>	1>65 9>60 19>55	3>65 9>60 19>55	4>65 15>60 22>55		
<b>SLT succession</b>	1x60+	1x60+	1x60+	2x60+	1x65+, 1x60+
<b>Student profile: KS2 attainment for Y11</b>	71% at or above expected level @KS2 Current Y11	79% at or above expected level @KS2 Current Y10	80% at or above expected level @KS2 Current Y9	83% at or above expected level @KS2 Current Y8	Current Y7
<b>ICT Infrastructure</b>	£32,014	£24574	tbc	tbc	

## Monitoring and Evaluation

	<b>Governors</b>	<b>SLT</b>	<b>Middle Leaders</b>
<b>Main Foci</b>			
Recovery from Lockdown	CL&T Committee F&R Committee Full Board	Link Meetings Heads of Dept Meeting Student voice	Dept SEF and Action Plans Observations and drop-ins, book scrutiny Student voice
Curriculum	CL&T Committee Full Board	Link Meetings Heads of Dept Meeting Student voice	Dept SEF and Action Plans Observations and drop-ins, book scrutiny Student voice
SEND students	CL&T Committee Full Board	Link Meetings PSu/ Heads of School Link Meetings Observations and drop-ins, book scrutiny Student voice	Dept SEF and Action Plans Observations and drop-ins, book scrutiny Tracking of outcomes Student voice

Catch-up Programmes	CL&T Committee Full Board	SLT Meetings Tracking of Outcomes and student activity Student voice	Monitoring team meetings Tracking of Outcomes Student voice
Teaching & Learning	CL&T Committee Full Board	Heads of Dept Meetings Link Meetings Observations and drop-ins, book scrutiny Student voice	Team Meetings Observations and drop-ins, book scrutiny Student voice
Reporting & Assessment	CL&T Committee Full Board	SLT Meetings Heads of Dept and Head of School Meetings Parent Voice	Contribution through Heads of Dept' meetings and Links; support for teams
Leadership & Management	CL&T Committee Full Board	SLT Meetings Link Meetings Appraisal Heads of School Meetings	Active, frequent monitoring of behaviour and attendance data Appraisal
Developing the Ethos	CL&T Committee Full Board	SLT Meetings Link Meetings Heads of Dept Meeting Student voice Key groups: RRS, SDG, YCC, MH	Integral to curriculum, T&L, behaviour Link meetings Observations and drop-ins, book scrutiny
Building Post-16	CL&T Committee Full Board	SLT Meetings KB/CH Link Meetings	CH access to Heads of Dept and Heads of School Meetings

## Appendix A: Forecast Budget

	<u>2020/21 £'000</u>	<u>2021/22 £'000</u>	<u>2022/23 £'000</u>
<b><u>a) Income</u></b>			
GAG Funding	<b>4,721.7</b>	<b>4,974.7</b>	<b>5,188.3</b>
Other Govt Grant	<b>108.5</b>	<b>108.5</b>	<b>108.5</b>
Private Sector Funding	<b>8.0</b>	<b>8.1</b>	<b>8.2</b>
Standard Funds	<b>199.2</b>	<b>199.2</b>	<b>199.2</b>
Other Income	<b>12.3</b>	<b>12.6</b>	<b>12.9</b>
Total Income	<b>5,049.7</b>	<b>5,303.1</b>	<b>5,517.1</b>
<b><u>b) Expenditure</u></b>			
Teaching Staff	<b>3,169.8</b>	<b>3,314.2</b>	<b>3,443.0</b>

Premises Staff	125.0	129.4	132.4
Educational Support Staff	720.4	743.1	764.3
Admin and Clerical Staff	270.7	279.3	287.7
Other Employees Costs/Expense	71.2	71.4	71.4
Premises Costs	295.7	305.7	312.5
Learning Resources	269.7	274.3	279.4
Supplies and Services	180.5	182.0	183.5
Total Expenditure	5,103.0	5,299.4	5,474.1
<b><u>c) Summary Position</u></b>			
In Year Position	-53.3	3.7	43.0
Balance Brought Forward	178.2	124.9	128.7
Balance carried forward	124.9	128.7	171.6
<b><u>2. BALANCE INFORMATION</u></b>			
General School Revenue Balance	124.9	128.7	171.6

## Appendix B: Summary of CIP Expenditure 2020-21

Focus	Description of Likely Actual Costs	Cost From CIP budget	Cost from other budgets	Funding Source (CIP budget unless stated otherwise)
Pre-commitments	GCSE Pod	3280	0	
Recovery from Lockdown		0	0	
Curriculum		0	0	
SEND students		0	0	

Catch-up Programmes			44824 24136 168312	General catch-up NTP Funding PL allocation
Teaching & Learning	To support T&L group/coaching meetings/CPD	500	1000	CPD
Reporting & Assessment			4000	Services
Leadership & Management				
Developing the Ethos	Badges and postcards RRS Budget Gold Award Accreditation Course fees	1000 1500 200	500	Rewards
Building Post-16	Promotional Videos Mental Health Support		2800 600	Marketing Post-16
	Total	6480	246172	
	Allocation £12000. Contingency	5520		

## Appendix C: Glossary & Abbreviations

A8	Attainment 8: headline performance measure
AS, A2	AS and A2 are the two components of the A-level
AtHoS	Assistant(s) to Head(s) of School
C42	Course 42, Clyst Vale's name for PSHE
CAG	Centre Assessed Grades
CIP	College Improvement Plan
CL&T	Governors' Curriculum, Learning and Teaching Committee
CPD	Continuing Professional Development (training)
CSW	Careers South West
CVCC	Clyst Vale Community College
DLD	Deep Learning Day (timetable collapse day)

EBacc	English Baccalaureate (a suite of subjects, and a performance measure)
EduLink	A more intuitive Management System
F&R	Governors' Finance and Resources Committee
FFT	Fisher Family Trust; educational statistical endowment
GAG	General Annual Grant funding: the basic funding grant from government
GCSE	General Certificate of Secondary Education
GCSE Pod	On-line revision package based on podcasts
MH	Mental Health
MIS	Management Information System
ML	Middle Leader
NLE	National Leader in Education
NSSW	Next Steps South West: joint university programme targeting postcode areas with low higher education uptake
P8	Progress 8; headline statistical measure
PL	Priority Learner (CVCC's name for Disadvantaged Learners)
PSHE	Personal Social & Health Education
QA	Quality Assurance
RAP	Review Achievement and Progress; structured activity in tutor groups after a TPR
RRS	Rights Respecting School (Award); programme to emphasise children's rights backed by UNICEF
SDG	Sustainable Development Goals (United Nations, part of RRS)
SEND	Special Educational Needs & Disability
SLT	Senior Leadership Team
SIMS	School Information Management System (computer system)
STEM	Science, Technology, Engineering & Maths
TA	Teaching Assistant
T&L	Teaching & Learning
TPR	Termly Progress Report (to parents)
TSA	Teaching School Alliance (group of schools led by a Teaching School)
YCC	Youth Cultural Champions

## Appendix D: Staff Initials

AB	Allen Bailey, Associate SLT
AH	Ann Hopkins, College Manager
AK	Angie Kibble, Independent Careers Adviser
CH	Claire Haynes, Sixth form Coordinator
GL	Gaby Long, SENDCo
HoD	(Heads of Department)
HoS	(Heads of School)
KB	Kevin Bawn, Principal
NB	Nicola Bennett, Course 42 & Careers Coordinator
PSu	Paul Sutton, Deputy Principal
RB	Chen Battishill, Teacher of B&V, RRS Steering Group
SJ	Sara Jacobs, Deputy Principal
SLT	(Senior Leadership Team)
SW	Sara Watt, Key Stage Coordinator in English, RRS Lead
VO	Head of English and Coordinator for Priority Learners