



COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 2 December 2024

To be held from 5.45pm

Remotely through Teams

Membership: Cerian Webb (Chair); Zoe Andrews (Principal); Vicky Ellaway-Barnard; Alison Bigglestone-Widdows; Vikki Cantrill; Maria Derrick; Mark Phillips; Kate Tarlow; Lorraine Young.

In attendance: Judith Chipps; Clive Crisford; Kath Goudie; Hanan McKeand; Jo Myhill-Johnson; Amelia Parker; Sarah Powell; Paddy Winter.

Clerk: Melanie Basson

ACTION SUMMARY			
Minute Reference	Summary	Responsible	Deadline
07.10.2024 Agenda item 5	Marketing item to be removed from future Principal's Report.	Clerk Principal	Autumn Term 2
	Clerk to share 'item for Board' with the Governance Team	K Sills	Complete
07.10.2024 Agenda item 7	Safeguarding Link report to be shared at the next meeting.	Safeguarding Link Member	Agenda item 6
07.10.2024 Agenda item 9	Members to confirm their completion of statutory safeguarding training with the Clerk.	LGC	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies	Oral item - Chair
2	2 mins	Declarations of interests	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 7 October 2024	Papers attached (pp3-8) - Chair
4	40 mins	Principal's Update	Papers attached (pp9-25) (Appendices attached separately) - Principal
5	5 mins	Careers and Post 16 destinations	Oral item (Chair)
6	5 mins	School visits and risk <ul style="list-style-type: none"> Safeguarding visit report 11.10.2024 	Papers attached (TBC) -Chair
7	5 mins	Chairs update and questions	Oral item - Chair

		<ul style="list-style-type: none"> • Inset day change – impact • Vivify system 	
8	2 mins	Future agenda items and confirmation of forthcoming dates: <ul style="list-style-type: none"> • Date of next meeting 27 January 2024 - Remote 	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair

Cottenham Village College - Local Governance Committee (LGC)

Minutes of Meeting: 7th October 2024 (*meeting held at Cottenham Village College*)

Members Present:	Cerian Webb (Chair), Alison Bigglestone-Widdows, Vikki Cantrill, Maria Derrick, Kate Tarlow, Vicky Ellaway-Barnard, Mark Phillips, Lorraine Young
In Attendance:	Zoe Andrews (Principal), Judith Chipps, Clive Crisford, Hanan McKeand, Paddy Winter, Kendal Sills (Acting Clerk – attended virtually) Kath Goudie
Apologies:	Melanie Basson (Clerk), Amelia Parker, Sarah Powell, Jo Myhill-Johnson.

ACTION SUMMARY			
Minute Reference	Summary	Responsible	Deadline
Agenda item 5	Marketing item to be removed from future Principal's Report.	Clerk Principal	Autumn Term 2
	To provide materials earlier (particularly policies) where possible at future meetings.	Clerk Principal	Ongoing
	Clerk to share 'item for Board' with the Governance Team	K Sills	October 2024
Agenda item 7	Safeguarding Link report to be shared at the next meeting.	Safeguarding Link Member	Autumn Term 2
Agenda item 9	Members to confirm their completion of statutory safeguarding training with the Clerk.	LGC	31 st October 2024

FUTURE AGENDA ITEMS		
Summary	Responsible	Meeting
Careers/Post 16 destinations (to include data from the local authority).	Principal	AU2

Prior to this meeting, Governors attended an annual safeguarding training session with CVC DSLs, Hanan McKeand and Helen Stearn.

1) Election of Chair

Following due process, Cerian Webb appointment as Chair for the academic year was ratified.

2) Introductions and apologies

The meeting started at 5.45pm. The Chair welcomed all attendees.

Apologies for absence were received and accepted for Amelia Parker, Sarah Powell (SLT), Jo Myhill-Johnson and Melanie Basson (Clerk).

The Chair shared an extended welcome to Ms Derrick and Ms Young and thanked them for their time joining the LGC.

3) Annual Declaration of Pecuniary interests and Declarations of interest

There were no declarations of pecuniary interest arising from agenda items.

Members to ensure completion of annual declarations.

4) Minutes, action tracker and matters arising

The minutes of the previous CVC LGC meeting held on 24th June 2024 were ratified electronically on 15th July 2024 and adopted by the committee.

The committee reviewed matters arising and acknowledged progress of actions as detailed in the action tracker.

The committee adopted the minutes as a true and accurate record of the meeting.

5) Principal's Update

The Principal's Update was circulated to the committee in advance of the meeting. Taking the report as read, the update focussed on:

Safeguarding

When asked about the school's response to the increase reporting of racism particularly related to a growing number of refugee children. The Principal reported that the school is proactively addressing these concerns through welcome assemblies, incorporating messages into Personal Development sessions, and reinforcing anti-racist messages. Students are reminded that they can report concerns to staff members. The Principal shared that the school has adopted 'It Stops Now' campaign and continues to prioritise tackling discriminatory language.

When asked about the additional curriculum support for EAL students. The Principal shared that the school recognises the need for further curriculum access support, noting last year, 12 students required intensive support, and a few more have joined this term. Discussion led to the requirement of securing adequate resources. It was reported that the Teaching Assistant (TA) who left over the summer with expertise in teaching English as an additional language has not yet been replaced. The Principal reported that efforts are being made to connect with local networks, including Cambridge secondary heads in the hope to gain additional support and expertise.

Examination outcomes 2024: analysis and review Including an overview of KS4 headline results-

The Chair informed members that she had previously discussed the detailed exam analysis with Mr Carnaby.

The Principal was asked to share headline results and analysis, the following was shared:

- The provisional GCSE attainment 8 score has decreased in comparison with 2023, however progress 8, which factors in KS2 scores, is expected to be similar to 2023. The Year 11 cohort has increased in size and now includes 180 students compared to 140 four years ago. The cohort entered the school with a lower academic profile (based on KS2 results), which accounts for the drop in overall attainment.
- Progress 8 data will be available week commencing: 14th October (now delayed), but early indications suggest that the score should be in line with a positive progress 8 and the school is pleased with the progress made by the cohort.
- Recruitment challenges in the English department continue to be an issue. Several Senior Leadership Team (SLT) members are covering vacancies, and the school is advertising for two English teachers, with potential consideration of a TES subscription for recruitment.
- History results have significantly improved, with 17 students achieving Grade 9, showing the impact of changes to the curriculum. The same efforts will continue this academic year.
- Strengths include consistently strong results in Maths, Science, and EBacc subjects, with Spanish performing in the top 10% nationally (FFT comparison).

- **When asked about the gap for Disadvantaged (DA) and SEND students.** The Principal shared that staff development is focused on supporting vulnerable students and identifying individual need. Progress in these areas will be reviewed next year, with additional insights expected in November for national figures.
- It was highlighted that the DA profile for the school was changing with an increase in the number of students classified as DA.
- Due to the cancellation of KS2 assessments in 2020 and 2021 (as a result of the covid-19 pandemic), the school will not receive Progress 8 scores for the next two years, only Attainment 8. CAT4 testing has been conducted to better understand the students' profiles to enable internal assessment of GCSE attainment relative to CAT4 test results.

Year 11 Maximising Achievement Plan

The Principal shared the Year 11 exam preparation plan for 2024-25, which includes balancing time given to mock exams with lesson time and noted that the content and format mock exams are centrally designed for use across all Astrea schools. **When asked if this was the right method for CVC.** The Principal shared that there will be a focus on minimising the time spent in assessment windows to maximise learning and content coverage.

When asked about the impact of staffing issues in the English department, continuity for students, and whether the intention was to set Y11 English based on the trial setting for the previous cohort. The Principal confirmed that Y11 groups will remain as they are, with a review after the November mocks to identify any necessary changes. The Principal shared that English specialist remain with Year 11 classes, which unfortunately may impact Key Stage 3 (KS3) specialist teaching but was hopeful this would just be for one term.

Parent engagement and feedback continue to be a focus, with a Year 7 lunch event and ongoing parental surveys. Family lunches have been introduced for Year 7 students, which has been positively received.

When asked about students below reading age and the expected time spent on additional reading sessions noting their revision commitments. Ms Chipps highlighted that this was a small number of students receiving targeted intervention, with one student undertaking the Fresh Start programme and additional sessions for students needing extra help. The school promotes reading for pleasure and support with homework. The Principal shared that work was being undertaken to ensure that there was no overlap between the homework programme and revision.

Parental Engagement

Feedback from parents in relation to homework was discussed.

It was confirmed that the SEN parent forum was continuing, with a meeting planned towards the end of half term **however there is currently no intention to restart the general parent forum as the attendance at previous forums was very low (generally fewer than 10 parents).** The Principal reported on the increased responses from parental surveys and shared an example of a planned survey to Year 7 parents and students regarding their transition and level of challenge within learning.

When asked if family lunches had been introduced. The Principal noted that for a 20 minute period, Year 7 students have their lunch seated (to ensure they are eating properly and reducing the amount of litter around the site) and staff who are available are invited to attend including Year 7 tutors and members of SLT who will speak with students about their school experience.

When asked about the cost of food in the canteen, in relation to there being no cap of what a student can spend and the potential impact on some families. The school is working to ensure parents are aware of how to manage spending via the app, and the Principal noted that they are supporting families where needed with additional guidance.

Teaching and Learning

When asked about the focus for staff training days. Mrs Goudie outlined the current focus of training days, which are based on the School Development Plan and response to classroom outcomes (which includes

behaviour management and supporting SEND students). Continuous Professional Development (CPD) remains a priority, with active training sessions and feedback opportunities for staff in place.

When asked about the teaching strategy 'Show Call'. Mrs Goudie advised that this is one example of the methods which teachers can use to support Teaching and Learning and careful training is provided to ensure this is delivered in a sensitive manner and is aimed to share and value students work.

Behaviour and Culture including updated Suspension Reduction Plan

The Principal shared that the school has made progress in reducing internal truancy, though suspensions are currently higher than the same period last year, particularly among Year 11 students. A clear strategy is in place to address individual student behaviour and identifying barriers to staying the classroom.

When asked about the new school uniform. The Principal informed that the new uniform has been well-received by students and parents, with only minor feedback about availability. Next year, the only skirt option for all students will be the new checked skirt (as worn by current year 7s).

Members noted that a standard school bag had been introduced for all Year 7 students. The Principal highlighted that the bag was selected for its practicality and affordability.

The Chair commented positively on the new uniform and commended students for their support and engagement during the open evening.

Attendance Including an updated attendance action plan

Noting attendance being a key trust focus, a question was raised to what the school is doing to make sure that school attendance is high. The Principal noted that while most students enjoy attending school, there are still challenges with a small number of persistently absent students. The school is working closely with families to address this. Attendance remains a key focus, particularly for SEND and PP students. Early interventions have been implemented, and the school is using Bromcom to improve communication with parents regarding absences.

Following discussion about the new DfE attendance reporting requirements, **when asked if the school was ensuring that automatic letters on attendance are not sent to parents for those students on a reduced timetable.** It was confirmed this was the case.

AIP for 2024-25 / SEF 2024-25

The Principal outlined the key areas of focus for the coming year, which align with trust priorities.

Marketing for 2024

It was agreed that marketing efforts for admissions had been scaled back due to stable admissions. **The Chair asked that this section can be removed from future report. Action: Clerk / Principal**

HR, Operations and Site Update

The Principal was pleased to report that a new Teacher of English had joined the school and will be recruiting another full-time English teacher.

The Principal shared that updates include a replacement fire door and repairs to the front gates, which will be completed on 8th October.

Any other academy matters including enrichment and community

The Principal reported on the loss of after-school bus service which has significantly impacted student attendance at clubs and enrichment activities, particularly for those in rural areas. The school is exploring grant options to address this issue and is in discussions with the trust about funding a late bus service. **Members highlighted the reduction of PE within curriculum time was intended to be filled by afterschool activities and was concerned that the need for families to arrange transport and the additional cost to families would unfairly disadvantage students who do not live in Cottenham and these students would be less likely to be able to stay**

on for after school clubs even if they were keen. For the majority of pupils who live outside the village there is no viable public transport option.

The Chair concluded: given the negative impact of losing the late bus to the school, a question is to be shared with the trust about financial support for the late bus so children can attend various afterschool clubs and ensure they are offered increased PE/sport opportunities. Action: Clerk to feedback to Governance Team (under matters for the Board item)

Art Curriculum

There was significant discussion about the reduction in GCSE options for the current Y10 cohort with no Music, Drama or Dance option. The principal reported that this was due to low number of students selecting these options. The Principal confirmed that the school is committed to offering a full breadth of options in Year 9 and is working with subject leaders to promote these subjects so that GCSE groups would be viable in the future. **Members highlighted the need to maintain the creative arts, noting also the reduced PE timetable.**

The Principal shared that a small number of students were offered the opportunity to replace one option with study skills sessions instead to support learning (which includes English, Maths and Science or catch up opportunities). **The Chair highlighted the importance of clear communication with parents of students offered these alternative pathways in advance of students receiving final option confirmation to ensure there was no confusion.**

6) Policies

The following policies were approved by Members to be placed onto the school website:

- CVC Accessibility policy
- CVC Preventing and Tackling Bullying policy
- CVC SEND policy – update on trust, key updates nationally,
- SEND report - 10.09.24

Noting the number of policy documents included in the LGC pack for review, the Chair asked that they could be spread more evenly over the year and that significant changes are highlighted in the updates. **Action: Clerk**

7) School visits and risk

The Chair met with members of SLT and Central Trust Team on 17 September 2024, to undertake a LGC member visit. The report around KS4 GCSE preliminary analysis was presented in advance of the meeting and questions were invited.

A planned visit for the Safeguarding Link Member to be held on Friday 11th October, report to be shared at the next meeting. **Action**

Members were encouraged to visit the school at least once per term and a written report to be circulated to the LGC.

8) Confirmation of 2024-25 LGC meeting dates:

- Monday 2 December 2024
- Monday 27 January 2025
- Monday 17 March 2025
- Monday 14 July 2025

9) Governor Training

Members to confirm their completion of statutory safeguarding training (included below) with the Clerk. **Action:**
LGC

Required to:

- Attend safeguarding session today - absentees to complete National College Child Protection and Safeguarding 2024-25 module.
- Read Keeping Children Safe in Education (Part B)
- Read Astrea Child Protection and Safeguarding policy 2024-25
- Complete National College Cyber Security training module
- Confirm completion and return Declaration to the Clerk no later than 31 October 2024.

10) Chairs update and questions

The Chair shared the update from the Chair of the trust.

Members discussed the possibility of changing to a more interactive website to encourage stakeholder engagement. The Principal informed that this would be under operational matters from the trust.

11) Future agenda items and confirmation of forthcoming dates

Future agenda items were agreed as careers/Post 16 destinations (to include data from the local authority).

Action

The date of the next meeting is scheduled to take place on Monday 2nd December 2024 to be held remotely on Teams, from 5.45pm.

12) Any Other Business

Meeting closed at 19:36.



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Autumn Term Two

2024-2025

Cottenham Village College

Zoe Andrews

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Safeguarding

Introduction and contextual information about the school:

CVC is a fully inclusive 11-16 school with 880 students on roll (18.11.24). The contextual safeguarding concerns for the school continue to be self-harm, EBSA, vaping, county lines and domestic abuse. However, we see changes throughout the school year where these issues are more prominent and then less so at other times. There are 80 English as an Additional Language (EAL) students, and 9 students who are refugees, although this is difficult to confirm as the information we receive does not always provide enough detail of family circumstances. The changing demographic of our school community presents challenges in providing effective support with limited resources.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	The gates outside the school's main reception now have the fob system to enter for staff. Visitors must buzz and wait to be let in by a member of the reception team.		
Trends in School	Self-harm, eating disorders, vaping and domestic abuse. WhatsApp groups and issues arising from them, in particular Year 7 this is a continuing concern.	Information shared in the parental newsletter for Self-referrals to Younited, Nessie coming into school to support students after referrals made re self-harm. DSL has been speaking to the Police and awaiting dates for the Police to come into school to deliver age-appropriate assemblies to each year group around staying safe, risks and reporting.	
Update on significant cases (anonymised)		Support from DSL and Pastoral team for these vulnerable students. DSL is working with social services and the students. Students have been offered additional support that they can access in school. DSL is having weekly check ins with the students and students can come to the safeguarding office when further support is needed. Extended support being accessed from outside agencies. Child A, B and C are now attending breakfast club, this has been offered to all the CP students but 3 currently not attending.	
Summary of referrals made	2 (1 met threshold)		
Ofsted Qualifying Complaints	0		

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify scholars by name.

Children at risk and children in need:	Current	Previous Report (Start of Year-September 2024)	This time last year (end of autumn term one)
Number and % of PP	171 – 19.4 %	171 – 19.4%	167 – 19%
Number and % of LAC	2 – 0.23%	1 – 0.11%	4 - 0.46%
Number and % of young carers	11 – 1.25%	13 – 1.47%	6 – 0.68%
Number and % of scholars privately fostered	2 – 0.23%	2 - 0.23%	0
Number and % of scholars with CP plan	7 – 0.8%	9	2 - 0.23%
Number and % of CIN	1 – 0.11%	0	1 - 0.11%
Referrals made for early help	4 – 0.45%	1	3 -0.34%
Family support assessments conducted	3 – 0.34%	2 (1 accepted and 1 awaiting)	3 - 0.34%
Proportion meeting threshold	1	0	0
CP meetings attended	8	4 (inc. summer break)	2 – 0.23%
Number and % of scholars with an EHCP	30 – 3.4%	30 (including 8 DSC)	33 - 3.75%
Number and % of scholars with serious medical conditions	2 – 0.23%	2 – 0.23%	2 – 0.23%
Number and % of scholars receiving external support: CAMHS	4- 0.45%	2 – 0.23%	3-0.34%
Number and % of scholars receiving external support: behaviour support	0	0	4 – 0.46%
Number and % of scholars receiving external support: S and L	4 2 NHS SLCN Team 2 LINGO +1 new referral submitted	4 2 NHS SLCN Team 2 LINGO	0
Referrals to Channel	0	0	0

Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
DSL refresher course	16/10/2024	1 - HM	Cambridgeshire County Council
Financial Exploitation	17/10/2024	Staff – teachers and support staff (not cleaners or Innovate)	HM – face to face and in staff bulletin

Bullying (end of year comparisons):

Aspect	2022-23	2023-24	2024-2025 YTD
All Bullying Incidents	16	18	7
Racist Incidents	3	14	2
Cyber Bullying	10	3	0
Homophobic Bullying	2	5	2
Transphobic Bullying	0	1	1

Analysis and Next Steps

Bullying remains a key area of concern, particularly around ensuring that students report concerns to school. We will continue to conduct regular pupil voice work to take a measure of the culture around reporting concerns through the academic year.

We are relaunching 'It stops now' again, with the PD lead, taking a key strategic role, working alongside the national lead to utilise any helpful resources that can support this work, including the use of bespoke booklets in the reset room and ISR if a student is identified as being involved in any of these behaviours.

Sexual Harassment:

	Number of Incidents						
	22/23 Term 1	23/24 Term 1	24/25 Term 1	22/23 Term 2	23/24 Term 2	22/23 Term 3	23/24 Term 3
Verbal Sexual Harassment	3	0	0	1	2	2	3
Physical Sexual Harassment	1	0	3	0	2	1	1
Sexual Violence	0	0	0	0	0	0	0
TOTAL	4	0	3	1	4	3	4

Analysis and Next Steps

The pastoral team are available for educational and restorative approaches to support the students involved in incidents. Parental meetings with HOYs and DSL. Listening to the voice of the child. Bespoke responses depending on each set of circumstances. The PD programme provides essential education around this area.

We aim to deal with all allegations in a timely manner to bring swift resolution for both the victim and perpetrator. We will be conducting the annual Sexual Harassment Survey this term.

Year 11 Maximising Achievement Plans

Updated MAP(s) - **Appendix 1.**

Key points:

- Y11 mock exams went well, with an excellent attitude and focus shown by the year group.
- We continue to focus on high attainment for all students, with particular focus on PP/SEN.
- We will review regularly grouping and make changes as needed, particularly in English/maths.
- There has been careful selection of teaching personnel for Year 11 groups.
- Y11 tutor times will be deployed for additional teaching as needed.
- We will work with parents to make sure there is plenty of communication around all sets of assessments in plenty of advance, to support parents to have longer at home to work with their child to support.
- We still need to recruit experienced KS4 teachers into the English team.

Insert any key points to note regarding actions you have taken in light of RAB meetings and your next steps.

- Daily monitoring of Y11 attendance figure so we can have a laser-sharp focus on supporting key individuals into school, and identifying any potential barriers for attendance.
- Focus on raising the completion rates of Sparx Maths for Y11 HW. The rates of completion overall are higher than 23-24. Note: we are running a hybrid model (agreed with Adam Brown) of Sparx

Maths alongside past paper questions to target those questions that cannot be practised through Sparx (e.g. graph work). Adam Brown is going to visit the CVC Maths department to offer further support and advice on raising the Sparx completion rates.

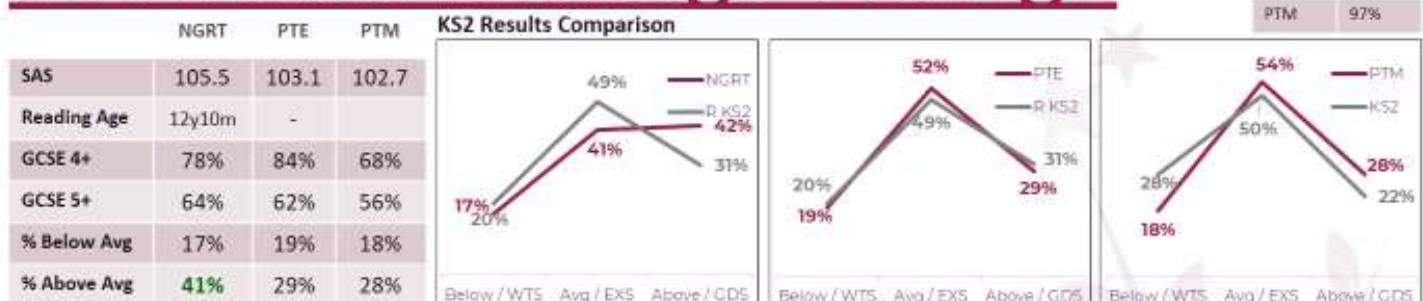
- When supply is absolutely necessary, we continue to minimise the need to use external staff with Y11 classes. Subject leaders teach Y11 classes for absent colleagues when the need arises.
- Early communication of mock exams with Y11 families to ensure the importance of the mock period was clear and to garner support. Bought resources for all Y11 PP students to support with revision and mock preparation.

Year 7 GL and NGRT Assessments

- NGRT reading tests
- Progress tests for English
- Progress tests for Maths

Cottenham Village College

Participation Rate	
NGRT	97%
PTE	94%
PTM	97%



NGRT % across age groups	Under 10	10-11	11-12	12-13	Over 13
	19.9%	8.8%	7.0%	13.5%	50.9%

- Reading is a clear strength for CVC scholars with NGRT and PTE scores at the higher end of average scores and half have a reading age of over 13.
- NGRT scores are higher than prior KS2 attainment, but PTE is more aligned. With fewer pupils scoring above average on PTE, spelling may be an area of comparative weakness for our scholars.
- Our Maths scores are comfortably within the average range. PTM results are higher than for KS2 with scholars scoring particularly high in mathematical reasoning.

Curriculum Content – PTM

Number	Ratio & Prop	Algebra	Measures	Geometry	Statistics
4.8%	3.4%	1.8%	-1.2%	4.7%	1.6%

Process Category – PTM

Facts & Procedures	Concept Understand.	Problem Solving	Math Reasoning
2.2%	0.7%	-2.2%	8.2%

Curriculum Content – PTE

Spelling	Grammar & Punctuation	Reading Comprehension: Narrative	Reading Comprehension: Non-Narrative
0.3%	5.8%	6.1%	0.0%

Difference in % correct vs national average - red/green indicates a significant gap higher/lower to the national average.



Our Male scholars were significantly more likely to score below average on NGRT and PTE and around half of SEN scholars (12/25 NGRT, 12/22 PTE) also scored below average. Interestingly in Maths where was no gender difference in performance although FSM and SEN scholars were more likely to score below average.

Note: Results use KS2 Reading for NGRT and PTE, Maths for PTM

The year 7 baselining data shows that the cohort is weaker than our historical profile, with a SAS of 105.5 looking similar to our current year 11, which is the lowest attainment profile we have seen within the last decade. There is a lot of similarity between the English KS2 scores and the PTE test, with overlap of the findings.

However, the maths data, PTM, shows a weaker starting entry point, historically, maths data has been higher than national average. The maths baselining test, PTM, did highlight one strong area, for maths

reasoning. The PTM indicates that maths ability may be skewed in KS2 to look slightly slower than it is, so this is one to watch when setting maths GCSE targets and we can use FFT to provide manual adjustments as necessary.

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy: FTE Equivalent: 43.65

	Number of Teaching Staff	% of Teaching Staff
SLT	7	16.0%
UPS	20.7	47.5%
MPS	13.7	31.5%
ECTS	2.4	5.5%
ITTs	1	2.3%
UQTS (not part of ITT)	2 (0.6 FTE in total)	1.37%

Next steps:

We are continuing to focus on high expectations in terms of curricular work and presentation of written work in lessons for our T and L briefings this year. We are using a wider range of staff to share their practice in these slots, to share good practice across the school. This has been well-received by staff who have engaged with these sessions well. Activities have included a book scrutiny with a representative sample of students' books from across a cohort and contrasting ways of supporting students to take thorough notes (without resorting to just copying). The discussions that have been generated about these have been very thought-provoking across our staff team.

Alongside this, we continue to develop our SEND training strand to try to 'close the gap'. Judith has been taking SEND-focused T and L briefings which have focused on making expectations about how to support students in the classroom clear for all staff. We are now at an exciting point where we can begin to get teachers to put some of this training into practice and share it with each other. We are looking to use some training time in December-January for this purpose.

We are continuing to focus on setting worthwhile homework and increasing completion rates across the school, linked to our engagement with the Trust-wide Fluency Framework. We have now mostly resolved some technical challenges with Student Portal (our replacement for SMHW) to ensure that we can set homework that everyone can access and staff can monitor completion rates accurately. There are still some individual students who need support, but overall, this system is now running more smoothly than before half term. We are delaying our student and parent feedback until January 2025 due to these delays. Individual subject leaders are working on pilots (Sparx in Science with Year 9; Carousel in geography and history forthcoming) to ensure that all homework allows students to secure and retain the key baseline knowledge they need in each subject over time. The outcomes of these pilots will be shared with the wider staff team from January. Completion rates continue to be a key development area for us and we need to continue to consider strategies to support more students to complete 100% of their homework tasks set, within the time allocation for homework.

Behaviour and Culture

Due to the size of the data tables, these are placed in the appendices.

Priorities: Low-level disruption in classrooms linked to disruption to learning remains the priority area. We have worked with staff to continue to deliver training on different scenarios of how to apply the behaviour policy and the importance of consistency in logging both positive and negative behaviours. There has also been a spike in C2 and C3, which may result in removal from lessons where necessary. Students who

continue to be awarded points with disruptive behaviour will often move to a head of year report, working closely with parents to make them aware of the behaviour choices and the impact that this has on other learners.

Another area with many points is school uniform. Over the last six months, we have taken steps to enforce our school uniform policy, communicating regularly with our families and ensuring that all stakeholders understand what is required and support given to families where required, we have spent over £1000 on spare uniform items to loan or gift to students. Unfortunately, a small number of students have faced external suspensions due to repeated non-compliance with uniform expectations, despite the school's extensive support efforts, including the offer of free uniform items to these students, they consistently declined the support and refused to meet our uniform standards. This has attracted some media attention as a direct result from a small number of families who wished to make comment on their feelings on the uniform policy.

Media Coverage and Community Response: The enforcement of this policy has drawn media attention, resulting in both regional and national coverage. This coverage highlighted the school's commitment to upholding high standards. Our focus remains on providing a structured and consistent approach that benefits the entire student community. Our commitment to enforcing the uniform policy reflects our dedication to maintaining a disciplined, respectful, and inclusive learning environment. By setting high standards, we prepare our students for success, fostering a culture of responsibility and pride. The school will continue to support all students, particularly those from low-income backgrounds, by offering free uniform items and necessary resources.

Suspension analysis and commentary:

There is a small increase in both the number and rate of suspensions compared to the same time last year. Suspensions have been awarded for a variety of reasons, most significantly is refusal to follow reasonable instructions, this many include internal truancy, not changing into correct uniform and causing disruption to the learning of others. We are maintaining consistency in our expectations to help students understand how to be successful in school. A small subset of students has received multiple suspensions and our response to this is targeted support, for example, additional time in the ISR before integrating back into lessons, to allow reflection and discussion time with a member of the pastoral team, to avoid repeated behaviours being seen immediately on the return to school.

Behaviour and Culture Analysis Next Steps:

Next Steps:

Reducing Internal Truancy

Targeted Interventions: The school remains committed to reducing internal truancy and ensuring all students attend their scheduled lessons. Internal truancy has been reported in many schools across the region as a significant concern. A small cohort of students with higher instances of internal truancy have been identified and are receiving targeted interventions from both Assistant Heads of Year (AHOYs) and Heads of Year (HOYs) as well as out Behaviour Manager.

Parental Involvement and Monitoring: Parental engagement is critical in addressing the underlying causes of truancy, and parents are contacted immediately when internal truancy is identified. Behaviour data is reviewed daily by AHOYs, HOYs, and the senior leadership team to ensure appropriate sanctions are applied and necessary support mechanisms are in place.

Developing Consistency in Applying the Behaviour Policy through Staff Training

Whole Staff Training Focus: A key priority is ensuring a consistent approach to applying the school's behaviour policy across all staff members. To achieve this, additional staff training sessions have been implemented, including deliberate practice sessions. This also formed part of the recent Inset days at the start of term.

Monitoring and Evaluation: Ongoing evaluations of the training's effectiveness will be conducted, with senior leadership providing additional support and guidance where needed. This initiative is designed to build a cohesive approach to behaviour, further improving the learning environment for students.

Further embedding celebrations into school life

We are trialing a wider approach to rewards trips this year to ensure that more students from across the different demographics of students are offered the opportunity to attend a celebration trip. This year they include:

- Year 7: Pantomime
- Year 8: Cinema
- Years 9-11: Ice Skating

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of autumn term one
Whole School	97%	92.3%	93.3%
Pupil Premium	97%	84.7%	87.4% (176)
SEND	97%	82.4%	86.5% (120)
Maximum % of scholars who are PA:		20.0%	17.2%
% of PP scholars who are PA:		37.9%	37.9%
% of SEND scholars who are PA:		37.4%	30.9%

There are three students who are accessing alternative provision – Y8, Y9 and Y11. The two KS3 students' provisions are local authority commissioned (the LA have taken responsibility for setting this up and the financial costs incurred) and both students have EHCPs. The Y8 student is accessing education from a specialist setting offering a hybrid of online and face to face support to learners and their attendance is 100%. The Y9 student continues with a hybrid of lessons at school and tuition either in school or at home, and their attendance is 100%. The Y11 student will be changing their provision from 18/11/24 from online education to an on-site provision, and their attendance is 73.3%. All attendance figures include authorised absences.

- the number of scholars moving off roll to EHE: 4

Insert any key points to note-e.g. the impact of IYT

Since September, significant strides have been made in improving attendance across the school, leading to an increase in attendance in contrast with this time last year. This progress has been underpinned by several key strategies, with increased communication and targeted interventions being central to our approach.

1. Enhanced Communication Channels

Through collaboration with Heads of Year, information and strategies have been disseminated effectively, ensuring that attendance remains a priority across all levels. Regular updates and discussions have strengthened the relationship between school staff, students, and parents, fostering a shared commitment to improving attendance. This has been led by the Attendance Officer with new approaches for sharing data to support the phone calls being made by the team.

2. Targeted Interventions for Students with Very Low Attendance

Students with very low attendance have been a primary focus. Personalized intervention plans have been developed for each student, addressing their unique challenges and providing tailored support. This has included:

- Regular check-ins with pastoral teams.
- Engagement with parents to identify and mitigate barriers to attendance.
- Utilizing external support networks where necessary.

3. Specific Focus on SEN and PP Students

Significant attention has been directed toward students with Special Educational Needs (SEN) and those eligible for Pupil Premium (PP) funding, as these groups are often disproportionately affected by attendance challenges.

- SEN Students: A proposal is in place to enhance collaboration between the SEN, pastoral, and attendance teams to increase contact with SEN students and their families. The aim is to identify and remove specific barriers to attendance, providing these students with the tailored support they need. This will rely on personnel.
- PP Students: For PP students, regular contact is facilitated primarily through pastoral teams and tutors, ensuring these students receive consistent encouragement and monitoring to support their attendance.

4. Proactive Approach to Persistent Absence

While those with the lowest attendance have been our priority, and now we are seeing a positive impact, we are now shifting our focus to students at risk of becoming persistently absent. By identifying and intervening early, we aim to prevent attendance issues from escalating. This proactive approach includes closer monitoring of attendance patterns and earlier engagement with families. This is supported by point 5.

5. Improved Data Management

Behind-the-scenes improvements in data management have been pivotal. Enhanced tracking systems now allow us to identify trends and patterns more effectively, enabling more timely and informed interventions. Collaboration with the Trust's central team has provided additional resources focusing on daily whole cohort and year 11 data. This has enabled more efficient, personalised intervention.

Attendance for Year 11: Class of 2025

	Key Attendance Target	This time last year	Year to date: End of autumn term one
Whole Cohort	97%	91.1%	91.5%
Pupil Premium	97%	80.6%	82.7% (30)
SEND	97%	81.0%	81.3% (15)
Maximum % of scholars who are PA:		20.1%	18.3%
% of PP scholars who are PA:		45.9%	51.6%
% of SEND scholars who are PA:		42.9%	31.2%

Insert any key points to note-e.g. attendance compared to last year's Year 11 cohort.

Attendance Next Steps:

Attendance Action Plan – **Appendix 3**

Improving attendance in Year 11 has been a key priority, recognizing the critical role regular attendance plays in supporting students' outcomes during their final year of secondary education. Over the past term, a targeted approach has been implemented to address attendance challenges within this cohort.

1. Prioritizing Year 11 in Interventions

Intervention efforts have been prioritized for Year 11, ensuring that this cohort receives focused attention and support. This has included:

- Intensive monitoring of attendance patterns by the pastoral and attendance teams.
- Engaging families to address barriers to attendance and provide tailored solutions.
- Offering mentoring and support sessions to re-engage students showing signs of disengagement.

2. Using Data to Identify and Address Patterns

Traditional data trawls have been instrumental in identifying attendance patterns early. This has enabled the team to:

- Spot trends such as specific days of absence or repeated late arrivals.
- Target interventions to students most at risk of persistent absence.
- Ensure resources are allocated effectively to maximize impact.

3. Implementing Nudges and Proactive Communication

A proactive communication strategy has been adopted to encourage better attendance, particularly with families requiring additional support. This includes:

- Nudges: Positive reinforcement messages are sent to encourage improvement in attendance.
- Texts and Calls: Direct communication with families has been used to offer support and remind them of the importance of consistent attendance.
- Celebrating Success: Acknowledging and rewarding improvements in attendance has helped motivate students and families to stay engaged.

Progress towards Academy Improvement Plan for 2024-25

Academy Improvement Plan for 2024-25

Reviewed **RAG'd** AIP for 2024-25

Astrea Reads Update

STRAND 1: Astrea Reads Aloud

- **An updated overview of the texts that each Year group are reading across the year in your academy.**

Year 7	Year 8	Year 9
Boy in the Tower	Animal Farm	Fahrenheit 451
Alice's Adventures in Wonderland	Northern Lights	Life of Pi
The Hunger Games	I Am Malala	The Lord of the Flies
Noughts and Crosses	The Giver	1984
Mythos	The Call of the Wild	The Outsiders
The Hobbit		The War of the Worlds

- **An updated summary of the ongoing staff training and scholar onboarding that you have provided in your academy. How is this monitored by SLT.**

Staff training on Read was an integral part of the Year 7 induction days in September. All staff had a refresher course on how to lead a Read session, modelled by Amelia Parker. Staff who are required

to deliver a Read session had to attend both refresher opportunities. Guides and audio books continue to be available for each text.

All year groups ran an evaluation of Read and gave feedback to SLT about how to further support for the efficient running of Read sessions. This feedback forms the basis of further staff training activity. Year 7 form tutors (new to the role) are carrying out learning walks in Year 7 tutor time to share good practice.

- **Any other details of the success the Astrea Reads Aloud tutorial.**

Individual tutors have shared 'best practice' with Astrea Reads including how they run an effective Read session in T and L briefing. This is planned in for this half term.

Year 10 tutors have requested that we continue with Read into KS4 across the tutorial programme. The HOY 10 is currently liaising to decide if appropriate texts can be found for this purpose.

STRAND 2: Reading Intervention

Please provide an overview of the students accessing Fresh Start and progress to date.

	Year 7	Year 8	Year 9	Year 10	Year 11
Number of students on the Fresh Start Programme	11	3	3	0	1
Progress to date	All students continue to make progress – all students are working between module 4 (set 3 sounds) and module 33 (the end of the programme)	Due to reduced capacity in staffing this year (loss of TAs) and an absence, the programme has been briefly paused and has now resumed.		No students	This student is making good progress and completed module 16 just before the mock exam period.

Please include an overview and analysis of the data from the spring term assessments.

- This will be updated after the Fresh Start Development Day takes place on Tuesday 19 November, 2024.

STRAND 3: Reading in the Curriculum

Please provide an overview of Sparx Reader in your school to date:

Positives	Areas for Improvement	Next Steps and Actions
Setting of reading homework does ensure that all students are required to read on a weekly basis.	Completion rates for students who are completing their time allocation but not completing the task. (PP gap is significant).	Individual teachers now monitoring each group more closely and ensuring homework set is bespoke.
Many students have 100% completion rates and have read several texts since September.	Further training with the staff team to be able to provide a more nuanced setting for individuals, particularly with non-specialists.	Non-specialist briefings on Sparx homework.

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

In Summer 2025 various improvements and upgrades are planned for the Sports Centre in line with the 3G pitch project. These will include the installation of floor to ceiling changing cubicles, improving accessible

access with automatic doors, upgrades to the disabled toilet and general redecoration. A separate key focus area will be renovating the gymnasium which requires decorating and a new floor.

3G

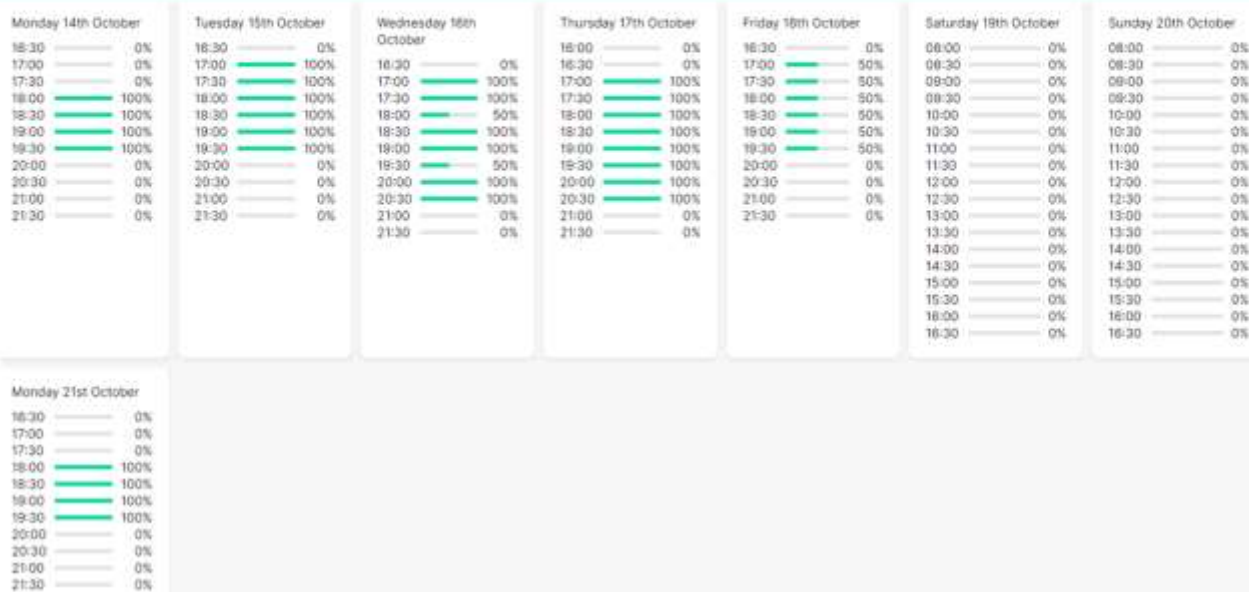
We received a response from the planning department last month. They requested a parking beat survey to assess parking capacity during weekends and evenings and recommended a noise impact assessment. We found out last week that these surveys have now been completed with no issues reported. This is another positive step forward and we now wait to hear the final outcome of our planning application which is anticipated before the end of the year.

Vivify

The school envisions the Sports Centre growing and enhancing its role as a valuable community resource. The anticipated new 3G pitch will go a long way towards this goal and community engagement work with sports centre clubs has been underway for over a year now, slowly bridging the gap between the school and community.

Our priority has been to retain our existing customers during the transition to Vivify as our managing agent, a much-needed partnership with the school no longer having a Sports Centre team. Where groups expressed unease with price increases, we have worked with Vivify on a case by case basis to honour existing prices or arrangements wherever possible. Our plan is to use income to reinvest in our facilities. At present however, our income is primarily allocated to covering utility and operational expenses. The latest utilisation data information from October 2024 (below) shows the amount of available access to facilities highlighting missed revenue. Vivify have monitored the uptake percentages and the highest monthly usage to date has only been 58%. It is key that the community engage with hiring the facilities so that they can be sustainable.

Utilisation – Cottenham – October



Vivify have also given a statement:

“All hirers at Cottenham Village College have been set up with an account on our booking system, where they can view their sessions dates, times, and prices at the click of a button. If we have to cancel any sessions, we will ensure hirers are given plenty of notice to source an alternative location for their sessions. In September 2024, 3 cancellations were made. One due to a parents evening, another due to a floodlight fault, and the third being due to the hirer no longer wishing to continue with their sessions.

We carefully implemented price increases in September, ensuring that we retained hirers for the new academic year whilst increasing revenue for the school. Care was taken when proposing these price increases to resident community groups, and both the Vivify Head of Operations and the Regional Operations Manager met with Cottenham Tennis Club to ensure the increase would be commercially viable for the club.

In terms of complaints, we received one complaint in September, pertaining to the floodlights. Maintenance issues such as these are fed back to the school so they can be actioned in a timely manner. We will always welcome feedback from the various groups using Cottenham Village College, and work with both them and the school to ensure that CVC can continue to be a thriving and accessible hub for the local community.”

NOR Update

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
October Census 2024	177	181	176	168	178	880
Start of term-September 2024	179	181	175	171	178	884
July 2024	180	177	178	177	176	888
January 2024	180	178	172	173	176	879
October 2023 Census	179	177	171	173	173	873
4 th September 2023	179	177	174	176	174	880
July 2023	176	178	179	177	176	886
January 2023	176	174	178	174	177	879
October 2022 Census	176	172	178	171	178	873
1 st September 22	175	170	179	171	180	875
October 2021 Census	169	178	174	179	173	875

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Leavers in autumn term 2023	0	2	6	3	1	12
Leavers in spring term 2024	3	3	5	1	0	12
Leavers in summer term to date 2024	1	6	8	3	0	18
Total number of Leavers 2023-24	4	11	19	7	1	42
Leavers in autumn term 2024	1	2	2	4	1	10
Joiners in autumn term 2023	1	3	4	1	4	13
Joiners in spring term 2024	1	2	6	2	0	11

Joiners in summer term 2024	3	2	7	6	0	18
Total number of Joiners end of year 2023-24	5	7	17	9	4	42
Joiners in autumn term 2024	0	3	4	3	3	13

Elective Home Education:

(Definition – those who remain off role at the start of 2024/25)

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total EHE 2021-22	2	0	1	1	0	4
Total EHE 2022-23	2	2	2	3	0	9
EHE Autumn term 2023	0	1	2	1	1	5
Total EHE 2023-24	3	2	6	2	1	14
EHE Autumn term 2024	1	0	0	1	0	2

	2022-23		2023-24		2024-25 YTD	
	Number	% of cohort	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	9	1.02	14	1.57	2	0.22
Of which did not join the academy at the start of Year 7	0	0	2	0.23	0	0

Analysis and Commentary:

Regional Director Formal Visit Actions (HT1)

We have had two formal visits during half-term one, with an audit from Tim Blake, Director of Culture and from Dimitris Spiliotis, Director of School Improvement. The next formal visit will be from Jo Myhill-Johnson on December 9th. There will be a focus on raising achievement in Y11.

Any Other Academy Matters

- Enrichment Programme and Activities
- Community Engagement and Events
- Attendance and updates at Parental Events
- Any other contextual matters/news/information