COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 14 July 2025

To be held from 5.45pm

At Cottenham Village College

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

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

Clerk: Melanie Basson

Agenda

ACTION SUMMARY				
Minute Reference	Summary		Responsible	Deadline
	No outstanding actions			

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 17 March 2025	Papers attached (pp2-6) - Chair
4	30 mins	Principal's Report	Papers attached - Principal
5	5 mins	School visits and risk • SEND visit 19 May - VC	Papers attached (pp8-9) - Chair
6	10 mins	Designated Teacher for LAC and PLAC Annual Governors Report 2024/25	Papers to follow
7	5 mins	Chairs update and questions	Oral item - Chair
8	5 mins	Parent Teacher and Friends Association	Oral item – VC
9	2 mins	Proposed CVC LGC meeting dates 2025-26: TBA	Oral item - Chair
10	2 mins	Future agenda items and confirmation of forthcoming dates: • Date of next meeting	Oral item - Chair
11	2 mins	Any Other Business	Oral item - Chair

Cottenham Village College - Local Governance Committee (LGC)

Minutes of Meeting: 17 March 2025 *(meeting held through Teams)*

Members Present:	Cerian Webb (Chair), Alison Bigglestone-Widdows, Vikki Cantrill, Maria Derrick, Vicky Ellaway-Barnard (from 6.00pm), Mark Phillips.
In Attendance:	Zoe Andrews (Principal), Clive Crisford, Kath Goudie, Sara Powell, Melanie Basson (Clerk) Judith Chipps.
Apologies:	

ACTION SUMMARY			
Minute Reference	Summary	Responsible	Deadline
	No outstanding actions		

FUTURE AGENDA ITEMS		
Summary	Responsible	Meeting
PTFA achievements and fundraising – standing agenda item	Clerk	ongoing

1) Introductions and apologies

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

Apologies for absence were received and accepted for Jo Myhill-Johnosn, SLT members Paddy Winter, Hanan McKeand and Amelia Parker and LGC member Lorraine Young.

2) Declarations of interest

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

3) Minutes, action tracker and matters arising

The minutes of the previous CVC LGC meeting held on 27 January 2025 were ratified electronically.

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.

4) Principal's Update

Maximising Achievement Plan – shared with the committee in advance of the meeting.

When asked about Period 6 attendance, the Principal reported of the 177 students in Year 11, 120 students are attending Period 6 session regularly. This did decrease when students were sitting mock examinations.

When asked how CVC is measuring the impact of these sessions, Ms Goudie explained this is the first year of tracking revision sessions, and impact will become measurable when students' examination results are reported.

When asked about Drama student cohort, the Principal explained the cohort has been reduced in light of staff absence. Examination entries were adjusted, and students are focussing on English and maths.

When asked where Fresh Start Program funding comes from, Ms Chipps explained this is funded by CVC SEND provision funding, which is directed by CVC where required.

Teaching and learning

Ms Goudie presented an overview of the CPD session with staff, which Ms Ellaway-Barnard attended.
- Pedagogical strategies for every student, in line with Trust framework
- CVC has knowledge organisers for all GCSE examination boards
- Use of Knowledge organisers – purpose, limitations, timing of issue
- Systematic approach and clear strategies for individual student outcomes
- CVC specific resources, published on CVC website
- Robust revision guides

When asked whether homework is set evenly across the school week, Ms Goudie confirmed it is and went on to say that Sparx homework completion rates are significantly better than last year.

When asked of the functionality of analysing performance data on Bromcom, Ms Goudie said CVC Data Manager is able to extract the data required for analysis.

Staffing

Recognising six members of staff are ready for promotion, Mr Phillips enquired whether there are opportunities at CVC for career progression. Ms Goudie explained a staff survey has been circulated inviting staff to communicate their career aspirations to the Principal. CVC take a pro-active approach to tailor CPD sessions to offer staff opportunities to obtain skills and experience for career progression at CVC and in general.

When asked how CVC measure impact of teachers marking students work, Ms Goudie explained CVC review teacher marking, to identify whether staff need coaching in marking students work, without increasing workload. Feedback is offered from Heads of Subject to support staff where required.

Safeguarding

Ms Ellaway-Barnard enquired what measures are in place to avoid duplication when logging safeguarding incidents.

The Principal stated Rosie Hart, Trust Head of Safeguarding has offered advice on logging safeguarding incident processes. Hanan McKeand communicates to staff regarding expectations of how and where safeguarding incidents should be logged on CPOMS. Administration support to transfer data to Bromcom to avoid duplication.

Ms Ellaway-Barnard highlighted the section of Safeguarding on Page 8, mentions number on roll from 18/11/24, and suggested this needs to be updated.

When asked whether it is sustainable for CVC to provide a dedicated room for students to report any sexual harassment to staff. Ms Goudie said CVC is reviewing this.

When asked about support for disadvantaged students, Mr Crisford explained CVC track to identify what impact support strategies have had. CVC has undertaken additional training sessions to identify ways to support disadvantaged students. Heads of Year and SLT discuss individual students differing needs to identify what would benefit them the most. One of CVC main priorities is to decrease the gap for disadvantaged students.

Behaviour

When asked about the internal suspension room (ISR), Mr Crisford explained ISR is a classroom like any other, where CVC has around 6-8 students attending a day on average.

Ms Crisford explained teachers are informed by 4pm each day of the names who are attending ISR the next school day to allow teachers to provide work for them. Individual work is tailored and ISR staff work with students to make better choices.

Mr Crisford explained ISR offers students an opportunity to reflect with the aim of preparing them to go to their next lesson without further disruption. Students spend time in ISR where they have repeatedly failed to regulate in the Reset Room and on returning from a suspension to avoid repeated suspensions.
Mr Crisford explained the reasons students are sent to ISR is due to their behaviour requiring addressing but has not met the threshold for an external suspension.

The committee acknowledged CVC Suspension Reduction Plan is in place and is constantly reviewed in support of providing a disruption free learning environment.

Attendance

The committee acknowledged the positive impact of strategies implemented by CVC, on PP students' attendance.

The Principal reported CVC has been supported by Lorraine Yates – National Lead for Attendance, regarding national attendance strategies, at Cambridgeshire Heads meetings and other academies in the Trust.

CVC continue to identify patterns of attendance and address this.

AIP

When asked about CVCs rationale and evidence base used to inform a strategy of streaming for all KS3 groups to help scaffold teaching to meet the needs of the student's from September 2025. The Principal explained the outcome of the parental survey identified parents/carers raised concerns their child would not be challenged enough in mixed ability groups. Although not ranked in order of ability, the group ability range will be narrow. CVC plan to survey Y7 parents again at the end of the year to see if there is an increase in parental satisfaction.

The committee were reminded this is a pilot scheme and CVC plan to evaluate the data.

When asked what action CVC has taken with regards to quality of learning and teaching, the Principal acknowledged Lead Practitioner roles have been advertised for English and maths.

The committee congratulated Ms Powell on her new appointment in the Trust. The Principal gave thanks to Ms Powell for all her hard work and wished her luck in her future endeavours.

In their Link Lead responsibility, Ms Cantrill will liaise with the Principal until a suitable replacement is appointed.

5) Sports pitch

Ms Powell reported the progress of CVC Sports pitch, whereby construction commenced today. Logistical plans were shared with CVC neighbours, and all stakeholders informed. Ms Powell informed the committee there was a last-minute change to access routes to reduce disruption to students. Heavy lifting work is scheduled to take place outside of term time, to reduce the level of noise disruption during examination periods. CVC are communicating well with the construction company. Ms Powell reported the project is due to be completed by mid-July 2025.

The committee recognised the Trust commitment to fund refurbishment work, electric double doors for disability access, plumbing and changing areas. Work is due to start at the end of June 2025.

When asked what plans for PE lessons are in the meantime, Ms Powell said PE lessons are being taken out on the school field.

When asked about the impact of new floodlights on CVC neighbours, Ms Powell explained a risk assessment has been undertaken and found it unlikely neighbours will be negatively affected. The angles of the lights are suitable.

Ms Powell was thanked for their report.

6) School visits and risk

In their Link Lead role for Pupil Premium, the Chair visited Clive Crisford on 14 February 2025 and the visit report was circulated to the committee in advance of the meeting.

Questions were invited.

The Chair was thanked for their report.

7) Chairs update and questions

There were no new items to be added to the Risk Register.

The Chair reported her attendance at the Local LGC Chairs meeting held prior to the Trustees Board meeting at Ernulf Academy on Thursday 20 March 2025.

The Chair acknowledged the Trust Five Year strategy as shared with the committee and invited questions.

8) Parent Teacher and Friends Association

Ms Cantrill presented PTFA report to LGC March 2025.

PTFA has eight committee members supported by a group of helpers.

Chair: Marie Clements. Treasurer: Tish Beckford.

Staff participation

It would be great to have staff participation within the PTFA – this would be welcomed by the committee. Attending PTFA events, supporting with passive fundraising (Easy fundraising; People's Fundraising; and My School Lottery), being a PTFA helper and even by joining the committee. Staff are great – they understand the school and the students so well. We already send PTFA information in the staff bulletin and through occasional dedicated mail shots, but we welcome any ideas on how better the PTFA can reach out to staff and encourage involvement.

Events

Coming soon:

Doughnut sale – 28 March, Second-hand uniform sale – 29 March.

Still under consideration by CVC for 2025:

Summer dance in collaboration with CPS, Bingo night.

Still under consideration by PTFA for 2025:

Sponsored walk

What the PTFA has funded (Spring 2025)

Table tennis bats and balls for the social use outside area (PE department)

Visualisers (Additional support for English department)

Funding requests

The new application process in which staff submit funding requests directly to the PTFA is working well.

The PTFA hopes to be in a position to offer a further £1000 next term, but this is dependent on income from events that are still being agreed with the school.

Grants and grant applications (Marie and Vikki)

Currently a Co-op local cause until October 2025.

Application submitted and under consideration for class ukuleles with Universal Music UK Sound Foundation – Decision expected March 2025

Through to final round for Science lab refurbishment with A428 Social Value Fund – Interviews, to be attended by staff, March 2025.

Ms Cantrill was thanked for their report and contributions.

9) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on Monday 14 July 2025 to be held at CVC, from 5.45pm.

10) Any Other Business

The meeting closed at 19:07.

The LGC agreed the above to be a true and accurate record of the meeting on: 7 May 2025

Name	Vikki Cantrill
Date of Visit	19 May 2025
Focus of Visit	SEND
Classes/staff visited	Judith Chipps

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.
Meeting with JC to discuss SEN priorities and progress from a meeting earlier in the year.

What I have learned as a result of my visit
- There continues to be a very positive attitude and work ethic with all aspects of SEND provision. Workloads – both SEND and teaching – remain very high. The exceptional, positive attitude of JC to support all students in need at CVC and the staff working with her should be acknowledged.
- The use of one-page profiles by all teachers for students requiring SEND support continues as do the form's improvements. These profiles have had a positive effect with necessary information being readily accessible. JC reports a positive impact on students, which would be good to follow up on in our next meeting.
- It is good to hear of investment to the department with a licence for TES Provision Map with added central support to help set this up.
- JC aims to have basic one-page profiles available for all incoming year 7 students (already identified as being in need) in time for their start in September to facilitate transition.
- Work at the start of the new school year will also include identifying new students in need of support, but there are now working processes in place for staff to use here, supported by a handbook and training.
- There has been an increase in the number of children requiring significant support this year (e.g. working with CPS). This has resulted in additional workload for staff but has been handled well and will continue to be monitored.
- The focus area this year was grow the support network for parents and carers of SEND students. A great deal of progress has been made here. Families report that they now receive good support and this was followed with productive/collaborative discussions at the recent group meeting.
- Another area of focus has been a push towards making all teaching materials as inclusive as possible by design so that fewer individual adaptations will be necessary. This is being trailed currently and will be supported by a staff focus group to guide.

Positive comments about the focus
Many thanks to JC for making the time to meet with me at a particularly busy time of year.

Aspects I would like clarified/questions I have
n/a

Ideas for future visits
It would be good to understand how well preparations (reliant on feeder schools) for the new year 7s and the settling in period goes and about implementation of TES Provision Map. Hear more about the work with the family network and collaborative approaches. Consider a learning walk to see 1-page profiles and teaching accommodations in action. Discuss statistics around behaviour and/or attendance of SEND students as a proxy to evaluate impact of new support measures.

Any other comments
JC has affected considerable change within the department this academic year. She should be proud of the achievements as a result.

Signed (committee member): VCantrill   Signed (link staff member): JChipps

Astrea Academy Trust
INSPIRING BEYOND MEASURE

Principal's Report

Summer Term

2024-2025

Cottenham Village College

Zoe Andrews

Contents

Safeguarding

Introduction and contextual Information about the school:

CVC is a fully inclusive 11-16 school with 867 students on roll. 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 89 students who do not have English as their first language, and approximately 14 students who are refugees, although this is difficult to confirm as the information we receive does not always provide enough detail of family circumstances. We are now collating this data on our admissions form, and have 8 confirmed students with refugee status, and a further 6 whose family circumstances would suggest could be refugees but either this has not been confirmed, or their status has not been updated. 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	Staff training on effective record keeping on CPOMS & T& L briefing around the safeguarding cross over with SEN and Behaviour	Categorisation and completion review and revisit in September – whole school	Categorisation on CPOMS
Trends in School	DA, Self-harm		
Update on significant cases (anonymised)	CONFIDENTIAL	CONFIDENTIAL	
Summary of referrals made	1 MASH referral 3 requests for information to support MARAC	Await updates and internal monitoring of students.	
Ofsted Qualifying Complaints	Nil		

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

CONFIDENTIAL

Children at risk and children in need:	Current	Previous Report (End of HT3)	This time last year (end of summer term 1)
Number and % of PP	183 -21.1%	181 -20.5%	148 – 16.8%
Number and % of LAC	3 - 0.35%	2 – 0.23%	3 – 0.34
Number and % of young carers	13 – 1.50%	11 – 1.25%	15 – 1.71%
Number and % of scholars privately fostered	0	2 – 0.23%	2 – 0.23%
Number and % of scholars with CP plan	5 – 5.77%	7 – 0.8%	6 - .68%
Number and % of CIN	2	4 – 0.45%	0
Referrals made for early help	0	4 – 0.45%	2 – 0.23%
Family support assessments conducted		2 – 0.23%	1 – 0.11%
Proportion meeting threshold		1 – 0.11%	1 – 0.11%
CP meetings attended	5	10	10
Number and % of scholars with an EHCP	28 – 3.2% +1 EHCP about to be finalised	30 – 3.4%	36 – 4.08%

Number and % of scholars with serious medical conditions	3 - 0.35%	2 – 0.23%	2 – 0.23%
Number and % of scholars receiving external support: CAMHS	6 – 0.69%	5 – 0.57%	5 – 0.57%
Number and % of scholars receiving external support: behaviour support	4	0	1 – 0.11% (sub conquest) 3 EIO (Marie Ah Mane)
Number and % of scholars receiving external support: S and L	NHS SLCN enhanced service for secondary school has ended this term, so they no longer carry out work with students in secondary schools. 3 LINGO	10 5 NHS SLCN Team 5 LINGO +4 new referrals awaiting assessment through NHS SLCN	5 – 0.56% 3 NHS SLCN team 1 LINGO 1 – 0.11% (EAL)
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. (Include start of year training)

Type of training	Date	Number of Attendees	Provider
CPOMS training	22.05.25	Staff	CVC – face to face
Behaviour and SEND for safeguarding	12.06.25	Staff	CVC – face to face
First Aid	24.06.25	Staff	National College
Positive Behaviour Training	17.07.25	4	Astrea / Team Teach

Bullying and Discrimination: (end of year comparisons):

Aspect	2022-23	2023-24	2024-2025 YTD (end of summer term 1)
All Bullying Incidents	16	18	22
Racist Incidents	3	14	10
Cyber Bullying	10	3	3
Homophobic Bullying	2	5	11
Transphobic Bullying	0	1	10

Analysis and Next Steps
We have seen a slight increase in reported bullying and discriminatory incidents over the past academic year. It is important to acknowledge that we believe it reflects a positive shift in our school culture. The DSL has lead staff training on reporting and actions, resulting in staff appearing to be increasingly confident in identifying and reporting inappropriate behaviour. The spike in recorded incidents of transphobia relate to a single individual and students' apparent confusion with pronouns. Each time this is recorded, there is time spent with the students to review and support learning. The staff member has been supported to understand how to separate confusion with intent and in the last two months we have seen a decrease in the number of incidents logged.

Despite this, we are committed to actively reducing the number of such incidents. Fostering an inclusive, respectful school environment remains a school priority. To support this, we are working closely with the Personal Development team to reinforce positive behaviours through targeted interventions. Programmes such as 'It Stops Now' and the school assembly programme have been central to our preventative and educational efforts, raising awareness and promoting empathy and respect among students.

We will continue to monitor incidents closely and evaluate the impact of these initiatives, ensuring a proactive and transparent approach. Further staff training, student voice engagement, and whole-school campaigns are planned to build on current progress.

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

Analysis and Next Steps
Reduction in the number of logs (to zero) reporting verbal/physical/sexual harassment. Continued awareness and learning amongst the school community regarding expectation and promoting respect. Will be revisited at the start of the new academic year to ensure ongoing understanding of personal safety and how to report.

Year 10 into 11 Maximising Achievement Plan

Year 10 into 11 Maximising Achievement Plan

Our Year 10 students are sitting their mock exams during June and the start of July with the outcomes of these available for analysis by SLT after 17 July (Trust deadline for data entry). We have begun the generic elements of planning for Y11 but will not be able to investigate the subject specific or overall performance elements until next month. This data will be combined with the findings of the Summer 2025 GCSEs to create a final plan for September 2025.

Other work that has begun in earnest, following the Trust Year 10 Summer Term and Sprint Zero Framework, is listed below by key area/focus. A summary of key actions and any planned actions is also shared in Appendix 1.
- English and maths staffing for 25-26
- Intellectual Preparation
- Staff CPD (Y10 into Y11 teaching staff)
- FFT5 targets
- Communication with stakeholders
- Student aspirations for the future
- Year 10 Raising Achievement team
- Year 10 A8 RA meetings (including English/maths crossover)
- Curriculum model/CLFP planning for 25-26 (Y11 focus)
- Open Bucket focus – multiple strands

- Curriculum fidelity for core subjects
- Year 10 mock exams
- Homework & Summer work and resources for students

Our **Year 10 into 11 Maximising Achievement Plan** is shared along with a summary of actions taken and planned against the Y10 Summer Term and Sprint Zero Framework**.** Please see **Appendix 1**

Curriculum

Curriculum Planning and Model for 2025-26

The focus in this report will be curriculum planning for 2025-26.

Include:

- a copy of your **final** curriculum model for 2024-25 for all key stages. (**Attach as Appendix 2)**
- an overview of your final plan for structure of the school day if you have made changes. **Attach as Appendix 3)**

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent:44

	Number of Teaching Staff	% of Teaching Staff
SLT	7	15.9%
UPS	19.7	44.8%
MPS	13.7	31.1%
ECTS	1	2.3%
ITTs	1	2.3%
UQTS (not part of ITT)	N/A	N/A

Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	6	13.63% 3 of these staff (6.8%) have been given a secondment opportunity to SLT for 25/26

Next Steps: Provide a summary of next steps to improve the quality of teaching and learning in your school.

Thie term, we have changed the way we work with all staff in Deliberate Practice sessions during Teaching and Learning briefings. Our first phase of implementation was to train staff in pertinent teaching techniques. We focused on techniques that would 'check for understanding', ensuring that teachers were using strategies to check that all students had understood a key word, idea of concept before moving on. Or, at least to diagnose where misconceptions were in the class to either provide more support for individuals or to re-teach to the whole group.   The training phrase involved teachers having strategies modelled to them through video footage and discussing the rationale behind each technique and then rehearsing it and trying it out in the classroom. This term we have moved to stage 2, which requires teachers to select and practise one of these 'checking for understanding' techniques, repeating in the classroom multiple times, completing a professional reflective journal and then discussing the outcomes of trialling these strategies within a trio in Teaching and Learning Briefing. We will have completed two complete cycles of this reflective process by the end of term. We aim to use this more active model of implementing these techniques in 2025-26, with a view to moving towards a coaching model for all staff in the future. This is a cost-effective first step in maintaining a culture that would make this possible.

As part of the Raising Achievement Plan for Year 11 we have hosted several visits from National Leads who have visited the school to review the quality of our provision for Year 11 and to make suggestions as to how we might best support Year 11 this year and in the future. Visits took place in English, science and geography.   Suggestions from National Leads included ideas for different models of examination preparation immediately before the examination (or in the immediate run up to the examinations) which we were able to put into practice.

In terms of training we have engaged with Teach First for the first time this academic year. It is very pleasing to see that our Teach First trainee in the English team gained QTS in June and will remain with us as an ECT. We are developing our links with Teach First for 2025-26 and are looking forward to working with them to support two new Teach First colleagues in 2025-26.

Individual staff have been coached in the science department by our National Lead for science. This has not been a deficit model i.e. the science National Lead is not supporting our teachers to get to the required standard, but instead has been developmental, targeted at specific areas of practice in order to tweak and enhance strong practice still further.   We hope that

This half term we are also exploring the Lindsey Bennett from the Astrea Central team focused on how we might set up models for instructional coaching in the future and making use of an online coaching model through a company called Step Lab. This will be very important for our Teach First trainees and ECTs next year in this first year, but in the future we hope to grow the model to support the classroom practice of all staff.

Our senior team have increased our visibility, maintaining the focus on high classroom expectations this half term: at least two members of SLT are visiting classrooms at any time. We provide immediate feedback on classroom practice, identifying key areas of strength and areas for development for individuals. Our ongoing analysis of this data will inform our use of CPD time in order to support improving classroom practice in 2025-26

Behaviour and Culture

Behaviour Data: Appendix 4. Due to the size of the data tables, these are placed in the appendices.
The behaviour data indicates that:

- **Pupil Premium (PP) students**: Data shows that PP students are more likely to be involved in behavioural incidents than non-PP students, with a higher number of behaviour points.
- **SEN students**: Continues to show a higher rate of behavioural challenges, requiring additional support and intervention.
- **Whole Cohort Comparison**: The gap between disadvantaged students and their peers remains wide. This is an area of concern that we need to address to ensure equity for all students.

While progress has been made, behaviour improvement remains an ongoing priority, particularly in ensuring all students meet high standards and are consistently ready to learn.

Establishing and Maintaining High Expectations: A key aspect of our approach has been the consistent enforcement of high expectations around uniform, jewellery, and equipment. Clear, non-negotiable standards have been set, with all students expected to adhere to the school's uniform policy. Staff have been trained to reinforce these expectations consistently and positively, helping to foster a culture of pride and belonging.

Despite these efforts, the readiness to learn agenda continues to be a developmental area. Not all students consistently arrive at school equipped and prepared for learning. As such, the Astrea Equipment Framework has been identified as a crucial driver for improvement in the next academic year. Its structured and systematic approach will support staff in identifying gaps, ensuring all students—particularly disadvantaged students—have the basic tools required to succeed.

Strengthening Home-School Relationships: To further support disadvantaged students, there has been a school-wide emphasis on increasing positive parental engagement. As part of this work 100% of Pupil Premium students have received a supportive phone call home from their form tutor. These calls were designed to:

- Establish or strengthen the relationship between school and home;
- Identify barriers to learning or engagement;
- Collaboratively agree on support or interventions to remove those barriers.

Feedback from families has been largely positive, with many expressing appreciation for the personal contact and proactive approach.

Behavioural Monitoring and Targeted Support: Form Tutors and Heads of Year have played a central role in addressing individual behaviour concerns. Key actions have included:

- Systematic identification of students whose behaviour is a cause for concern, based on data from behaviour logs and staff referrals
- Individualised support plans developed and implemented to address specific challenges, including: mentoring, targeted behaviour interventions, access to external agencies where appropriate and regular reviews of progress, with escalation to senior leaders where necessary.

This approach has enabled early intervention and allowed for a more nuanced, supportive response to behavioural challenges among disadvantaged students.

Behaviour and Culture Analysis Next Steps:
Next Steps:

- Full implementation of the Astrea Equipment Framework to ensure all students, especially those who are disadvantaged, are consistently ready to learn
- Continued emphasis on **consistent** standards and expectations across all staff
- Sustained parental engagement through form tutor outreach and targeted communications
- Strengthening the use of data to inform behavioural interventions, ensuring support is timely and impactful.

By continuing to work collaboratively across pastoral, academic, and leadership teams, we are committed to reducing negative behaviour events and ensuring all students, regardless of background, have the opportunity to thrive.

Suspensions: Appendix 1. **Due to the size of the data tables, these are placed in the appendices.**
Current behaviour data indicates a slight (3%) increase in both the number and rate of internal and external suspensions compared to the same point last academic year. This, albeit slight, upward trend highlights the continued need for consistent expectations, early intervention, and targeted support.

Suspensions have been issued for a range of reasons; however, the most common cause continues to be refusal to follow reasonable instructions. This includes:

- Refusal to follow reasonable instructions
- Persistent disruption to the learning of others

This increase is due to, despite clear behaviour systems and expectations, a subset of students who continue to struggle with meeting school expectations. A small group of students have received multiple suspensions, which has contributed disproportionately to the overall figures.

As part of our commitment to early intervention and inclusive support, five students have been placed on a Pastoral Support Plan (PSP) following repeated behavioural concerns. The PSP is a structured, 15-week intervention designed to provide clear targets, regular pastoral check-ins, and coordinated support from staff and parents to help students make positive changes. This proactive approach enables students to reflect on their behaviour, understand its impact, and access personalised support to address underlying barriers. While the PSP is intended as a supportive measure, students

who fail to meet the expectations set out in the plan may be considered for a managed move, to ensure that the educational and behavioural needs of all learners continue to be met in the most appropriate setting. The PSP process is a critical step in helping students remain engaged in their education while holding them accountable for sustained behavioural improvement.

These measures are designed to provide students with the time and support needed to make sustainable changes before returning fully to mainstream lessons. This approach aims to reduce the likelihood of repeated suspensions and support long-term behaviour improvement. Although the increase in suspensions is relatively small, it reinforces the need for continued focus on early identification, proactive support, and consistent application of expectations across all staff and settings. This will remain a key area of development moving forward.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School	95%	90.8%	92.0% ↑
Pupil Premium	95%	83%	85.3% ↑
SEND	95%	81%	83.4% ↑
Maximum % of scholars who are PA:		24.2%	20.6% ↓
% of PP scholars who are PA:		50%	43.8% ↓
% of SEND scholars who are PA:		41.9%	40.1% ↓

Insert any key points to note-e.g. the impact of IYT
- Average attendance for AP students, including authorised absence, 85.8%.

The attendance data reflects a positive overall trend, with improvements across all key groups compared to the same time last year. This suggests that the strategies we are taking is having an increase. However these strategies need to be refined to ensure that we make faster progress in these key areas. Attendance remains below our key target of 95%, particularly for disadvantaged groups, indicating that we still have work to do in this area, and that these are to be our essential focus for the coming year.

Attendance data across year groups reveals a mixed picture, with Year 8 showing strong performance for both Pupil Premium (PP) and SEND students, while Years 9 to 11 reflect lower attendance rates, particularly in Year 11. Whilst it is clear that planning, and resources need to be focused on this area of need within the school, it is important to note that some of these figures are influenced by a small number of students who are the subject of work from the attendance team, and local authority. Also within this data are the students who are engaging with appropriate alternative or specialist provision. However, changes to government attendance coding have limited how we are able to report positive student engagement with our attendance processes (such as Part Time Timetables, or attendance at offsite provision) and thus recorded in official data. As a result, the attendance figures may not fully capture the positive steps being taken to support these students. We continue to monitor these cases closely and are working to ensure that all students, regardless of their provision, are supported to attend and engage consistently.

While the direction of travel is positive, the data highlights why attendance remains a key priority for Cottenham, and even more so for PP and SEND cohorts. Whilst further information is shared in the appendix, below is a brief summary of steps taken, and planning in place for September.

Actions Taken
- Increased student and parental engagement, including direct communication and support sessions: building on the success of the maximising achievement plan for year 11, especially around ensuring 100% attendance at all

exams, the attendance team have been supporting the same programme for year 10 students. This has linked to daily intervention, support, and outreach to families and students. The priority has been PP, SEN, and then other learners

- Targeted interventions for students at risk of persistent absence: identification of being at risk has taken the format of attendance letters shared with families through our attendance policy.
- Recognition and reward schemes to encourage improved attendance: through listening to student voice (more regular small rewards than big ticket items) we have created 100% attendance awards. Has started with ice creams for 100% Attendance.

Planned action

- Targeted interventions for students at risk of persistent absence: following the advice and guidance from Lorraine Yates, as well as conferences with SSAT, a review of letters and communication to allow for more personalised and bespoke intervention for those at risk. Training within the attendance team, as well as the wider pastoral team, will focus on early intervention, and how this can be achieved through more face to face contact with both students, and families to avoid students entering PA.
- Recognition and reward schemes to encourage improved attendance: working with behaviour leads to explore whether more rewards can be built into the perfect week rewards through Bromcom to consistently encourage a positive approach to attendance across all groups.

These initial steps are being monitored for impact and will be further developed and embedded in the new academic year. Planned actions include:

- Expanding supportive individual attendance plans for PP and SEND students.
- Strengthening collaboration with external agencies to support families. This may include, but is not limited to, working with NESSIE
- Providing staff training to ensure a whole-school approach to attendance: this will be the further embedding of the mantra that attendance is everyone's responsibility.

Attendance for Year 11: Class of 2025

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole Cohort	95%	88.3%	89.8% ↑
Pupil Premium	95%	71.4%	82.2% ↑
SEND	95%	72.6%	77.8% ↑
Maximum % of scholars who are PA:		27.7%	24.7% ↓
% of PP scholars who are PA:		73.1%	50.0% ↓
% of SEND scholars who are PA:		60.9%	37.5% ↓

Insert any key points to note-e.g. attendance compared to last year's Year 11 cohort.
Attendance for the Year 11 cohort has shown notable improvement compared to the same point last year. Whole cohort attendance has increased from 88.3% to 89.8%, moving closer to the 95% target. Particularly encouraging is the progress among Pupil Premium (PP) students, whose attendance has risen from 71.4% to 82.2%, and SEND students, who have improved from 72.6% to 77.8%.

Persistent absence (PA) has also declined across all groups, which is a positive indicator of re-engagement. The overall PA rate has dropped from 27.7% to 24.7%, while the percentage of PP students who are persistently absent has fallen significantly from 73.1% to 50.0%. Similarly, PA among SEND students has decreased from 60.9% to 37.5%. These reductions suggest that our focus on interacting with families, offering support, and reaching out to individuals on a case by case basis is having a positive impact. Part of the process this year has been to focus on transforming the application of our policies into something which is meaningful with our families.

It should be noted that, the pressures of GCSEs, mental health concerns, and disengagement from some students in the lead-up to GCSEs continue to impact attendance for a small but significant group. However, we are particularly pleased with ensuring 100% attendance at all public exams – something that became a whole staff focus, even with students being collected from home to ensure that they were able to take the exams.

The shared work of the year 11 maximising achievement plan has given the attendance team constructive and concrete next steps for plans to already be put in place. A new meeting schedule involving the attendance leads, and the maximum achievement leads is already putting year 10 students in case by case focus to ensure that there is change for these students and they engage positively with what we are able to offer at CVC. Part of this has also discussed how we can strengthen mentoring and pastoral care, as well as ensuring quality first teaching so that SEN students feel confident they can progress at CVC. Ensuring this offer will in turn lead to students feeling confident in engaging in school life.

Attendance Next Steps:
Provide details below of your updated Attendance Action Plan. **Attach as Appendix 5**
Please include details of how you will have a rigorous focus on Year 11 attendance.

CPD Planning for September
Please provide:
- details of your draft staff onboarding and reboarding plans.
- Your draft plans/calendar for CPD, deliberate practice and intellectual preparation for 2025-26.

  Please attach as Appendix 6

Transition Update
Year 6 to 7-Please attach as Appendix 7:

- Your transition plan
- Your family handbook for 2025/26.
- Your Home/School Agreement

HR, Operations and Site Update
HR and Staffing Update - CONFIDENTIAL

Monthly HR Metrics – CONFIDENTIAL
HR provide a monthly HR KPI report. Each academy is RAG'd against the Trust benchmarks. Please provide details from this report below.

Site maintenance/improvements and any site works projects
Please provide details of any current site improvements and current projects. Please provide an update on the summer works.

Any other site or operational matters
Please provide details of any further site or operational matters relevant to your academy.

NOR Update
Please provide updates below of current NOR.
Current NOR
PAN: 900

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR

June 2025	**168**	**176**	**177**	**168**	**178**	**867**
March 2025	**173**	**178**	**176**	**169**	**176**	**872**
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
4th 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
1st 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 2024	1	6	8	3	0	18
Total number of Leavers 2023-24	**4**	**11**	**19**	**7**	**1**	**42**
Leavers in autumn term 2024	3	4	4	6	3	20
Leavers in spring term 2025	**6**	**6**	**4**	**3**	**1**	**20**
Leavers in summer term 2025 to date	**5**	**1**	**0**	**2**	**0**	**8**
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	4	6	5	3	18
Joiners in spring term 2025	**1**	**1**	**5**	**2**	**1**	**10**

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Joiners in summer term 2025 to date	**2**	**2**	**1**	**1**	**1**	**7**

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
Total EHE 2023-24	3	2	6	2	1	14
EHE Autumn term 2024	**1**	**1**	**2**	**1**	**0**	**5**
EHE spring term 2025	**2**	**2**	**1**	**0**	**0**	**5**
EHE Summer term one	**3**	**0**	**0**	**2**	**0**	**5**

	2022-23		2023-24		2024-25 YTD (end of summer term one)	
	Number	**% of cohort**	**Number**	**% of cohort**	**Number**	**% of cohort**
Total number of EHE in the academic year	9	1.02	14	1.57	15	1.64
Of which did **not** join the academy at the start of Year 7	0	0	2	0.23	2	0.22

Analysis and Commentary:

Include how many have returned to roll. Include analysis of the reasons provided for EHE

0 have returned to roll.

The number of students electively home educated (EHE) at our school has gradually increased over the past three academic years, rising from 9 students (1.02% of the cohort) in 2022–23 to 15 students (1.64%) in 2024–25. This trend aligns with national patterns, where EHE figures have continued to rise year-on-year, influenced by both increased parental interest and improved data reporting.

The principal reason cited for families choosing to electively home educate is mental health. However Cottenham's rate remains slightly below the national average, this suggests that our early intervention strategies and family engagement may be helping to retain students who might otherwise leave formal education.

Any Other Academy Matters

There have been a wealth of opportunities enjoyed over the summer term including:
- A theatre trip to the Crucible

- Bronze Duke of Edinburgh Expeditions
- A theatre trip to An Inspector Calls
- Cambridge Literary Festival
- The Olympic Cup Competition (CVC came 3rd of 10!)
- The Colour Run at Milton Country Park
- A trip to the Globe Theatre
- Visiting Scientists from the University of Cambridge.

Thanks to the PTFA, we also have a visiting Planetarium in July 2025! This is always a top hit with the students.

Y10 students are engaging in work experience placement during the week of 14-18th July.

Activities week takes place at the end of term and the programme is available here.

The Y11 Prom was held at the Impington holiday inn hotel on June 26th, which was a successful event with lots of happy children enjoying a buffet, dancing and getting dressed up with their friends. The event was well supported by friends and family, with many welcoming the students' arrival in their finest attire and on a myriad of vehicles from Ferraris to tractors!

Our new 3G pitch is on course to open this summer, along with updated changing room, with an official launch event planned for September 2025 to open the new facility to our community.

Appendix 1: Raising Achievement Plan for Year 10 into Year 11

Year 10 Context

There are 168 pupils in Year 10. This is the second of two years where students do not have KS2 scores as a result of Covid-19 disruption. This means that for this year group there will be no Progress 8 measure, only Attainment 8.

The cohort has the following context:
M – 94
F – 74
LPA – 30 (all Prior Attainment is based on CAT4 testing as KS2 SATs were not taken)
MPA – 92
HPA – 39
N/A – 7
PP – 32 (26 FSM)
EHCP – 3
SEN Support – 23 (this is a much higher number than the previous year group which was 9)
EAL – 15
LAC – 0

2 students are currently FSM and EHCP known as double disadvantage.

In addition, the reading age scores identify that of 168 current pupils in this year, 47 had a reading age of 17/17+ (adult age) – this is 28% of the year group tested. In contrast, 14 students were below secondary reading age – this is 8% of the year group tested. We do not have the credits (funding) to be able to run NGRT tests at KS4 for more up-to-date data.

The summer 2024 outcomes saw us attain a P8 score of 0.21 and A8 score of 4.9.

Our maximising achievement plan for Year 10 sets out our key areas for focus and the intent we have for building on our positive outcomes from Summer 24 (and Summer 25 when we have these). The objective is for Cottenham Village College to consistently achieve in the top 10% of schools nationally. Using FFT metrics for target setting, we set aspirational targets. To support this, we will use FFT5 as our ambitious target to strive towards, in all areas of attainment.

Key Performance Targets				
Attainment 8 score: ALL: (FFT5) PP: SEND: (support) EHCP)	Grade 5+ Eng & Maths: % FFT5	Grade 4+ Eng & Maths: %	% of students entered for EBacc %	No Progress 8 targets are listed because there will be no P8 measures for 2024-25

Priority area	Strategic Intent and Specific actions	Lead	Evidence of impact	Actioned by
Continuity of KS4 teaching and provision	• Changes to subject leadership improves provision for students in English and Maths. • Careful allocation of subject specialist teachers for KS4 groups where recruitment has been	KGO	Stakeholder feedback	SLT line managers

	challenging – particularly in English and Maths			
Attendance to lessons is high	• All year 10 students to have excellent records of attendance and punctuality. Daily tracking and monitoring to intercept where negative patterns of behaviour/ habit are having an impact. Daily parental contact made with key students. • Behaviour system used to flag up students who are late to lessons, pastoral team to issue consequences/contact home to raise concerns. • SLT walkabout/on call rota to support immediately in any issues in lessons to ensure disruption free learning. (affected by SLT teaching/cover levels)	PWI	Attendance data	All Y11 tutors/teachers/pastoral leads
School culture supports effective use of lesson time	All lessons disruption free, using the school behaviour policy and processes. • Monitoring of Core Routines in SLT walkabout. • Regular deliberate practice to continue to address the quality and consistency of delivery of routines. • Regular QA by SLT walkabout to collect data on lessons and respond as appropriate. • Regular SLT discussions about what is seen during lessons, picked up at 'Running the Day' SLT morning meetings. • Use of Reset room to remove any distractions from lessons.	CCR/PWI and SLT	SLT walkabout. Behaviour data.	SLT
Pedagogy and resourcing strong in all departments, ensuring every teacher an expert in their subject area.	Regular QA with middle leaders/SLT line managers evidences highly knowledgeable subject teachers who use lesson time effectively to challenge and support all students to achieve excellent outcomes. • Daily learning walks by SLT to ensure challenge and	KGO/APA/SLT	Assessment outcomes, SLT walkabout.	SLT

	implementation of curriculum supports ambitious plans for outcomes • Subject Intellectual Preparation focused on Y10 only for the summer term • Timetabling (APA) to carefully assign teachers to each Y11 group. • Ongoing CPD for Y10 staff.			
Pupil premium students	All Y11 PP students to be fully resourced to be able to bridge any gaps in subject knowledge. • Pastoral team to focus on these groups of students in daily debrief. • Additional resourcing in place via the Boutique to enable every child a positive start to the day e.g. correct uniform at morning line-up. • LM meetings to focus on priority Y10 students in every meeting. • Mock data analysis by senior leader (APA) to plan additional Y11 interventions where needed.	CCR/APA	Assessment outcomes, attendance data, behaviour data.	CCR/JCH (SENDCo)
SEN students	Inclusion is a school priority for 2024/25 (and will continue to be in 25/26), every teacher being clear on their role to scaffold learning on student need. Access Arrangements to be organised in a timely manner so that the mock exams give full entitlement. • Training day in September to explicitly explain how we need to model practice as a school • SENCo and Assistant SENCo to leading on AA and testing, working closely with exams officer • LM meetings to focus on priority Y10 students in every meeting. • Mock data analysis by senior leaders (APA and JCH) to plan	JCH/CCR	Learning walk QA, data analysis, mock exam outcomes.	

	additional Y11 interventions where needed. • A clear communication log for all SEN students with all reviews, access arrangements and additional meetings detailed for all SLT to be fully aware of all issues.			
Reading Ages	For any Y11 students who have a reading age below chronological age we will explore support programmes to be in place ASAP, this will include: • Identification of students • Tutor time interventions • Home-School communications to support a wider reading programme • Support with appropriate choice of texts.	JCH	Learning walk QA, data analysis, mock exam outcomes, intervention sessions.	SEND Team/APA
Homework	• A focus on planning homework clearly and sharing with parents, to help them to support preparation for mock exams as needed. • Increased homework expectations e.g. 90 minutes for Sparx Maths for Y10	KGO	Parent and student feedback. Mock exam results	KGO (plus subject leaders directed to implement this)
Exam preparation	• Ensure parental messaging gives support during the lead up to exams, with weekly reminders for parents using the newsletter. • Use drop-down mornings as required to ensure that mock exams are well supported in the core-subjects. • Weekly meetings to review the interventions and list of targeted students to attend these. Communication to parents of the importance of these sessions. • Use the final weeks in school of Year 10 to set up summer work expectations to support the strongest academic outcomes. • Withdraw students from exams as needed, where it will support stronger outcomes.	ZA/APA		ZA/APA

Actions from the Y10 Summer Term and Sprint Zero Framework

Focus:	Actions so far:	Planned actions:
English and maths staffing for 25-26	• A relentless drive on recruiting **high-quality** teachers of English and maths has been in place for the entire academic year (24-25) • Director of maths appointed – to start in September 25 • Lead Practitioner English and Teach First English teacher appointed – to start in September 25 • The English team is now fully staffed	• Continued recruitment for maths teachers • Careful allocation of staff for English and maths KS4 groups, placing the strongest teachers on the key groups
Intellectual Preparation	• Weekly IP sessions have shifted from a focus on Y11 lesson preparation to Y10.	
Staff CPD (Y10 into Y11 teaching staff)	• Active encouragement for teaching staff to become examiners for the exam board that they deliver in their subject – this has been a constant focus all year • Examiners' reports were a key part of the expected exams analysis in September 24 so that all teachers are fully informed • IP used to revisit the key points from examiners' reports; to discuss and practice writing exam responses for key units/questions; sharing of model answers to all staff know the standard being aimed for	• Careful allocation of staff for English and maths KS4 groups, placing the strongest teachers on the key groups – led by the timetabling team (APA) • Continued focus on CPD for teaching staff next academic year
FFT5 targets	• Continued use of FFT5 targets for all students, classes and subject cohorts – this is in line with practice at CVC for several years	• QA to ensure that subject leaders know the profile of the FFT5 targets • Adjust FFT5 targets for PP and SEN students where appropriate (so we are explicitly targeting closing the gap and raising expectations of these students with all staff)
Communication with stakeholders	Regular communication is shared with parents and students. In the summer term the following communication or events have taken place: • Y10 exams assembly where expectations about exam conduct and the importance of the Y10 mocks was shared • Y10 parent evening on Wednesday 18 June where students and parents attended a presentation about the importance of mocks, why and how they are useful and the data used, key information about Y11 • Use of the parental newsletter to flag key messages about homework, exams, expectations of students, importance of attendance etc. • Key Y10 documents shared on the website • Knowledge Organisers shared with all students (and information also shared with parents) in every	• Continued communication and narration about revision strategies, homework, attendance, focus and hard work, mock exams etc. • Intervention and contact home with students and families where students have been identified from mock data as being at risk of underperformance, are attendance risks, need further support • Immediate focus on SEN and PP performance from the mock data and support,

	subject – along with revision booklets and resources to support mock preparation • A guide for preparing for mock exams (advice on **how** to best revise, a revision planner, information on exam boards and some information on how parents can support students) shared at the start of May 2025. This information was also summarised again at the parental meeting on 18 June	intervention and communication put where needed
Student aspirations for the future	• A focus on the importance of the exams as providing students with choice • Holding up previous cohorts and students as setting a powerful example of what is possible • Stating, clearly, that the exams matter – high-stakes mocks add to this messaging • A more explicit conversation with students about the nature of exams being a 'competition' so they are equipped with the understanding that GCSE results set them on the pathway to University where they are successful	• Assemblies and tutor programme to incorporate aspirational pathways to University or alternative • Subject lessons to also regularly 'bump into' references to University study to keep the concept as something all students hear on a regular basis • Careers and 'Planning for your future' events
Year 10 Raising Achievement team	• The RA team is being led by a VP (CCR), working closely with the Attendance team (PWI), the Head of Year 10 and the senior leader for outcomes (APA) • The principal is closely overseeing all actions and planning • Re-timetabling of the school so that the best teaching can be re-allocated from Y11 to Y10 classes – several Y10 groups now have new teachers in English and maths and science	• Continued work as a team, adding in more staff once they join us in September (Director of maths and LP for English) • Regular meetings to share key information and plan action points that target the key subject areas/students • Regular updates to SLT so that all members of the team are aware of the progress of the year group and also the key students/classes/subjects that need focus
Year 10 A8 RA meetings (including English and maths crossover)	• Weekly meetings to focus on key PP and SEN students to monitor the risk of under-performance – especially in core subjects • English and maths crossover meetings happening at a senior level (LM of both subjects with the subject leaders)	• Use of mock data to inform and sharpen the use of RA meeting time to focus on the key students across the cohort (continuing with a close focus on PP and SEN as well) • Continued English and maths crossover meetings with Head of English and Director of maths (when in post)
Curriculum model/CLFP planning for Y11	• Curriculum model and CLFP planning undertaken by the Principal to ensure that a cost-effective curriculum model is in place, but that staff are allocated in the best interests of Y10 into Y11 • English is being placed into their own block for Y11 (as far as staffing allows) so that all lessons can be	

	timetabled at the same time – allowing for very focused delivery of the curriculum in finer levels of setting. The intention is to do this in maths as far as the staffing will allow • Use of tutor time to deliver core subject content – the tutor team in Y11 will consist of science, English and maths specialists to ensure the quality of this • English/maths group for key students running in one option block (has been running in Y10 already)	
Open Bucket focus – multiple strands	• Full course RE is a popular option at KS4 with 2 groups running in Y11 which represents almost 60 students • Further Maths runs every year in Y11 – the top 32 students in Y10 take this as an extra GCSE • Home Languages – GCSE: we have an established pattern of our EAL students taking a GCSE in their home language – currently there are 5 students in Y10 who took their GCSE in the 2025 exam series	• New leadership of RE (SLT – PWI) who will work closely with the new National Lead for RE on the plans for increasing RE provision at KS4 • Work with the remaining EAL students to identify if they can take their home language GCSE (some languages do not run e.g. Romanian) in Y11
Curriculum fidelity for core subjects	• Close working relationship between National leads and subject leads has been firmly established in English and science • Curriculum fidelity is in place in English, maths and science	• QA of lessons by subject leaders, national leads when visiting and SLT to ensure the fidelity is in place and of high-quality • Director of maths to ensure a closer working relationship with the national lead • Monitoring of data and student progress over Y11 to review the impact of the curriculum in Y10/Y11
Year 10 mock exams	• A full Y10 mock exam period planned and in process (24 June – 4 July) • All subjects have had a mock exam • High-stakes delivery e.g. in exam venues, AAs in place and delivered fully, narrative communicated throughout of the importance of the mocks to all stakeholders	
Homework & summer work and resources for students	• Sparx Maths has moved to 90 minutes for Y10 students • Clear messaging to all subject leaders about increased homework expectations for Y10 students • Information to parents (and students) at the Y10 evening (18 June) which clearly stated that 2+ hours of homework should be completed every day • KOs have been shared which can support revision, homework and summer work	• Subject leaders to be directed and checked to set summer work for students to maintain the focus of Y10 ahead of Y11 and ensure that key knowledge or misconceptions continue to be addressed over the 6 week holiday • Use of communication channels e.g. form tutors and subject newsletter to continue to narrate the importance of

			homework and its role in attainment and exam success

Appendix 4:
The total number of suspensions (year to date).

	2023/2024							2024/2025						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	219	21	74	32	29	34	29	204	53	34	28	35	36	18
PP	78	7	24	12	12	13	10	104	23	16	17	20	18	10
SEN All	119	13	41	19	13	19	14	102	21	16	16	19	19	11
SEN E	45	6	15	7	5	6	6	32	10	5	8	3	3	3
SEN K	74	7	26	12	8	13	8	70	11	11	8	16	16	8
Boys	172	18	58	26	20	27	23	141	32	30	19	22	25	13
Girls	47	3	16	6	9	7	6	63	21	4	9	13	11	5
Y7	28	2	6	3	1	6	10	42	3	12	4	8	12	3
Y8	30	0	8	8	3	3	8	43	13	5	6	7	7	5
Y9	50	5	26	5	7	6	1	42	7	5	7	5	10	8
Y10	70	7	20	8	12	13	10	27	9	4	2	4	6	2
Y11	41	7	14	8	6	6	0	50	21	8	9	11	1	0

The suspension rates (year to date).

	2023/2024							2024/2025						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	23.83%	2.29%	8.05%	3.48%	3.16%	3.7%	3.16%	22.3%	5.79%	3.72%	3.06%	3.83%	3.93%	1.97%
PP	47.56%	4.27%	14.63%	7.32%	7.32%	7.93%	6.1%	51.49%	11.39%	7.92%	8.42%	9.9%	8.91%	4.95%
SEN All	88.81%	9.7%	30.6%	14.18%	9.7%	14.18%	10.45%	73.38%	15.11%	11.51%	11.51%	13.67%	13.67%	7.91%
SEN E	121.62%	16.22%	40.54%	18.92%	13.51%	16.22%	16.22%	106.67%	33.33%	16.67%	26.67%	10%	10%	10%
SEN K	76.29%	7.22%	26.8%	12.37%	8.25%	13.4%	8.25%	64.22%	10.09%	10.09%	7.34%	14.68%	14.68%	7.34%
Boys	34.75%	3.64%	11.72%	5.25%	4.04%	5.45%	4.65%	30.45%	6.91%	6.48%	4.1%	4.75%	5.4%	2.81%
Girls	11.08%	0.71%	3.77%	1.42%	2.12%	1.65%	1.42%	13.94%	4.65%	0.88%	1.99%	2.88%	2.43%	1.11%
Y7	15.22%	1.09%	3.26%	1.63%	0.54%	3.26%	5.43%	23.33%	1.67%	6.67%	2.22%	4.44%	6.67%	1.67%
Y8	16.3%	0%	4.35%	4.35%	1.63%	1.63%	4.35%	22.87%	6.91%	2.66%	3.19%	3.72%	3.72%	2.66%
Y9	26.18%	2.62%	13.61%	2.62%	3.66%	3.14%	0.52%	22.46%	3.74%	2.67%	3.74%	2.67%	5.35%	4.28%
Y10	38.46%	3.85%	10.99%	4.4%	6.59%	7.14%	5.49%	15.17%	5.06%	2.25%	1.12%	2.25%	3.37%	1.12%
Y11	23.03%	3.93%	7.87%	4.49%	3.37%	3.37%	0%	27.47%	11.54%	4.4%	4.95%	6.04%	0.55%	0%

Negative Behaviour Events (year to date).

	2023-2024							2024-2025						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
Disruption to learning - C1	7560	1326	1366	1318	954	1387	1209	4688	1315	1098	1181	1094	772	
Disruption to learning - C2	1692	486	262	242	183	269	250	1100	231	236	327	306	292	
Disruption to learning - C3	1121	113	191	192	197	255	173	805	180	182	206	237	298	
Failure to complete homework	1791	211	185	339	241	400	415	2219	244	585	837	553	561	
Inappropriate language (Swearing)	293	63	73	39	52	20	46	82	25	15	20	22	18	
Lack of equipment/PE Kit/Books	757	62	117	126	135	133	184	507	121	110	122	154	117	
Lateness to lesson	268	77	39	32	63	45	12	0	N/A	0	0	0	0	
Lateness to school	165	19	17	54	31	40	4	71	25	27	9	10	9	
Mobile phone used, seen or heard	284	42	65	56	53	52	16	171	40	46	44	41	27	
Refusal to follow reasonable instructions - C1	2573	376	493	432	441	510	321	1677	508	362	396	411	321	
Refusal to follow reasonable instructions - C2	900	123	181	144	149	189	114	787	200	177	179	231	267	
Refusal to follow reasonable instructions - C3	989	263	145	154	149	183	95	613	123	129	142	219	192	
Refusal to follow reasonable instructions - C5	108	16	23	31	15	13	10	75	25	10	23	17	19	
Refusal to Work/Lack of effort - C1	860	118	181	184	137	127	113	425	124	94	79	128	94	
Refusal to Work/Lack of effort - C2	183	33	39	49	17	32	13	206	42	53	51	60	51	
Refusal to Work/Lack of effort - C3	58	8	8	15	13	10	4	61	7	19	20	15	30	
Truanting – external	6	0	1	1	1	0	3	9	5	1	0	3	2	
Truanting – internal	2845	267	531	582	495	590	380	1660	449	574	294	343	274	
Uniform issue	1363	121	89	135	179	323	516	1569	629	307	292	341	397	
Verbal abuse/Rudeness – adult - C1	124	20	33	22	15	24	10	68	15	15	22	16	21	
Verbal abuse/Rudeness – adult - C2	80	6	24	15	11	11	13	52	11	15	11	15	15	
Verbal abuse/Rudeness – adult - C3	53	7	15	11	4	11	5	62	17	14	17	14	7	
Verbal abuse/Rudeness – pupil - C1	73	5	22	18	5	9	14	51	18	15	8	10	13	
Verbal abuse/Rudeness – pupil - C2	37	2	6	12	10	4	3	26	3	6	11	6	6	
Verbal abuse/Rudeness – pupil - C3	22	0	2	6	5	4	5	20	5	7	3	5	4	

Appendix 5: Attendance Action Plan, and year 11 focus for next year

Area of focus: Overall school attendance in FFT top 10%

Proposed Step in Attendance Action Plan	Strategy Used to Achieve It	Lessons Learned for Year 11 Focus Next Year
Development of traffic light monitoring system to track and visualize attendance trends, allowing for quick identification of students at risk	Implemented a colour-coded dashboard shared with staff weekly to flag students below thresholds. Sally Bagwell has used this to share on a regular basis with Pastoral Team. This has been particularly effective in the year 11 programme, so much so that we want to roll this to year 10 and beyond.	Early visibility helped tutors and the pastoral teams intervene sooner; next year we will share a summary of this document with the Year 11 form tutors mentors so that they can be proactive in their communication with families. We will also explore how HoDs might use this information to support the departments and outcomes.
Create an 'Attendance Week' initiative, integrating attendance themes across various subjects and activities to raise awareness and engagement	Whilst we improved the discussion of attendance and had focus points throughout the year with tutors, this was not as explicit as we would have liked. To have more of an impact we need to revisit and relaunch this more explicitly.	Positive engagement from students; next year we will align to this to ensure that it coincides with Year 11 mock preparation to boost motivation.
Develop an 'In to Win' program, in conjunction with Perfect Week strategies, to promote praise around attendance	We have promoted 'In to Win' weeks with the use of Ice Creams, and Pizza parties	Increased motivation observed; next year we will tailor rewards specifically for Year 11 milestones, building on their responses (i.e. lunch in the Atrium etc)

Area of focus: Year 11

Proposed Step in Attendance Action Plan	Strategy Used to Achieve It	Lessons Learned for Year 11 Focus Next Year
Regular meetings with Pastoral Team and Year 11 team to focus on key students. Key is proactive engagement rather than reactive.	Weekly Year 11 attendance review meetings with pastoral leads and tutors	Helped identify patterns early; next year we will share the summary of these meetings from September with Year 11 teachers/tutors involved
Proactive attendance officer led intervention with families to provide strategies to support students with their attendance	Attendance officer conducted home visits and phone calls to families of PA students. This led to positive conversations. In some instances this led to no response from the families.	Build stronger relationships by using a wider range of strategies to build trust with the families. Where there has been no response from families we need to ensure that LA are contacted more persistently so that there can be resolution for our students.
Development of traffic light monitoring system to support tutors and their early intervention with families and students	Shared weekly reports with colour-coded attendance status with the pastoral team so that they were aware of the next steps	We need to ensure that the year 11 tutors feel more empowered; next year we will provide Year 11 tutors with scripts and training for conversations so all can be making phone calls.

Area of focus: PP attendance

Proposed Step in Attendance Action Plan	Strategy Used to Achieve It	Lessons Learned for Year 11 Focus Next Year
Assign dedicated mentors to PP students with attendance concerns, providing personalized support and accountability	It was decided that rather than specific mentors to check in weekly with PP students, the focus would be a whole school approach where all tutors were leading on this and making contact with families to support the PP students.	Improved engagement; next year we will match Year 11 PP students with mentors from September, as well as having the support from the tutors
Attendance officer to explore targeted incentives for PP students, such as additional extracurricular opportunities or resources for those meeting attendance goals	We explored reward vouchers and trip opportunities for improved attendance. However it was felt that this would be better incorporated into the wider reward trips of the school.	Effective for motivation; next year we will link incentives to Year 11 revision sessions, and make explicit support programme for students.
Further develop regular data analysis to identify patterns in PP attendance, allowing for tailored interventions and support	Reviewed PP attendance fortnightly and shared insights with pastoral team	Enabled targeted support; next year we will include Year 11 PP attendance trends from September in SLT briefings building on the success of the raising achievement programme this year

Area of focus: SEN attendance

Proposed Step in Attendance Action Plan	Strategy Used to Achieve It	Lessons Learned for Year 11 Focus Next Year
Collaborate with SEN team to develop attendance strands on the individualized plans that address each student's unique barriers to regular attendance on the 1 PPS	There was much greater collaboration between the SEN, Attendance, and Safeguarding teams this year to ensure that students were discussed on a case by case basis with discussion around steps to be taken to support the students.	Improved clarity of support; next year we will ensure Year 11 SEN reviews include attendance goals. Furthermore, attendance targets embedded in 1PPS plans with SENCo oversight
Further develop regular data analysis to identify patterns in SEN attendance, allowing for tailored interventions and support. This should be done in collaboration with the SENCo	Joint SENCo and attendance SLT, attendance officer, HoY reviews of SEN attendance data	Helped identify hidden barriers; next year we will prioritise Year 11 SEN students for early review, with a clear focus on gathering the student voice around barriers. This will be done for all students to be proactive for those who might see a fall in attendance in the year
Assign dedicated mentors to SEN students with attendance concerns, providing personalized support and accountability	It was decided that rather than specific mentors to check in weekly with SEN students, the focus would be a whole school approach where all tutors were leading on this and making contact with families to support the SEN students.	Improved engagement; next year we will match Year 11 SEN students with mentors from September, as well as having the support from the tutors

Area of focus: Responding to Government guidance and changes

Proposed Step in Attendance Action Plan	Strategy Used to Achieve It	Lessons Learned for Year 11 Focus Next Year
Review and embed ideas learned from the Attendance Hub (especially around tracking 10 unauthorised sessions)	Adopted 10-session trigger for intervention and parent contact	Improved consistency; next year we will use this threshold to flag Year 11 concerns earlier, along with an updated letter programme designed in conjunction with the central team
Explore training available to ensure we are able to utilize the Department for Education's new data visualization tool to analyse attendance trends and inform decision-making	Paddy Winter (SLT Lead) attended training on DfE dashboard and implemented weekly reviews	Enhanced insight; next year we will use this tool to track Year 11 attendance weekly
New code use to be embedded, and data used to inform decisions	Updated MIS codes and trained staff on correct usage	A timetabled review of codes to ensure their correct use
Provide workshops and resources for parents on overcoming attendance barriers and supporting their children's education	These were not carried out this year due to reduced capacity in the team.	Next year we will carry them out, offering whole school, and Year 11-specific sessions early in the year

Area of focus: Working with families

Proposed Step in Attendance Action Plan	Strategy Used to Achieve It	Lessons Learned for Year 11 Focus Next Year
Implement a 'nudge' letter system, sending personalized communications to parents about their child's attendance and its impact	Sent tailored 'nudge' emails highlighting attendance concerns and punctuality	Prompted parent engagement; next year we will start sending these from week 1.
Organize regular coffee mornings to build relationships with parents and understand family circumstances affecting attendance	These were not carried out this year due to reduced capacity in the team.	Next year we will carry them out, offering whole school, and Year 11-specific sessions early in the year

Area of focus: Continue to develop efficient processes around attendance

Proposed Step in Attendance Action Plan	Strategy Used to Achieve It	Lessons Learned for Year 11 Focus Next Year
Implement a robust daily absence tracking system, ensuring contact for all unexplained absences, in light of guidance changes	Daily first-day contact and follow-up system in place and well established	Reduced unexplained absences; next year we will prioritise Year 11 calls from 10am. Furthermore, families will be contacted during p5 to offer support for ensuring their child attends the next day
Utilize technology to automate attendance reporting and analysis, freeing up staff time for more targeted interventions	Used MIS and Power BI dashboards for real-time tracking	Improved efficiency; next year we will create Year 11-specific dashboards
Work closely with National Lead for Attendance on reviewing, and enhancing current practice at CVC,	Engaged in CPD with DfE, Cambridgeshire Heads, SSAT and consultation with National Lead	Validated strategies; next year we will continue to build on the Astrea Attendance Strategy day, as well as the maximising achievement plans.

drawing on CPD opportunities where available.		

Transition 2025

Context

An effective transition between Key Stage 2 and Key Stage 3 is important in establishing long term success for students within their secondary provision. Research tells us that 'Children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition' [1]. In addition, we know that Primary colleagues can sometimes find the transition process frustrating due to the variance of approach from secondary schools, which disrupts the final few weeks of year 6 and students' Primary experience.

Consequently, within Astrea, our transition process is guided by two key aims:

- To create a programme that is based around the common features of successful transition.
- To provide a cohesive transition programme across Astrea academies within the same locality.

Defining a successful transition

At Astrea, we define a successful transition for students as:

- developing new friendships and improving their self esteem and confidence
- having settled so well in school life that they cause no concerns to their parents/carers
- showing an increasing interest in school and schoolwork (including homework)
- quickly getting used to new routines and wider school organisation with great ease
- experiencing curriculum continuity

Key features of a successful transition programme [2]

- Effective information sharing between primary partner schools and the secondary school.
- The use of 'bridging materials'
- Visits to Secondary school by prospective teachers, children and their parents
- Induction events (as a whole cohort and additional opportunities for any vulnerable pupils)
- The distribution of key information about secondary school to parents/carers in a timely manner
- Talks at the school, taster days and other joint social events between schools
- Ensuring there are regular opportunities to prepare by addressing worries, reassuring and encouraging students, explaining what to expect and how secondary school works, and by giving advice and tips on how to cope at their new school.

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[1], [2] Evangelou, Taggart, Sylva, Melhuish, Sammons and Siraj-Blatchford, 2008, *'What Makes a Successful Transition from Primary to Secondary School?* (2008), DfE

CVC context specific check list - Transition Plan

Who	What
Judith	Contact all relevant PS to collate EHCPs. Check whether they want to lead on wider SEN
Paddy	Speak to Clare Lowen - data sheet on all the new students and request any letters that are going out.
Paddy	Contact Sam M and Will G regarding music and PE festivals
Paddy	Review the transition handbook and find powerpoint
Paddy	Confirm Head Student process
Paddy/Judith	Arrange parent meetings - what can we do to support transition? i.e. school visits
Paddy	Contact HoDs to update sections
Paddy	Use data sheet to compile email addresses of all Heads/Office to contact regarding Datra request columns
Paddy	Contact the schools for a meeting so they can pass on info about any student who may need early transition support that are not SEND. If there are any with safeguarding concerns these will need to be passed onto Helen and I so we can make contact and have a meeting about that if needed.
Paddy	Review Hanan activity pack for form time. Review year 11 timetable to see who might be able to run lessons for step up days.
Paddy	Email all heads with BASI information request. Based on feedback Paddy to contact families
Clare	Can we send out the letters. What order can we send letters on. Do these go out with the data collection?
Paddy	Review list from Clare Lowen and start to reviewing the bus passes
Paddy	Send activity pack to Angela for printing
Paddy	Start create form groups (balance of SEN/Gender/Ability)
	Y6 Progress Evening

Transition overview

Transition	Actions to be taken	Person	Date/range
* Effective information sharing between primary partner schools and the secondary school.	* Secondary to follow up offers to ensure there is a clear understanding of which students are attending	Paddy / Clare	Spring 2 / Summer 1
	* Incoming Year 7 student information to be collected electronically via Microsoft forms	Clare	Summer 1
	* Year 6 teacher & Year 7 HOY transition meeting to take place for all students	Paddy	Summer 1
	* Safeguarding and SEN transition meetings to be booked in between Secondary and Primary schools	Judith	Summer 1
	* Preemptive work to take place with students and families with historically low attendance	Paddy / Sally	Summer 2

* The use of 'bridging materials'	* Students to be provided with a range of fun 'bridging materials', that link to knowledge retrieval of KS2 national curriculum and exposure to new topics / opportunities e.g. CEIAG / Cadets / KS3 texts	Paddy / Transitio n Day	Summer 2
	* Explicit teaching of the behaviour curriculum as part of the weekly curriculum offer	Sept step up days	Aut 1
* Visits to Secondary school by prospective teachers, children and their parents	* Open coffee morning for Primary colleagues to come and visit the school (one a term)	Paddy / Judith	Ongoing
* Talks at the school, taster days and other joint social events between schools	* Year 6 open event to take place in October, which includes clear explanation and myth busting around core routines	Paddy / Zoe	Summer 2
	* Incoming Year 7 'Welcome event' to take place 1st week in Summer term (after the allocations)	Paddy	Step up evening
	* Incoming Year 7 Induction Evening for students, parents /carers to take place prior to the students' first full day transition event.	Paddy / Zoe	Step up evening
	* Primary partner schools invited to bring Year 5/6 to be the audience for the dress rehearsal of the school performance	Will G / Sarah-Jayne / Maria	Summer 1
* Induction events (as a whole cohort and additional opportunities for any vulnerable pupils)	* Induction programme that is aligned across Astrea academies (agreed by primary and secondary leaders).	Paddy	Aut 1
	* 4 Additional induction events for vulnerable students – SEND, Attendance issues, behaviour issues, only student from their primary	Paddy / Judith	Summer 2
	* Strong focus on reward for 100% attendance at school over the transition period (building good habits)	Paddy	Step up evening
	* Comprehensive onboarding programme in September (1 week) to ensure all Year 7's are taught the routines and the behaviour expectations	Paddy / HoY	Aut 1
* The distribution of key information about secondary school to parents/carers in a timely manner	* Welcome letter sent to all families from the secondary school following the offer day	Paddy	Summer 1
	* Specialist 'Transition' area of the website to be developed and to include welcome videos, information packs and bridging units (available later)	Paddy	Ongoing
	* 'Welcome pack' of information to be developed, including key staff, information about subjects & extra-curricular, positive messages from current Year 7's	Paddy	Family Handbook
	* Video welcome to be created which includes a virtual tour of the school, led by current Year 7 pupils	Paddy / Will G	Summer 2? Funding?
* Ensuring there are regular opportunities to prepare by addressing worries, reassuring and encouraging students, explaining what to expect	* Transition section of the website to provide videos and information for students to revisit at home	Paddy	Summer 1 - launching CVC Year 7
	* Number of induction days to be substantial enough for students to go beyond the superficial and build a positive relationship with the secondary teachers	3 offered	

	* All incoming Year 7's names to be learnt by the key pastoral staff before they start in September.	HoY / AHoY / Form Tutors	Summer 2
	* All parents/carers to be offered the opportunity to visit the secondary school during the day	Paddy	Ongoing
	* Form allocation to reflect primary colleagues advice around groupings closely, Careful consideration to be given to Year 7 Form Tutors to give the right balance of experience within this critical year group	Paddy	Summer 2

Link to Family Handbook – the link is provided as the handbook is 28 pages long

Home school agreement: 2025

We believe that a great school is simply one where everyone is united in a common goal to provide the best educational experience for the students and community we serve. We recognise that Cottenham Village College is in a truly privileged position, being a school for the whole community and helping to shape the future of generations to come. This is a partnership between school, students and families, holding the highest aspirations and working together to ensure every young person excels. We believe that this partnership is essential in achieving this aim.

Vision: We want all students to be able to learn, thrive and lead successful lives.
Values: Scholarship, curiosity, tenacity, responsibility, respect.
Ethos: Be kind, work hard.

Students and parents/carers can expect Cottenham Village College to:
- provide a supportive, inspiring, secure and safe learning environment so that students can fulfil their potential academically and personally;
- teach a carefully sequenced knowledge-rich curriculum which is aspirational and accessible to all students, optimising progress;
- promote a positive approach to learning and celebrate all forms of achievement;
- review class work and homework and give regular feedback in class and through Progress Review data;
- provide opportunities for parents/carers to meet teachers, when progress will be discussed;
- encourage high standards of behaviour, a sense of personal responsibility and resilience;
- let parents/carers know about any concerns or problems that may affect student learning, behaviour or well-being and offer support when required;
- keep parents/carers informed about activities through letters, newsletters, the website and email;
- provide a range of extra-curricular and enrichment opportunities.

Cottenham Village College expects students to:
- model the school values and observe the ethos of 'Be kind, work hard';
- strive to achieve 97%+ attendance and arrive on time to all tutor session and lessons every day;
- complete classwork and homework on time and to the best of their ability;
- uphold the highest standards of behaviour;
- bring all the equipment, books and kit needed each day;
- follow instructions first time, every time;
- take responsibility and complete any sanctions required;
- embrace extra-curricular and enrichment opportunities, contributing positively to their House, the school as a whole and the wider community.
- wear uniform correctly and take a pride in their appearance;
- treat fellow students, and all staff with kindness and respect;
- switch mobiles phones and electronic devices off during the school day; any phones seen or heard during the school day will be confiscated;
- keep the site and the surrounding environment free from litter and graffiti;
- be a good representative of Cottenham Village College in and out of uniform, including with any online activity;
- contribute to a safe community by refraining from bringing prohibited items onto site and reporting instances of bullying or hate;

Cottenham Village College asks parents/carers to:
- support your child's education as we believe that your involvement is vital for success;
- ensure that your child has all necessary equipment and full Academy uniform
- support your child to attend every day and work with Cottenham Village College to ensure your child has excellent attendance and punctuality;
- give your full support to us, including supporting all policies and procedures;
- support the behaviour policy and procedures and ensure your child always attends and completes sanctions required by the school;
- work in partnership with staff at Cottenham Village College in supporting the teaching and learning of students;
- attend meetings about my child's education;
- support our ethos of mutual respect in all communications;
- ensure that your child completes their homework under suitable conditions;
- inform us of any changes in domestic circumstances.

It is important this home-school agreement represents a genuine dialogue and understanding of everyone's position and expectations. We hope nothing contained within this document is contentious; however, should you wish to raise any points, or seek clarification, we have provided a comment box below to record these views.

By signing this agreement, you are acknowledging that you have read the information contained in the agreement, you have heard any comments others have raised, and you are willing to work in partnership to enable the below named student to learn, thrive and succeed.

Student name:	Parent / carer name (relationship):	Staff name (position):
Student comments:	Parent/ Carer comments:	Staff comments (on behalf of the school):
Student signature:	Parent / Carer signature:	Staff signature:
Date:	Date:	Date: