



Cottenham Village College Local Governance Committee

Monday 13 October 2025

To be held from 5.45pm

At Cottenham Village College

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

Invited: Judith Chipps, Clive Crisford, Kath Goudie, Hanan McKeand, Amelia Parker and Paddy Winter and Rebecca Ramsden.

Clerk: Melanie Basson

Agenda

ACTION SUMMARY				
Minute Reference		Summary	Responsible	Deadline
14.07.2025		Year 10 mock data to be presented	Principal	Complete – Item 2
Item	Timings	Subject	Format	
1	10 mins	Introduction and apologies	Oral item - Chair	
		o Membership		
		Declarations of interests	Oral item - Chair	
		Minutes, action tracker and matters arising	Papers attached (pp)	
		Minutes of last meeting on 14 July 2025	- Chair	
2	30 mins	Principal's Report	Papers attached (pp8-17) – Principal	
3	5 mins	Link Lead School visits	Papers attached (TBC)	
4	5 mins	Chairs update including risk and matters and questions to the Trust Board	Oral item - Chair	
5	5 mins	Parent Teacher and Friends Association	Oral item – VC	
6	2 mins	Future agenda items and confirmation of forthcoming dates: 2025-26 CVC LGC meeting dates: 1 December 2025 9 February 2026 11 May 2026 6 July 2026	Oral item - Chair	
7	2 mins	Any Other Business	Oral item - Chair	

Please read all papers in advance and prepare questions

Any additional business to be notified to the Chair and the Clerk at least 48hrs in advance of the meeting.



Cottenham Village College - Local Governance Committee (LGC)

Minutes of Meeting: 14 July 2025 (*meeting held through Teams*)

Members Present:	Cerian Webb (Chair), Vikki Cantrill, Maria Derrick, Vicky Ellaway-Barnard, Lorraine Young, Lee Welham.
In Attendance:	Zoe Andrews (Principal), Clive Crisford, Kath Goudie, Hanan McKeand, Melanie Basson (Clerk) Judith Chipps, Amelia Parker, Paddy Winter.
Apologies:	Mark Phillips, Alison Bigglestone-Widdows.

ACTION SUMMARY

Minute Reference	Summary	Responsible	Deadline
14.07.25	Year 10 mock data to be presented	Principal	Autumn 1

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. Lee Welham was welcomed as a new LGC member.

Apologies for absence were received and accepted for Mark Phillips and Alison Bigglestone-Widdows.

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 17 March 2025 were ratified electronically.

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

Matters arising

When asked about the outcome of the staff survey, the committee were informed following the survey an optional staff workshop was held about how staff can progress in their career, which was well attended.

CVC has offered three staff secondment opportunities to take part in leadership in areas across the whole school as an Associate Assistant Principal. The 2025-26 have been appointed.

When asked whether the Associate Assistant Principal positions create another level of staff hierarchy, the Principal explained it does not but extends what CVC is able to offer support careers development for future applications for Assistant Principal positions.

When asked whether this scheme will continue in future academic years, the Principal explained it is budget dependant but hopes to identify capacity for opportunities for next September, around February 2026.

When asked about what lessons had been learnt around communications with stakeholders following parent feedback in response to Year 7 streaming, the Principal stated CVC aims to communicate effectively with all stakeholders. In addition, CVC intend to communicate with staff clarifying whether information is to be shared externally or not and the rationale for new policies through emails and in person.

When asked how consultation processes work around obtaining feedback from staff and students, the Principal explained changes made at Trust level are discussed at SLT level then communicated to staff before changes are implemented.

Where CVC decide changes are to be implemented, middle leaders feedback is sought and considered by SLT before final changes are communicated to all staff and stakeholders prior to implementation.

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

4) Principal's Update

Maximising Achievement plan

Action: The committee noted Year 10 mock data will be reported in the autumn term due to the data release deadline of this week.

When asked about change of tutor groups for current Year 10 to enable additional maths and English interventions, and how this will work in practice. Ms Parker explained different sessions are run during tutor time delivering a cycle of targeted maths and English support, by subject specialists and Tutors deliver material for other subjects. PSHE will continue to be delivered in Tutor time.

Teaching and Learning

When asked how strategies to support Year 11 exam preparation delivered by National Leads will be integrated in the future and how these sessions differ from other sessions.

Ms Goudie informed the committee that staff attend trust wide training days regarding how to prepare Year 11 for their examinations. SPRINT plans are put in place, recording progress and interventions. Mock results identify what action is required to support students to attain the best outcomes for each student.

Ms Goudie reported Astrea National Leads visited CVC in April 2025 and advised on strategies to support Year 11 in the run up to examinations. Discussions included:

- When to grant all Year 11s study leave
- Targeted support
- Planning ahead tips for students
- Intensive revision session the day before an examination
- The use of Period 6 to support revision sessions.

Ms Goudie informed the committee that Year 10 mocks are held under the same conditions as the final GCSE examinations to prepare students to understand what to expect in Year 11 examinations.

Regarding lesson observations, when asked how CVC ensure feedback is taken positively by staff,

Ms Goudie reported staff are offered immediate feedback from SLT, where staff are recognised for their strengths and informed of things to work on. All work comes to Ms Goudie to enable her to check that it is fair and consistent and to identify where more support may be needed.

When asked whether IT is taught to Year 7, 8 and 9, as it was missing from the Curriculum plan version presented, Ms Goudie confirmed Computer Science is included in the curriculum plan for Year 7, 8 and 9.

Timings of the school day

Regarding changes to the school day, when asked whether Year 8-11 students have enough time to access catering facilities under the new arrangements, the Principal explained Year 7 have a different lunch time slot to other year groups to enable them to settle in but that Year 11 will join this slot after the first half term.

When asked how the revised lunchtime could affect access to clubs, the Principal said CVC are trialling the lunchtime set up and has considered lunchtime clubs, health and safety, crowd control, sociable opportunities and enough seating whilst eating lunch. CVC will continue to review this.

Behaviour and culture

Mr Winter reported the Astrea Framework regarding equipment is to be applied more rigidly next academic year.

A communication has been sent out to families around uniform and equipment expectations in supporting students being ready to learn, a further communication will be sent out in September.

When asked about lockers, Mr Winter confirmed lockers are available for students to keep equipment in.

Mr Winter informed the committee spare equipment is lent to students if forgotten, and is expected to be returned to CVC, and PP students are supported with equipment.

When asked about loaned equipment, Mr Winter explained parent/carers are informed their child has been leant equipment. Students can receive behaviour points for forgotten equipment, but no detentions are issued for missing equipment.

Mr Winter stated uniform and equipment checks have become part of the daily routine, and have had a positive impact and ensured lessons are not disrupted due to lack of equipment.

When asked about equal opportunities for all students to achieve 100% attendance rewards, including SEN or those with medical conditions for whom attendance may be more challenging to achieve, Mr Winter reassured the committee the attendance rewards scheme offers all scholars a chance every week to achieve an award for attending every day in any given week.

Transition

When asked about SEN students transitioning from primary school to CVC Year 7 in September, Ms Chipps stated all new Year 7 students identified with SEN will have individual profiles in place for September, based on the information provided by primary schools.

Staffing

The committee noted staffing changes for September 2025.

When asked about language teachers, the Principal confirmed CVC will offer Spanish, highlighting the challenges in recruiting MFL teachers who can teach GCSE French.

When asked about the reasons for staff leaving, the Principal stated some staff have been promoted, some want to move to a school closer to home and a few are not on board with CVC's wider vision.

When asked about onboarding new staff for September, Ms Goudie stated new staff spent a day at CVC last week. They observed classroom lessons, spoke about behaviour expectations and safeguarding and met with students attending the new Year 7 transition day.

PAN

The committee noted CVC Year 7 admissions are full to PAN.

Sports pitch

The Principal reported the sports pitch has been completed with some snagging issues to be addressed, and the insurance is to be signed off. CVC plan a launch day mid-September through the afternoon into the evening.

CVC plan a grand opening event where Cottenham Colts FC will be invited to play on the pitch.

5) School visits and risk

Ms Cantrill visited CVC to undertake a SEND LGC link lead member visit on 19 May 2025. The report was presented in advance of the meeting and questions were invited.

Ms Ellaway-Barnard visited CVC to undertake an annual Safeguarding Report LGC link lead member visit on 12 June 2025. The report was presented in advance of the meeting and questions were invited.

The Chair visited CVC on 10 June 2025 and met with Ms Goudie to discuss the teaching and learning strategy, as reported in the Principals report.

Ms Cantrill accompanied by the new governor Mr Welham met with Ms Goudie on 30 June 2025, who accompanied them on a learning walk and facilitated a Student Voice session. Ms Cantrill has agreed to share the visit report with the Clerk.

The Chair, Ms Cantrill and Ms Ellaway-Barnard were thanked for their reports.

6) Designated Teacher for LAC and PLAC Annual Governors Report 2024/25

CVC Designated Teacher for LAC and PLAC Annual Governors Report 2024/25 was circulated in advance of the meeting and questions were invited.

The committee acknowledged Ms Chipps is LAC designated teacher for CVC.

No questions were raised.

Mr Crisford and Ms Chipps were thanked for the report.

7) Chairs update and questions

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

The Chair informed the committee she had recently attended the Astrea Cambridgeshire LGC Chairs meeting, hosted by Thomas-Thurogood-Hyde.

8) Parent Teacher and Friends Association

The Chair congratulated CVC on its School of Rock performance and thanked all who took part and organised the event. CVC PTFA supported with refreshments and sold tickets.

Inclusive – whoever wanted to be in it was able to – excited for next year's performance.

Ms Cantrill presented PTFA report July 2025:

PTFA has 8 committee members supported by a group of helpers.

Chair: Marie Clements. Treasurer: Tish Beckford.

Income raised this year

£4,600 (this is separate from grants or separate fundraising, such as School of Rock ticket sales)

Grants and grant applications (Marie and Vikki)

The PTFA are Co-op local cause until October 2025 – this support English department's ambassadors' scheme (Ongoing £1000 minimum).

33 ukuleles from Universal Music UK Sound Foundation (£500) – support club and class teaching in the Music department

Unsuccessful – Science lab refurbishment with A428 Social Value Fund – but intend to reapply to final round and/or provide support to Science department to source funds from elsewhere.

Events this academic year

- Doughnut sale
- 2 x Second-hand uniform sale
- Bingo
- Assisting with in-school events, such as concerts, and School of Rock (ticket sales, t-shirts and front of house)

Coming soon:

- Big10 live music night in collaboration with Cottenham Primary School
- Second-hand uniform sale
- Sponsored walk (or similar activity to be confirmed by CVC)

What the PTFA has funded this academic year

- Table tennis bats and balls for (social use area) and shuttlecocks (PE department)
- Visualisers (Additional support for English department)
- Breakfast club (Voucher to support)
- Mobile planetarium (Science department)
- Table tennis table (PE department)
- Medical equipment (PD teaching)
- Various kitchen equipment and utensils (Food Tech department)
- Digital clock (Reception)
- A wide range of educational games (Geography department)
- Ukulele top up grant (Music department)
- Christmas crackers for Christmas lunch

Funding requests

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

The PTFA will offer a further £1000 (TBC) in autumn term 2025.

Ms Cantrill was asked to pass on the committees thanks to the fundraising committee for the fundraising efforts and Ms Cantrill was thanked for her report and contribution.

It was suggested CVC clarify expectations around school uniform regarding the only type of skirt allowed to be worn by students is the new style patterned skirt, introduced in 2024. All students may opt to wear school trousers.

9) Proposed CVC LGC meeting dates

Next academic year CVC LGC meeting dates will be agreed in the autumn term.

10) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on 6 October to be held at CVC, from 5.45pm.

11) Any Other Business

The meeting closed at 19:15pm.

The committee were invited to view the new Sports pitch.

The Chair announced her resignation from CVC LGC at the end of her term, the end of this academic year. Dr Webb was thanked for her valued contribution in supporting CVC in her role as Chair to the LGC and wished well.

The LGC agreed the above to be a true and accurate record of the meeting on: 19 September 2025.

Cottenham Village College Principal's Report – Autumn Term 1

Date	3 October 2025		
Purpose of the report Please tick and describe the requirement in the opposite column	Decision/Approval		
	Assurance/Information	X	
	Feedback from trustees/exec		
	Advice to trustees/exec		
	Legal or policy requirement		
The committee is asked to	Consider the updates from the Principal and senior leadership team		
Key messages	- New DSL team started in September - Whole-site changes now embedded with core subject moves. - KS4 attainment remains above national and Trust averages 3G pitch project now completed and open to community		
Communications opportunities			
Key risks and mitigations	Attendance continues to be a key priority for CVC, particularly for our disadvantaged students. Pastoral staffing is currently mid-recruitment round to give capacity to support a positive student culture.		
Corporate Confidentiality	No		

Student/Parent Confidentiality	No	
Staff Confidentiality	No	
Other Exceptional Circumstances	No	

1. Principal's Summary

The start of the academic year 25/26 has included a whole-building reshuffle, with the site being renamed into N,E,S,W quarters and outer blocks and movement of subject areas, a newly refurbished staffroom and senior leadership visibility. We have welcomed some new staff members to the college for Autumn term in Maths, MFL, English, History, RE and Science plus a new DSL and SEO.

As we begin the year, we have already begun working with our Y11 students on raising aspirations and ensuring that they understand the importance of the year ahead.

We've had assemblies from the principal, our safeguarding team and our attendance lead to set up key messages for the year ahead.

2. Academic Performance and Curriculum Updates

Outcome data from FFT 20 (attached) was used as an initial basis for analysing which departments need further support. Line management pairings have been alerted to provide more capacity for support for subject teachers who need to significantly improve outcomes. We will review the curricular offer for the current Year 9 from September 2026 in the light of the latest outcome data.

Working towards the '10%+ challenge', all subjects at KS4 have individual departmental targets which are at least 10% higher than outcomes from 2025, and 30% higher for SEND and PP higher than outcomes from 2025. The whole-school targets for the key headline measures follow the same pattern as at subject level. Our data targets for 2025-2026 are:

Measure	Outcomes 2025	Targets 2025-2026
Attainment 8	50.3	53.3
Basics 4+	71.2%	81.2%
Basics 5+	54.8%	64.8%

Year 10 mock data shows:

Measure	Mock Outcomes July 2025
Attainment 8	44.7
Basics 4+	57.1
English 4+	70.2
Maths 4+	64.9
Basics 5+	33.9
English 5+	47.0
Maths 4+	48.2

Outcome data from Year 10 mocks in the summer term has identified:

- We still have a considerable gap between PP/SEN and non-PP/SEN students.

- The Attainment 8 score for the Year 10 mocks was 44.7: although this was the highest score of all the secondary schools in the Trust, it shows we have a significant amount of progress to make with students over Year 11.
- A new trend from this data set is that at 4+ English appears to be outperforming maths, but this does not reflect outcome data from this year's GCSE results, or in fact from previous years. This will be an important area for us to continue to monitor when the November mocks are taken.
- Low-performing subjects continue to have low attainment in mock exams: this is where careful line management is being deployed in order to drive rapid improvement. The monitoring and implementation of sprint plans is a key focus of LM discussions.
- English and maths now have extended lessons in the morning to provide more time with Year 11 students ensuring at least two 75-minute lessons per week for students in both core subjects. Year 11 are also having fortnightly assessment practice in English and maths as well to ensure that stamina and exam readiness are being directly addressed.

National Lead support for the Fluency Framework is being implemented. Now that all students have their Knowledge Organiser Folders subjects are furnishing those with an increasing range of organisers to support students' ability to retain core knowledge from the common curriculum

Training in September on the Fluency Framework explained the rationale for our approach. This has been followed up by the production of resources to support memory retention in tutor times. Key revision strategies included are self-quizzing; look, cover, write check, flash cards and the Leitner System.

Subject leaders of subjects with a National Lead have been briefed about full implementation of the framework and our first half-termly 100-question quiz will be implemented at the end of October.

Low stakes observation data has been gathered from lesson drop ins across school. From this data a small number of teachers have been identified as needing further support to meet the Teachers' Standards. Line managers are in the process of putting this support in place. Classroom observations data also been triangulated by visits from the Central Team in Personal Development and History.

We are excited to move to a new online programme for recording classroom data and providing immediate feedback in a more systematic way through 'Step Lab'. We are currently in Phase 1 of our implementation of this programme: Lindsey Bennett is visiting on 6 October to move towards Phase 2 of the implementation of Steb Lab so that we can gather classroom data from lesson drop ins on this portal.

3. Attendance Summary

Whole School Attendance data

	Data to 26.09.25	Same weeks 24/25
Whole School	93.7%	93.4%
Pupil Premium	87%	87.4%
FSMEver6	85.9%	86%
SEND	84.1%	87.2%
% of scholars who are PA:	17.5%	19%
% of PP scholars who are PA:	34%	32.2%
% of SEND scholars who are PA:	40.7%	30.3%
% of FSMEver6 scholars who are PA:	36.2%	35.8%

Year 11 Attendance data

	Data to 26.09.25	Y10 cohort comparable dates 24/25
Whole Cohort	93%	92.2%

Pupil Premium	87.5%	87.3%
FSMEver6	85.2%	85%
SEND	82%	84.8%
% of scholars who are PA:	17.8%	24%
% of PP scholars who are PA:	31.2%	34.4%
% of SEND scholars who are PA:	48.3%	35%
% of FSMEver6 scholars who are PA	37%	40.7%

Students monitored under the staged absence response as of 1/10/25:

	Stage 1	Stage 2 / attendance contract	FPN (unauthorised holiday)
Whole cohort	50	5	2
PP	28	3	
FSMEver6	27	2	
SEND	16	2	1

2024/25 HT1-5 attendance	2024/25 DfE median attendance SS	2024/25 DfE Rank SS (out of 21)	2025/26 Trust target	2025/26 Rank target
91.9	92.4	15	93.3	7

The table above shares the Trust targets for CVC for 25/26, along with some useful attendance information from the last academic year.

To date, the attendance officer and senior lead for attendance have focused on:

- Y11 attendance. Y11s have been prioritised for daily absence calls and contact home, offering both support and encouragement alongside holding families to account where appropriate to ensure we are maximising the number of days in school for Y11.
- Contact and monitoring of PA students from 2024-2025. Families of PA children from 2024-2025 (including Y7) have been contacted by their child's form tutor to raise awareness of expectations around attendance (97%+, no more than 5 days off school).
- Implementation of staged absence response. Student attendance is now tracked on a weekly basis on an individual level to quickly spot and respond to patterns. 50 students to date have been placed onto the staged absence process, either for significant concerns around their attendance this year or due to patterns of sporadic absence continuing from 2024-2025. This entails a phone call home, a conversation with the student and a letter to the family outlining concerns and expectations, alongside offering support.
- Implementation of attendance contracts for students of significant or already continuing concern.
- Enhanced record keeping. Use of CPOMS to record all attendance actions to ensure attendance is at the heart of safeguarding practices and has high visibility for all staff for collaborative working, with clear chronologies in terms of support offered available for every child and family where there is a concern.
- Review of use of part time timetables and associated processes and record keeping. There are currently nine students on part time timetables, and all reviews and documentation are being completed in line with expected timescales. We aim to reduce this provision further as we move towards October half term, either where the part time timetable has worked and is no longer

required or where the provision has not worked as a mechanism to improve a student's attendance and will therefore be withdrawn.

- Raising awareness of the importance of good attendance amongst all stakeholders. INSET session focusing on everyone's responsibility to improve attendance, CVC's current context and priorities, frequent contact home to a wide range of pupils (some whole cohort and some bespoke, targeted messaging), assembly for all students, attendance action points as a daily focus in whole staff communications, implementation of 'brag about your attendance cards' to encourage 2-week attendance streaks amongst students where this has historically been a challenge.
- Consultation with the LA, SEN caseworkers and social workers across the attendance, SEND and safeguarding teams about students who do not attend school at all for a range of more complex reasons to seek urgent additional support (AP, CP case, delays around EHCPs)
- Re-introduction of BASI meetings and introduction of Attendance Committee Meetings to ensure all colleagues have oversight of attendance, an understanding of the drivers of absence and the support required to improve pupil attendance across different cohorts

4. Behaviour Data

Behavioural Trends and Challenges:

Pupil Premium (PP) Students: Behaviour data continues to show that PP students are disproportionately represented in behavioural incidents, with a higher number of behaviour points compared to their peers. This remains a key area of concern.

SEN Students: The pattern of increased behavioural challenges among students with special educational needs persists, requiring ongoing targeted support and intervention.

Emerging Concerns: Compared to the same period last year, there has been a noticeable increase in internal truancy and refusal to follow instructions. These behaviours are particularly disruptive and require a coordinated response across pastoral and academic teams.

Readiness to Learn: The pastoral team has proactively checked in with 100% of Pupil Premium students to ensure they have the correct uniform and equipment. This early intervention is part of our commitment to equity and readiness to learn.

Establishing and Maintaining High Expectations: Staff continue to enforce high expectations around uniform, jewellery, and equipment. These standards are reinforced consistently and positively to foster a culture of pride and belonging. However, the increase in defiant behaviours highlights the need for even greater consistency and clarity.

Student Character Cards have been introduced this term. These cards serve as a visible and structured tool to promote accountability, track behaviour, and reinforce key character traits. They are used by staff to provide immediate feedback and recognition, while also identifying patterns of concern that may require intervention.

Post-Lunch Student Line-Up: An additional student line-up has been implemented after lunch to re-establish expectations before afternoon lessons. This routine provides a clear opportunity to check uniform, reinforce standards, and ensure students are calm, focused, and ready to learn.

Strengthening Home-School Relationships: Building on last year's success, the school has maintained its commitment to parental engagement. The early check-ins with PP families have helped identify barriers to learning and establish supportive relationships. Feedback from families remains positive, with many valuing the personalised and proactive approach.

Behavioural Monitoring and Targeted Support: Form Tutors continue to play a central role in identifying and supporting students whose behaviour is a concern. Individualised support plans are in place, including mentoring, targeted interventions, and referrals to external agencies where appropriate. Regular reviews ensure that support is responsive and escalated when necessary.

Next Steps:

- **Addressing Internal Truancy and Defiance:** Develop targeted interventions to reduce internal truancy and refusal to follow instructions, including restorative approaches and increased visibility of senior staff.
- **Consistency Across Staff:** Reinforce consistent standards and expectations through ongoing staff training and support.
- **Parental Engagement:** Sustain and deepen parental engagement through form tutor outreach and targeted communications.
- **Data-Driven Interventions:** Strengthen the use of behaviour data to inform timely and impactful interventions.

Fixed Term Internal and External Suspensions

	2024/2025							2025/2026						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	25.46%	5.79%	3.72%	3.06%	3.83%	3.93%	5.14%	5.19%	5.19%	0%	0%	0%	0%	0%
PP	62.35%	9.41%	7.06%	7.06%	10%	10.59%	18.24%	13.85%	13.85%	0%	0%	0%	0%	0%
SEN All	82.01%	15.83%	12.23%	11.51%	13.67%	13.67%	15.11%	17.86%	17.86%	0%	0%	0%	0%	0%
SEN E	120%	33.33%	16.67%	26.67%	10%	10%	23.33%	12%	12%	0%	0%	0%	0%	0%
SEN K	71.56%	11.01%	11.01%	7.34%	14.68%	14.68%	12.84%	19.13%	19.13%	0%	0%	0%	0%	0%
Boys	34.13%	6.91%	6.48%	4.1%	4.75%	5.4%	6.48%	8.39%	8.39%	0%	0%	0%	0%	0%
Girls	16.59%	4.65%	0.88%	1.99%	2.88%	2.43%	3.76%	1.91%	1.91%	0%	0%	0%	0%	0%
Y7	28.89%	1.67%	6.67%	2.22%	4.44%	6.67%	7.22%	3.59%	3.59%	0%	0%	0%	0%	0%
Y8	25.53%	6.91%	2.66%	3.19%	3.72%	3.72%	5.32%	7.69%	7.69%	0%	0%	0%	0%	0%
Y9	27.81%	3.74%	2.67%	3.74%	2.67%	5.35%	9.63%	5.36%	5.36%	0%	0%	0%	0%	0%
Y10	17.42%	5.06%	2.25%	1.12%	2.25%	3.37%	3.37%	8.57%	8.57%	0%	0%	0%	0%	0%
Y11	27.47%	11.54%	4.4%	4.95%	6.04%	0.55%	0%	0.59%	0.59%	0%	0%	0%	0%	0%

Current behaviour data shows a notable increase in both internal and external suspensions compared to the same point last academic year. This rise is largely driven by a spike in internal truancy and persistent refusal to follow instructions, which remain the most common reasons for suspension. While clear behaviour systems and expectations are in place, a small cohort of students continues to struggle with meeting these standards. A number of these students have received multiple suspensions, disproportionately impacting overall figures.

In response, the pastoral team is working proactively to engage families and reduce suspension rates. This includes early intervention strategies and the implementation of **Pastoral Support Plans (PSPs)** for students with repeated behavioural concerns. The PSP provides structured targets, regular check-ins, and coordinated support from staff and parents. Where progress is limited, managed moves are considered to ensure the needs of all learners are met.

Although the increase in suspensions is concerning, it reinforces the importance of consistent expectations, timely intervention, and strong home-school partnerships. These will remain central to our behaviour strategy moving forward.

5. Broad Opportunities

This year, we have placed particular emphasis on increasing access for Pupil Premium (PP) and SEND students, ensuring that enrichment is not only broad but equitable. For example the whole-cohort year 7 pantomime trip is being replanned for the end of the Christmas term, designed to develop cultural capital and ensure that all students—regardless of background—could enjoy a shared experience. Uptake among PP and SEND students was notably high, reflecting our deliberate focus on removing barriers to participation.

In the performing arts, our whole-school production of School of Rock brought together students from across year groups in a celebration of creativity, teamwork, and resilience. Again this saw a large uptake within our PP, SEN students – plans are already being discussed for both the Christmas Concert and next summer's production. More imminently our Year 9 girls' STEM visit to the Urban & Civic Barracks introduced students to careers in architecture and engineering, challenging gender stereotypes and promoting future pathways in construction and design. Alongside this, a specific PP-funded trip to see The Lion King in the West End in December will give students a powerful cultural experience, many attending live theatre for the first time.

We are also evolving our Duke of Edinburgh (DofE) programme, with a new structure being rolled out this year to better support PP and SEND students through tailored pathways and increased staff involvement. In addition, we are relaunching our student leadership strand, with staff currently developing a structured programme to support the student council and wider leadership roles. As our reporting systems develop, we will continue to monitor uptake by group to ensure our offer remains inclusive, impactful, and responsive to student needs.

Furthermore, this term also sees the exciting launch of our new 3G pitch, a major development in our commitment to promoting girls' participation in sport. Funded by the Lioness Group, the facility provides a high-quality, all-weather space for football and other team sports. The pitch is central to our wider strategy to increase access and visibility in sport, particularly for PP and SEND students, with targeted sessions and inclusive programming designed to remove barriers and foster a sense of belonging and achievement.

6. Thriving Communities and Parental Engagement

At the time of writing this report, we are preparing for our annual Y6 Open Evening and have had a large number of current students sign up to help support with the event. Usually we have over 200 students come to support the event to showcase their school as ambassadors.

The new Cottenham 3G astroturf has been completed and the refurbished sports centre is now available for community use. The official launch date for the pitch is on Monday 6th October, where we are hosting an age 7-11 girls football event, in line with funding for the pitch from the Lionesses fund.



Join a Wildcats free football session and take part in a special community event to celebrate the completion of a new 3G pitch at the Cottenham Sports Centre!

**For girls
aged 7-11**

**Monday 6th October
5-6pm
Cottenham Sports Centre,
High Street - 3G Pitch**

**Fun,
friendly and
inclusive**



*Scan the QR code
to learn more and
sign up to the free
Wildcats football
sessions.*



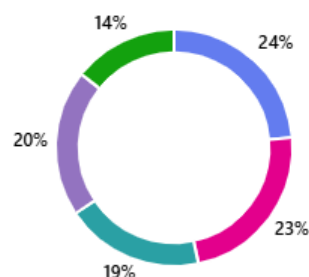
PLEASE NOTE: Correct footwear must be worn on the new 3G artificial pitch at Cottenham Sports Centre. Any players wearing incorrect boots will be unable to train.

We have piloted students wearing PE kit to school on core PE days, to make the most of 'Every Minute Matters' and we surveyed the parents at the end of September to seek their views on the success of the the pilot. 302 parents responded that this has been a positive move, therefore we will keep this practice in place.

1. Which year group (s) is your child in? (0 point)

[More details](#)

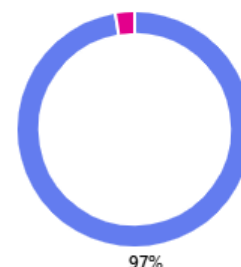
7	86
8	84
9	69
10	73
11	52



2. How has the trial been from a parental perspective? (0 point)

[More details](#)

Positive - I would like the school to keep this in place	294
Neutral - I do not think it has made much difference and I do not have a preference	8
Negative - I would prefer the school returned to wearing full uniform each day and bring in PE kit in ...	0



7. Safeguarding, Welfare Profile and Elective Home Education

- New DSL and SEO/DDSL are receiving ongoing Trust and CVC training as the DSL is new to the role, and SEO/DDSL is new to the school.
- Contextual issues – County lines, self-harm, domestic abuse

Student Characteristics (Number and %)	Current	Previous Report	This time last year
Pupil Premium (PP)	194 – 22.9%	183 – 21.1%	171 - 19.4%
Looked After Children (LAC)	1 – 0.1%	3 – 0.35%	1 – 0.11%
Young carers	8 – 0.9%	13 – 1.5%	13 – 1.47%
Privately fostered	1 – 0.1%	0	2 – 0.23%
Students with CP plan (CP)	2 – 0.2%	5 – 0.6%	9 – 0.99%
Child in Need (CIN)	5 – 9.6%	2 – 0.2%	0
Referrals made for early help	7 – 0.8%	0	1 – 0.11%
Family support assessments conducted	1 – 0.1%	1 – 0.1%	1 – 0.11%
EHCP	25 – 3.0%	28 – 3.2%	30 – 3.3%
Students with serious medical conditions	5 – 0.5%	3 – 0.35%	2 – 0.23%
Receiving external support: CAMHS	3 – 0.4%	6 – 0.7%	2 – 0.23%
Receiving external support: behaviour support	4 – 0.4%	4 – 0.4%	0
Receiving external support: S and L	0 – 0% (due to changes in CCC's SLCN provision)	3 – 0.35%	4 – 0.46%

Student Characteristics (Number and %)	Current	Previous Report	This time last year
Referrals to Channel	0	0	0

Elective Home Education

	Yr7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Total
Total EHE 23/24	3	2	6	2	1	-	-	14
Total EHE 24/25	6	3	3	3	-	-	-	15
Au term 25/26	-	1	1	1	-	-	-	
Sp Term 25/26								
Su Term 25/26								
Total EHE 25/26	-	1	1	1	-	-	-	3

8. Operational Information

- Absence: There are 11 staff within stage one and 1 staff in stage two support process.
- The whole site has been reorganised into new quarters, N,E,S,W and teaching rooms relocated.
- Staff room has been refurbished with new kitchen and furniture.

A new corridor area has been introduced