



Cottenham Village College Local Governance Committee

Monday 1 December 2025

To be held from 5.30pm

At Cottenham Village College

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

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

Clerk: Melanie Basson

Agenda

ACTION SUMMARY				
Minute Reference	Summary		Responsible	Deadline
13.10.25	Complete National College safeguarding annual training		MP/LW	Complete
13.10.25	Share Annual Safeguarding audit with LGC members		DSL	Autumn 2
13.10.25 1.1	Update annual declarations of interests		All	Complete
13.10.25 1.1	Complete annual self-declaration forms and return to the Clerk		All	Complete
13.10.25 1.1	Publish statutory information		Clerk	Complete
13.10.25 3.2	Appoint Link Lead governors for Leadership and Management and Personal Development and Careers.		Clerk	Autumn 2
Item	Timings	Subject	Format	
1	10 mins	Introduction and apologies <ul style="list-style-type: none"> ○ Membership 	Oral item - Chair	
		Declarations of interests	Oral item - Chair	
		Minutes, action tracker and matters arising Minutes of last meeting on 13 October 2025	Papers attached (pp3-9) - Chair	
2	30 mins	Principal's Report	Papers attached (pp10-19) – Principal	
3	5 mins	Link Lead School visits <ul style="list-style-type: none"> • Fundraising 14 November -VC 	Papers attached (p20)	

4	5 mins	Chairs update including risk and matters and questions to the Trust Board	Oral item - Chair
5	10 mins	Parent Teacher and Friends Association	Oral item – VC
6	2 mins	Future agenda items and confirmation of forthcoming dates: ○ next LGC meeting 9 February 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: Monday 13 October 2025 (meeting held at the academy)

Members Present:	Alison Bigglestone-Widdows (Interim Chair), Zoe Andrews (Principal); Vikki Cantrill, Vicky Ellaway-Barnard, Lee Welham (remote), Lorraine Young.
In attendance:	Melanie Basson (Clerk), Judith Chipps, Hanan McKeand, Amelia Parker, Paddy Winter.
Apologies:	Mark Phillips, Maria Derrick.

ACTION SUMMARY

Minute Reference	Summary	Responsible	Deadline
13.10.25	Complete National College safeguarding annual training	MP/LW	31 October 2025
13.10.25	Share Annual Safeguarding audit with LGC members	DSL	Autumn 2
13.10.25 1.1	Update annual declarations of interests	All	31 October 2025
13.10.25 1.1	Complete annual self-declaration forms and return to the Clerk	All	31 October 2025
13.10.25 1.1	Publish statutory information	Clerk	Autumn 2
13.10.25 3.2	Appoint Link Lead governors for Leadership and Management and Personal Development and Careers.	Clerk	Autumn 2

FUTURE AGENDA ITEMS

Summary	Responsible	Meeting

Prior to the meeting governors Alison Bigglestone-Widdows, Vicky Ellaway-Barnard and Vikki Cantrill attended annual Safeguarding training from CVC Designated Safeguarding Lead (DSL), Simon Taylor. Member not present, Mark Phillips and Lee Welham will be asked to complete online annual safeguarding training module through the National College.

Simon Taylor reported CVC annual safeguarding audit is scheduled to take place this November. **Action: Safeguarding audit report will be shared with the committee b the DSL once completed.**

1) Introductions and apologies

The meeting started at 6.00pm. The Chair welcomed all attendees.

Apologies for absence were received and accepted for Mark Phillips.

1.1) Declarations of interest

Action: LGC members were invited to update annual declarations of interests and inform clerk of any changes no later than 31 October 2025.

Action: LGC members were invited to complete annual self-declaration forms and return to the Clerk no later than 31 October 2025.

Action: Clerk to publish 2025-26 statutory information.

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

1.2) Minutes, action tracker and matters arising

The minutes of the previous CVC LGC meeting held on 14 July 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.

Matters arising.

CVC LGC meeting dates for 2025-26 academic year were noted by the committee:

1 December 2025

9 February 2026

11 May 2026

6 July 2026.

2) Principal's Update

2.1 Academic performance

The Principal confirmed that the final outcomes for 2025 were higher than initially reported, following some successful remarking which led to improved results for students, plus some DfE removals of students who arrived new to the UK in Year 11. The final Attainment 8 score was 51.93.

The committee noted CVC objective around Student Performance the 10% challenge: To ensure rapid improvements in the attainment and progress made by students across the academy so that performance is at least 10% above 2025 outcomes in all measures. This target has been set by the Trust for all secondaries.

2.2 SPRINT Plans

The Chair invited the Principal to brief the committee on the SPRINT plan initiative. The Principal explained that SPRINT is a Trust-wide strategy requiring all Heads of Department to complete medium-term planning. This involves mapping out each lesson in detail, specifying the content to be covered and the timing.

Ms Parker described the reflective element of the process, which involves reviewing outcomes to identify key areas of focus for the current academic year. This reflection task is tailored to suit the needs of different cohorts.

Ms Cantrill raised a question regarding lower performing subjects, asking whether these areas would receive additional attention. Ms Parker confirmed that they would, explaining that subject leaders are encouraged

to identify patterns in underperformance and consider appropriate actions. These interventions are initially delivered through lessons, supporting subject leaders in evaluating and improving their approach.

2.3 Mock results

When asked how mock results are used in Year 10 to indicate performance, the Principal stated that the methodology of mock examinations should be considered when interpreting results. Students sit mock exams before completing the full curriculum, so their grades may not reflect their final potential. Nevertheless, mock results are used to inform interventions, with particular focus on students currently working below a grade 4.

To support these students, practice papers are administered and the results are analysed to guide further intervention.

2.4 SPARX

Ms Cantrill asked whether the online platform Sparks Science would be used this year. The Principal responded that although a free trial was conducted last year, the platform was discontinued in favour of other electronic systems offering similar functionality. However, the academy continues to use SPARX for Maths, and the KS3 Reader, offering a variety of applications.

2.5 Teaching standards

Referring to teacher standards in lesson observations, the Chair asked how staff had responded to the approach. The Principal explained that the intention is to identify and share good practice and establish where support may be required. Senior Leadership Team walk-ins are not a new practice, and overall, staff have responded positively.

2.6 Attendance and BASI meetings

The Principal explained that BASI meetings are held fortnightly to identify and address individual student needs, including safeguarding, pastoral and educational support.

Ms Cantrill asked what the next steps would be if a part-time timetable proved unsuccessful. Mr Winter responded that the academy first seeks to understand the reasons behind the lack of success. If appropriate, the student may then be placed on an attendance contract, which has proven effective for those experiencing mental health challenges. However, for students who are school refusers or choose not to engage, alternative strategies are considered. The part-time timetable is withdrawn if it is found to be enabling school refusal rather than supporting re-engagement.

2.7 Behaviour

The Principal reported an unprecedented volume of behaviour incidents this term, with a notably high number of suspensions. In response, the academy is exploring alternative approaches to reduce repeated behaviours and better support students who struggle with boundaries and behavioural expectations. This includes deploying staff with a different approach to engage these students more effectively at the start of the day before integrating back into lessons.

Noting suspensions, the Chair, where there has been a significant increase in suspensions among SEN-K students, as highlighted on page 13 of the Principal's report. The Chair sought clarification on the reasons behind this trend.

Ms Chipps explained that SEN-K students typically do not accumulate behaviour points in the same way as their peers. However, this particular cohort has found it challenging to meet behaviour expectations. As a result, several students have received multiple suspensions, which has disproportionately impacted the overall suspension figures.

Mr Winter noted that while the majority of students are engaging well, there is a small group of approximately 10–15 students who consistently choose not to engage and have had multiple suspensions this academic year. Targeted interventions are in place to help de-escalate behaviour incidents and support some of CVC's most dysregulated students in feeling more connected to the academy environment, helps build a sense of belonging and reinforces positive behaviour. These include short term bespoke interventions such as art sessions, a gardening project, working with the site team in the kitchen and painting and decorating areas of the academy and pastoral conversations to support the return to full time lessons.

The Chair asked about parental engagement and response to these bespoke interventions. The Principal reported successes are communicated to individual parents/carers, and students are supported in reintegrating into mainstream education with improved attitudes.

Marcus Purser, Head of Year 11, has introduced a morning KICK therapy programme to provide a calmer start to the day for selected students, supporting emotional regulation and readiness for learning.

Ms Panter raised a question regarding insurance requirements and the training provided to the site team to support students involved in interventions. The Principal reported these interventions are very short-term and involve a very small number of students. They are not considered alternative provision but are highly bespoke. Necessary safeguarding and health and safety aspects are considered by the academy. CVC is also relaunching programmes in collaboration with local employers, including the University of Cambridge, to further support student engagement and development.

2.8 Student Character Cards

Ms Cantrill raised the topic of student character cards. The Principal confirmed that a two-week pilot was conducted to assess whether the cards could reinforce standards. However, the decision was taken not to continue with this initiative.

2.9 Community engagement

Ms Cantrill asked about the academy's current relationship with the local community and whether there have been any recent developments. The Principal responded that CVC continues to engage with parents/carers through a survey, which received a strong response rate of over 300 submissions. Where appropriate, large-scale feedback is invited from parents and carers, and further engagement is planned within individual teams through to the end of the December term.

2.10 3G Sports pitch boot bank

When asked about the availability of boots for use on the new 3G pitch, the Principal confirmed that all students have access to a Boot Bank, which provides the appropriate footwear required for the surface. However, staffing the Boot Bank throughout the school day remains a challenge, and logistical solutions are being explored to ensure students can access boots when needed.

2.11 Duke of Edinburgh Programme

When asked how the Duke of Edinburgh programme is evolving, the Principal explained that efforts are being made to ensure greater inclusion, particularly for SEN students and the most vulnerable. The academy is working to increase participation and provide meaningful opportunities for all students to engage with the programme.

2.12 Safeguarding and Family Support

Ms McKeand reported that the academy now has a dedicated team in place, including a new Designated Safeguarding Lead (DSL), a School Engagement Officer who also serves as Deputy DSL, and a trainee social worker who attends twice a week. All team members are trained in Early Help Assessment, and there are no role conflicts within the team. This structure has enabled improved parental engagement, with staff able to make contact more easily and reach out to vulnerable families where thresholds for support are met. The focus is on supporting the whole family, not just the individual student.

2.13 Staff Facilities

The Principal reported the staff room refurbishment is nearly complete, featuring new furniture and a modern kitchen area. Additional amenities will include staff lockers and a fridge, creating a clean and contemporary space for staff use.

The Principal was thanked for their report.

3) Link Lead academy roles and visits

3.1 Academy visits

Committee members were invited to arrange Link Lead visits during the Autumn Term.

3.2 LGC Link Lead roles

The committee considered Link Lead roles:

Safeguarding and Behaviour – Ms Ellaway-Barnard

SEN, PP and fundraising – Ms Cantrill

Assessment and Curriculum – Ms Bigglestone-Widdows

Teaching and Learning (PHSCE and SRE)

Action: Clerk to arrange Link Lead governors for Leadership and Management and Personal Development and Careers.

The committee discussed the role of the committee and membership.

4) Chairs update including risk and matters and questions to the Trust Board

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

4.2) Local Committee Chairs were invited to attend one of two briefing sessions held last week regarding the pilot launch of Pathfinder Local Governance Pilot. This initiative offers Local Governing Committees (LGCs) the opportunity to evolve into Academy Community Councils, aligning with Astrea's 2030 Strategy objectives to foster thriving communities and broaden opportunities.

LGCs interested in participating in the pilot scheme are invited to submit an application by 23 October 2025.

4.3) There were no matters discussed to be presented to the Board.

5) Parent Teacher and Friends Association

Ms Cantrill presented PTFA report to LGC.

PTFA report to LGC July 2025

Following a successful AGM earlier this term, the PTFA has 8 committee members for the coming academic year supported by a group of helpers.

Chair: Marie Clements. Treasurer: Tish Beckford.

Income raised academic year 24–25

Total income: £7,309 (this is separate from grants or separate fundraising, such as School of Rock ticket sales, but includes event refreshments, doughnuts, second-hand uniform sales, school lottery and similar)

Total expenditure: £2,123

Operating surplus: £5,186

What the PTFA funded academic year 24–25

Funding requests paid: £2,812

- Lots of items – more complete list was at the last meeting, but included highlights of:
- Breakfast club (Voucher to support)
- Mobile planetarium (Science department)
- Medical equipment (PD teaching)
- Various kitchen equipment and utensils (Food Tech department)
- A wide range of educational games (Geography department)
- The PTFA is offering a total of £3000 for funding applications now (autumn term 2025).

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).

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.

Several local grants are available for smaller sums £5000 that the Vikki and Marie are keen to apply for. Next step is to identify areas of need within the school to match. A meeting with Emma is being rescheduled.

Ms Cantrill was thanked for their report and contributions.

6) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on 1 December to be held at CVC, from 5.45pm.

7) Any Other Business

7.1 Recruitment of new Principal

The committee enquired whether there would be opportunity to take part in recruitment process for new the Principal in light that Zoe Andrews was leaving at the end of this term, 31 December 2025. The Principal explained a parent panel would be contacted by the recruitment team if this was part of the process.

When asked whether the Principal vacancy was advertised outside the Trust, the Principal confirmed the post has been advertised on the Times Educational Supplement (TeS), MyNewTerm, Teaching Vacancies – Gov.uk as well as LinkedIn.

7.2 Corridor displays

The committee noted the limited display of student work around the CVC site and expressed concern that the environment appeared less inspirational as a result. In response, the Principal explained that this reflects the Trust's preference for a minimalist and contemporary aesthetic across academy walls and corridors. This approach also reduces the workload associated with maintaining displays. However, the Principal added that inspirational quotes will be introduced to help create a motivating atmosphere for students.

7.3 Extracurricular activities

The committee observed a noticeable reduction in the number of clubs available to students during lunchtime and after school and asked for clarification. The Principal explained that extracurricular clubs are dependent on staff volunteering their time outside of contracted hours. Mr Winter added that, following recent changes to staff duties, there may now be an opportunity to revisit this and invite staff to consider whether they have capacity to support additional clubs. The Principal noted that there is currently no evidence to suggest that staff workload is excessive or would prevent participation in extracurricular activities.

The meeting closed at 7:30pm.

The above is agreed to be a true and fair record of the meeting.

Alison Bigglestone-Widdows, Interim Chair of the CVC LGC.

31 October 2025



Cottenham Village College Principal's Report – Autumn Term 2

Date	19 November 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	<ul style="list-style-type: none"> • <u>Consider</u> the updates from the Principal and senior leadership team 	
Key messages	<ul style="list-style-type: none"> • 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	<p>Attendance continues to be a key priority for CVC, particularly for our disadvantaged students.</p> <p>Pastoral staffing is currently mid-recruitment round to give capacity to support a positive student culture.</p>	
Corporate Confidentiality	No	
Student/Parent Confidentiality	No	
Staff Confidentiality	No	
Other Exceptional Circumstances	No	

1. Principal's Summary

Our Year 11 students have worked so hard on their post-16 applications and have been fully prepared during their mock examinations held at the start of the autumn term 2. The students had the opportunity to join a number of additional revision sessions to support the year 11 students held over the half-term holidays.

It was a delight to meet with year 11 students who applied for the leadership positions of head students who we interviewed to explain why they are suitable for the leadership positions. I am pleased to report that we have 5 head students to represent the school leadership.

As part of our safety processes, in addition to the fire drill we have run a practice lockdown drill this term to check that our process work effectively.

You will be aware that the CEO has communicated the plans for the school leadership from January 2026. For the interim period, Hanan McKeand will step into the role of Interim Principal until Adam Scourfield starts for 1 day a week from April 2026 and then full-time in June 2026.

2. Academic Performance and Curriculum Updates

The DfE has now published provisional performance measures for schools (October 2025). A snapshot of key measures for Cottenham Village College for 2025 KS4 results are below:

Progress 8 score

We are not able to calculate Progress 8 scores for academic years 2024/25 and 2025/26. This is because there is no KS2 assessment data available to calculate the baseline for Progress 8 for these years due to Covid-19 disruption. We are also unable to show results broken down by prior attainment. For more information see the [KS4 technical guide](#). You can also view historic progress measures on the [Progress measures for 2023 and 2024](#) page.

Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.

Attainment 8

Schools get a score based on how well pupils have performed in up to 8 qualifications.

[View as table](#)



Staying in education, or entering apprenticeships or employment

This shows the number of pupils who either stayed in education, or went into apprenticeships or employment after finishing key stage 4 (after year 11, usually aged 16).

[View as table](#)



Grade 5 or above in English & maths GCSEs

This tells you the percentage of pupils who achieved grade 5 or above in English and maths GCSEs.

[View as table](#)



Our attainment 8 score has increased from 50.8 in 2024 and is currently a provisional score of 51.9 in 2025. However, with the students who will be disapplying from our results, a provisional A8 score of 52.02 is being suggested by the Trust data team, and this is broadly in line with the 2023 A8 score of 52.4. Given the lower attainment profile of the 2025 cohort compared to the 2024 Year 11 cohort, the increased A8 score is a reflection of the hard work by students and the hard work and support of the staff.

A reminder of Year 10 mock data for the current Year 11 cohort:

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

Students in Year 11 have just completed their November mocks, but the results are not available at the time of writing the report to be able to share these.

Ahead of the Year 11 mocks we offered revision sessions over the October half-term break. The programme was:

	Friday 24 October	Monday 27 October	Tuesday 28 October	Wednesday 29 October	Thursday 30 October
Subjects	MFL PE Art Science	Maths (Foundation) Art	Maths (Higher)		English – Language Paper 2

Attendance was good, with Year 11 students engaging positively with the support being offered voluntarily by staff. For example, there were 96 attendees to the English Language session which is more than 50% of the Year 11 cohort. Holiday revision sessions will continue to run in accordance with Trust expectations: these will be for February half-term, Easter and May half-term. The expectation is that a full programme is offered in each holiday – this means that sessions are offered on every day of the holidays.

We will be analysing the data from Y11 mocks to see the progress made between July and November for the cohort. Key areas for measuring improvement are:

- Performance of PP/SEN students against their peers
- A8 score
- Attainment in core subjects
- Attainment in low-performing subjects

Year 11 mock results will inform the second round of sprint plans that subject leaders will write and enact with their teams. In some subjects with National Leads, there are some centrally planned 'Sprint booklets' to be delivered in lessons. In some subjects, decisions about the content for Year 11 Sprint plans at HoD level are now made centrally, although subject leaders will continue to be encouraged to draw on question-level analysis where possible.

The Year 11 Raising Attainment team meet on a weekly basis to discuss strategies to support students to make progress – our areas for action reflect the key foci of the Trust and include Sparx Maths completion rates (must be 90%+ of 90 minutes), English and maths fortnightly past paper practice completion rates (must be 90%+ in both subjects by the fortnightly deadline), attendance for Year 11. Once mock data has been collected, crossover students (those at risk of not achieving 4+ or 5+ in both maths and English) will be discussed weekly and support and intervention decided upon.

Curriculum and Teaching and Learning

The school has invested in a new platform for teachers to be able to give and receive feedback about their teaching practice: Steplab. We have trained senior and middle leaders to give feedback using an appropriate structure that makes it very clear how different elements of practice impact positively on student learning. We are rolling it out across the school so that all teachers can celebrate good practice by leaving positive feedback for a colleague this term.

For those subjects who have a booklet as the main mode of curricular delivery, the resources for next term are now with subject leads so that any amendments can be made ready for the start of term in January.

Students are continuing to use Knowledge Organisers routinely in lessons in the core EBACC subjects. Subject leaders are developing weekly or fortnightly quizzes to check whether core knowledge has been retained and all students in these subjects are completing a ‘100-question’ quiz at the end of half term as per the implementation of the Fluency Framework.

We have implemented a series of Deliberate Practice sessions around ‘Habits of Attention’, ensuring that students are fully focused on transition points in lessons and before key points of teacher exposition. We have introduced a new routine ‘Show Me SET in 3,2,1’ for staff to introduce at salient points. The implementation of this strategy will continue at our next Deliberate Practice in December, followed by an opportunity for staff to feedback on this practice with a peer on Step Lab.

Training time has also been given to subject teams, on the November Training Day and is a subsequent CPD hour, to remind colleagues of best practice when marking and moderating examination scripts.

3. Attendance Summary

Whole School Attendance data

	Data to 14.11.25	Same weeks 24/25
Whole School	93.1%	93.3%
Pupil Premium	86.2%	87.2%
FSMEver6	84.8%	85.4%
SEND	83.6%	85.6%
% of scholars who are PA:	17.8%	17.2%
% of PP scholars who are PA:	39%	37.4%
% of SEND scholars who are PA:	40.6%	33.6%
% of FSMEver6 scholars who are PA:	43.4%	42.7%

Year 11 Attendance data

	Data to 14.11.25	Y10 cohort comparable dates 24/25
Whole Cohort	92.4%	92%
Pupil Premium	89.6%	85.1%
FSMEver6	87.9%	82.4%
SEND	80.3%	82.5%

% of scholars who are PA:	19.9%	20.7%
% of PP scholars who are PA:	45.5%	45.7%
% of SEND scholars who are PA:	44.8%	39.3%
% of FSMEver6 scholars who are PA	53.6%	55.2%

Students monitored under the staged absence response as of 18/11/25:

	Stage 1	Attendance contracts to be in place by December
Whole cohort	130	14 (minimum)
PP	64	9
FSMEver6	63	9
SEND	42	6

2024/2025 information and Trust targets:

2024/25 HT1-6 attendance	2024/25 DfE median attendance SS	2024/25 DfE Rank SS (out of 21)	2025/26 Trust target	2025/26 Rank target
91.6	92.4	15	93.3	7

Headline updates from HT 1 2025/26 (DfE):

2025/26 HT1 attendance	2025/26 DfE median attendance SS	HT1 25/26 DfE Rank SS (out of 21)	2025/26 Trust target	2025/26 Rank target	ABIE target
93	93.3	12	93.3	7	92

Attendance processes implementation update:

- SLT Year links are in place to more closely manage the stage 1 process that sits with form tutors to ensure calls and conversations are completed effectively and within the set timeframes
- Attendance contract meetings are distributed across the team to ensure capacity is there and that these meetings are conducted in a timely manner
- More detailed guidance received from the LA in terms of their requirements for record keeping ensuring that families can move onto LA enforcement processes where appropriate which is now in the process of being implemented
- Increased use of EHA assessments via the SEO to support our most vulnerable students
- Ongoing work with individual families of concern across staff
- Home visits are ongoing, conducted by the SEO and Attendance Officer both for 'safe and well' checks for non-attenders and to support return in sporadic or mid-term absences
- Additional CPD will be provided to all staff about their role in attendance processes by January 2026

Data of note:

- CVC has moved to 12/21 in the DfE similar schools' ranking which takes us out of the bottom third of schools for attendance
- Figures for FSM and SEN pupils remain a significant concern and as such, careful work with these families will be a top whole school priority moving forward

4. Behaviour Data

Behavioural Trends and Challenges: Current Position:

Despite ongoing efforts, overall behaviour has not improved significantly since the previous report.

Behaviour data continues to highlight persistent challenges, particularly among vulnerable groups. However, the recent increase in pastoral capacity provides a strong foundation for improvement moving forward.

Pastoral Capacity and Impact

The appointment of a Behaviour Manager, Pastoral Support Officer, and a new Head of Year has significantly strengthened the pastoral team. This additional capacity is already making a positive impact through:

- Increased visibility and presence during unstructured times.
- More rapid response to incidents and follow-up with families.
- Greater capacity for mentoring and restorative conversations.

The expectation is that this proactive approach will lead to measurable improvements in behaviour and suspension data over time, particularly for vulnerable and disadvantaged students.

Pupil Premium (PP) Students - PP students remain disproportionately represented in behavioural incidents, with higher behaviour points compared to their peers. This continues to be a key area of concern. The expectation is that the enhanced pastoral team will provide more targeted support to help these students make positive choices, which should be reflected in behaviour and suspension data over time.

SEN Students - Behavioural challenges among students with special educational needs persist. Targeted interventions remain essential, and the additional pastoral capacity will allow for more consistent monitoring and bespoke support plans.

Fixed Term Internal and External Suspensions

Number of Suspensions - The total number of suspensions and the number for each half term -

	2024/2025							2025/2026						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	236	53	34	28	35	36	50	94	87	7	0	0	0	0
PP	107	16	12	12	17	18	32	66	61	5	0	0	0	0
SEN All	116	22	17	16	19	19	23	50	48	2	0	0	0	0
SEN E	36	10	5	8	3	3	7	11	11	0	0	0	0	0
SEN K	80	12	12	8	16	16	16	39	37	2	0	0	0	0
Boys	161	32	30	19	22	25	33	77	71	6	0	0	0	0
Girls	75	21	4	9	13	11	17	17	16	1	0	0	0	0
Y7	52	3	12	4	8	12	13	13	12	1	0	0	0	0
Y8	49	13	5	6	7	7	11	27	25	2	0	0	0	0
Y9	54	7	5	7	5	10	20	20	18	2	0	0	0	0
Y10	31	9	4	2	4	6	6	30	28	2	0	0	0	0
Y11	50	21	8	9	11	1	0	4	4	0	0	0	0	0

The number of students who have 1 or more suspensions -

	2024/2025							2025/2026						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	85	36	24	24	24	19	29	29	29	7	0	0	0	0
PP	30	9	8	9	9	8	18	21	21	5	0	0	0	0
SEN All	33	12	12	13	11	10	12	16	16	2	0	0	0	0
SEN E	6	3	3	5	2	1	3	5	5	0	0	0	0	0
SEN K	27	9	9	8	9	9	9	11	11	2	0	0	0	0
Boys	56	18	20	16	17	14	20	21	21	6	0	0	0	0
Girls	29	18	4	8	7	5	9	8	8	1	0	0	0	0
Y7	10	3	8	4	4	4	3	4	4	1	0	0	0	0
Y8	19	6	4	3	4	5	10	7	7	2	0	0	0	0
Y9	14	5	2	6	4	4	11	5	5	2	0	0	0	0
Y10	19	8	4	2	4	5	5	10	10	2	0	0	0	0
Y11	23	14	6	9	8	1	0	3	3	0	0	0	0	0

5. Broad Opportunities

Our continued focus on supporting Pupil Premium (PP) students remains central to our enrichment strategy. By ensuring equitable access to cultural and social experiences, we aim to close opportunity gaps and foster inclusion. Building on this narrative of enrichment opportunities for all we are continuing our Year 7 pantomime trip as a key example of this commitment, providing students with a shared cultural experience that many may not otherwise access. This initiative reflects our belief that enrichment is not an optional extra but an essential component of holistic education.

Building on this foundation, we are broadening the scope of trips and experiences offered to all year groups. Based on student feedback, this year's programme includes a greater variety of activities tailored to different interests and cohorts stages. These opportunities are designed not only to enhance cultural capital but also to strengthen engagement and motivation, ensuring that every student feels valued and included in the life of the school.

A significant development this year is the integration of enrichment with our behaviour and rewards systems. Trips and experiences now serve as incentives for positive behaviour, with initiatives such as celebrating "Zero Heroes" (students with zero or minimal behaviour points) and recognising top points scorers. This approach reinforces our culture of high expectations while providing tangible rewards that promote a sense of achievement and belonging.

6. Thriving Communities and Parental Engagement

The Meet the Tutor event for Year 7 parents held on 21st October was well attended by parents to reflect on the positive start the Year 7 students have had and settled into KS3.

We shared a 2-minute silence for Armistice Day across the school community to remember those who have served our country. We were very proud to see our students also represent in the local community at Remembrance Day parades as community members, scouts, guides and cadets.

The new 3G astroturf is going well and the pitch is used daily at lunch time, alongside out of school community use. Student feedback about this facility has been incredibly positive.

7. Safeguarding, Welfare Profile and Elective Home Education

Since the start of the new term a new DSL and DDSL have developed a new safeguarding team. This has involved developing a close working relationship with the attendance team allowing for a complete focus on safeguarding and wider pastoral care for students.

Safeguarding continues to remain a priority across the school, with particular focus this term on mental health concerns and domestic abuse-related issues that are affecting student wellbeing.

We have seen an increase mental related issues. Students are supported through in-school interventions such as counselling and pastoral sessions. Staff have been reminded of the procedures and additional training has been provided to ensure timely and appropriate responses.

A number of cases this term involves concerns relating to domestic conflict or domestic abuse within the home. These situations have had a direct impact on attendance, behaviour and emotional wellbeing. The safeguarding team has maintained support and safety planning.

Whole-School Actions:

- Reinforcement of safeguarding procedures so all staff remain confident in reporting concerns.
- Increased visibility of the pastoral and safeguarding teams for both students and staff.
- Continued development of PD planning and lessons.
- Monitoring of attendance and behaviour data to identify students who may be affected by home-based challenges.

Safeguarding remains embedded at the heart of our school practice, with ongoing vigilance and proactive engagement to ensure that all students feel safe and supported.

Student Characteristics (Number and %)	Current	Previous Report	This time last year
Pupil Premium (PP)	199 – 23.2%	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)	3 – 0.3%	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	4 – 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%
Referrals to Channel	0	0	0

Elective Home Education

	Yr 7	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	3	-	-	-	5
Sp Term 25/26								
Su Term 25/26								
Total EHE 25/26	-	1	1	3	-	-	-	5

LGC Member Visit Record

Name	Vikki Cantrill (LGC member) and Marie Clements (PTFA Chair)
Date of Visit	14 November 2025
Focus of Visit	Operation and fundraising link visit
Classes/staff visited	Emma Whitehead, Operations Manager CVC and TCS
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.	
<p>Discussions with Emma Whitehead, Operations Manager for CVC and TCS. This was an initial meeting because Emma is relatively new in role. An opportunity to understand current priorities and a learning walk to see the needs of the school.</p>	
What I have learned as a result of my visit:	
<p>1. The role of Operations Manager</p> <p>The Operations Manager role is held with the trust although Emma manages the site team for CVC and TCS. The site team is small and, unlike several other Astrea schools, isn't currently supported by an Operations Assistant. The team's workload is high so resources need to be carefully managed and projects prioritised. Emma will continue to monitor staffing levels and workloads, which has been a concern historically.</p> <p>Considerable time and money are invested daily to repair damage caused deliberately by students; for example, toilets blocked and broken, and ink on walls. Consequently, these repairs delay other routine maintenance work, such as painting classrooms.</p> <p>Student behaviour was not as good as on previous learning walks. This change was most noticeable in corridors that were not monitored by staff (during wet lunch) and the main toilet block where vaping is prevalent.</p>	
<p>2. Fundraising and grants</p> <p>Schools are under increasing financial pressure year on year. The school would like to benefit from external grant money, however, as in the majority of schools, staff have very little time to dedicate to this task. Marie and Vikki will assist here, where appropriate, in a voluntary capacity with Emma will look to identify a few suitable grants that match need at CVC.</p>	
<p>3. PTFA</p> <p>The PTFA (a separate registered charity) has funded a number of experiences and items of equipment to benefit CVC children. Although requests for funding usually come from members of staff, Emma will apply should she identify something suitable from an operations perspective.</p>	
Positive comments about the focus:	
<p>I was very warmly welcomed to the school. Emma was very keen to engage with us both, share information and learn about the PTFA. We had open and transparent discussions about school funding and the potential benefits from successful fundraising.</p>	
Aspects I would like clarified/questions I have:	
<p>At our next meeting, I would like to discuss progress and ideas for grants and clarify best practice on how to work and manage spending of funds raised.</p>	
Matters to discuss at committee (e.g. proposed agenda items) and future visits:	
<p>Strategies to monitor and address the level of repairs arising from deliberate damage</p>	
<p>Strategies to monitor and address/prevent vaping on site</p>	
Any other comments -None	

Signed (committee member): Vikki Cantrill Signed (link staff member): Emma Whitehead