



COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 26 September 2022

To be held at 6.00pm

at Cottenham Village College

Membership: C Webb (Chair); Z Andrews (Principal); B Benderli; V Ellaway-Barnard; W Hall;
K Tarlow; A Tyrrell.

In attendance:

K Goudie – Vice Principal; C Crisford; H McKeand; A Parker; P Winter

Clerk: Melanie Basson

	Summary of action required	By whom	Status
12.05.22	CVC LGC Skills Audit	All	Agenda item 10
12.05.22	Clerk to arrange with CVC suitable dates when Mr Hall, Mrs Benderli and Mrs Tarlow can visit CVC site	Clerk/SO'M	Complete
12.05.22	CVC to seek parental interest in joining the PTA at the next parent's forum and advertise in CVC Newsletter CVC to establish financial aspects of setting up a PTA at CVC to be raised with the Regional Director for Cambridgeshire	Principal	Agenda item 12
27.06.22	Add Assessment methods to next agenda	Clerk	Agenda item 7

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Clerk
2	2 mins	Introduction and apologies	Oral item - Chair
3	2 mins	Declarations of interest – annual declarations	Papers attached (p3) - Chair
4	2 mins	Terms of Reference and Scheme of Delegation	Papers attached (pp4-10) - Chair
5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 27 June 2022	Papers attached (pp11-16) - Chair
6	20 mins	Principal's Update <ul style="list-style-type: none"> • Examination Results 2022 	Papers attached (pp19-26) - Principal
7	10 mins	Secondary Teaching and Learning framework	Papers attached - KG
8	10 mins	Year 11 MAP (maximising achievement plan)	Oral item- AP
9	5 mins	Safeguarding training	Oral item - HMc
10	5 mins	Uniform sale update	Oral item – HMc
11	5 mins	Astrea Culture and Behaviour Framework - Core routines	Papers attached – CC/PW
12	2 mins	Skills Audit and membership	Papers attached (pp17-18) -Chair
13	5 mins	Policies <ul style="list-style-type: none"> • Behaviour policy • Safeguarding policy 	Papers attached - Chair
14	5 mins	PTA	Oral item – Chair/VEB
15	2 mins	School visits and risk <ul style="list-style-type: none"> • SCR check CW 20 Sept 2022 • CW & KT 14 Sept 2022 	Papers attached (p27-30) - Chair
16	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 5 December 2022 <ul style="list-style-type: none"> • 2021-22 Impact Statement 	Oral item - Chair
17	2 mins	Any Other Business	Oral item - Chair

Astrea Local Governance Statutory Information: COTTENHAM VILLAGE COLLEGE 2022-23

First Name	Last Name	Appointed	Term End Date	Attendance 2021/22	Employment, Appointments and Directorships	Non-profit Membership	Astrea Connections	Other Education Appointments
Zoe	Andrews	01.09.21	N/A	N/A	CVC Principal	None declared	None declared	None declared
Cerian	Webb	01.06.20	31.05.24	6/6	CVC LGC Chair Employment: University of Cambridge	None declared	None declared	Associate Lecturer, Newnham College, Cambridge
William	Hall	09.12.20	08.12.24	4/6	CVC LGC member Employment: HeleCloud Ltd	Docker Inc GitLabInc	None declared	None declared
Andrea	Tyrrell	01.06.17	31.05.25	6/6	CVC LGC staff member	None declared	None declared	None declared
Burcu	Benderli	17.06.21	16.06.25	3/6	CVC LGC member Employment: International School	None declared	None declared	None declared
Kate	Tarlow	05.01.22	04.01.26	3/4	CVC LGC member Employment: Anglian Water	None declared	None declared	None declared
Vicky	Ellaway-Barnard	01.02.22	31.01.26	3/3	CVC LGC member Employment: Duke of Edinburgh's Award	None declared	None declared	Careers Mentor, University of Exeter
<i>Former members</i>								
Paul	Williams	01.06.20	17.03.22	2/3	CVC LGC member Employment: Cambourne Village College	<i>None declared</i>	<i>None declared</i>	<i>None declared</i>

No committee members declared interests in the following categories: Related Party Transactions; Gifts and Hospitality; Contractual Interests; Shareholdings and Investments.

Astrea Local Committees Terms of Reference

With effect from 1st September, 2022

Introduction

As a charity and company limited by guarantee, the Trust is governed by a board of trustees (the **Board**) who have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust.

In order to support the effective operation of the Trust and the Academies, the Board has established a number of committees to which it has delegated certain powers and functions. These terms of reference set out the constitution, membership and proceedings of the Trust's local committees.

In summary, the Board has established two different types of committee:

- main Board committees which are established to deal with Trust-wide matters such as Education and Standards; Finance and Budget; People and Remuneration; Audit and Risk Assurance (**Board Committees**); and
- local committees which are established by the Board to support the effective operation of the Academies.

Local Governing Bodies outlined under the articles appointed pursuant to Articles 100-101A and 104 will be known in practice as Local Governance Committees (LGCs).

The Board will review these Terms of References together with the membership of the local committees at least once every twelve months.

These Terms of Reference may only be amended by the Board. The functions, duties and proceedings of LGCs set out in these Terms of Reference shall also be subject to any regulations made by the Board from time to time.

1 Establishing the Committees

The Board has resolved to establish local committees for its Academies each as a separate committee of the Board. A local committee may act in respect of two or more Academies.

For schools in need of a high level of support and direction from the Trust, a Trust Management Board (TMB) will be established and employees of the Trust will be assigned to be included as members. The functions of these Boards will mirror those of the Local Governance Committees (LGCs) though its members will – by virtue of their position within the Trust – exercise greater direction than an LGC.

Local committees have five core accountabilities:

1. To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
2. To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
3. To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained.
4. To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
5. To identify, understand and report to Trustees any strategic risks facing the school.

2 Membership

- 2.1 All local committee members are formally appointed by the Trust, including in circumstances where they are elected by a stakeholder body or co-opted by the committee.
- 2.2 The Trust may appoint such independent persons as it deems fit to be members – including the Chair - of Trust Management Boards, provided that the numbers in each category do not exceed those indicated for LGCs.
- 2.3 Each LGC operating in respect of one Academy shall, unless the Board resolves otherwise, have a minimum of five members and a maximum of twelve members.
- 2.4 Each LGC operating in respect of two or more Academies (a “joint LGC”) shall, unless the Board resolve otherwise, have a minimum of seven members and a maximum of fourteen members
- 2.5 The membership of each LGC (each an LGC Member) shall be as follows (unless the Board resolve otherwise):
 - Up to two parent members;
 - Up to two staff members;
 - The Academy Principal;
 - Up to seven persons appointed by the Trust;

LGC

- 2.5.1 The membership of each joint LGC shall be as follows (unless the Board resolves otherwise):

- Up to 1 parent member per Academy
- Up to 1 staff member per Academy
- Up to 1 Principal per Academy
- Additional persons appointed by the Trust so that a minimum membership of 7 is achieved, subject to a maximum of 14

2.6 The Trustees shall:

- 2.6.1 determine all matters relating to an election of parent local committee Members, including any question of whether a person is a parent of a registered pupil at an Academy. When a vacancy arises, the Principal(s) will write to all parents at the Academies in question seeking parents to nominate themselves for the vacancy. Nominees will be asked to provide a personal statement identifying their skills and suitability for the role. In the event that the number of suitably experienced nominees equals or is less than the number of vacancies on the LGC, the LGC can choose to appoint all (or any) of those nominated. If there are more nominees than places available, the Principal(s) will write to all parents at the Academies in question asking them to vote for their preferred candidate.
- 2.7 The LGC may co-opt two staff members whose experience, skills and attributes would benefit the committee.
- 2.8 The term of office for an LGC Member appointed on or after 1st September 2021 shall expire on the last day of December, March or August, being the first of these dates to fall four years after a member is appointed, save that this time limit shall not apply to a Principal and is subject to remaining eligible under the terms of Section 8 of these Terms of Reference. For illustrative purposes, this means that a committee member appointed on 10th October 2021 shall reach the end of his or her term of office on 31st December 2025.
- 2.9 A parent committee member who ceases to be eligible under the terms of 8.1.13 of these Terms of Reference may, by resolution of the committee, have their ongoing appointment confirmed to the end of its original four-year period.
- 2.10 Subject to remaining eligible, any member may put themselves forward for re-appointment or re-election (as the case may be).

3 Chairs

- 3.1 The term Chair refers to the person appointed under this paragraph as chair of the relevant local committee.
- 3.1.1 the LGC Members shall at the first meeting of each academic year appoint an LGLGC Member to act as Chair of the LGC;
- 3.1.2 the LGC Members will elect a temporary replacement from among the members present at the meeting in the absence of the Chair;
- 3.1.3 the Trust shall appoint the Chair of a TMB.

4 Authority, remit and responsibilities of the local committee

- 4.1 Each local committee shall be responsible for the matters as set out in the Scheme of Delegation and below in Appendix A.
- 4.2 Each local committee is authorised by the Board to:
 - 4.2.1 Carry on any activity authorised by these Terms of Reference; and
 - 4.2.2 Seek any appropriate information that it properly requires to carry out its role from any senior employee of the Academy and all senior employees shall be directed to co-operate with any request made.
- 4.3 The establishment of any new sub-committees other than ad hoc working groups required to deal with specific issues, must be agreed in advance with the Trust CEO.

5 Proceedings of local committee meetings

- 5.1 The local committee will meet as often as is necessary to fulfil their responsibilities but at least six times a year (unless otherwise resolved by the Board), and to review the frequency of meetings as necessary or on the advice of the Trust.
- 5.2 Meetings attended by three or more full members of the committee shall go ahead. Where fewer than three members attend, the Chair may determine whether the number of members attending a meeting is sufficient for the committee usefully to discharge its responsibilities.
- 5.3 The relevant Principal(s) shall ensure that a clerk is provided to take minutes at meetings of the committee.
- 5.4 Any resolution at a meeting of a LGC must be determined by a majority of the votes of the members present and voting on the matter.
- 5.5 Each committee member present in person shall be entitled to one vote.
- 5.6 Where there is an equal division of votes the Chair shall have a casting vote.
- 5.7 A register of attendance shall be kept for each committee meeting and published annually on the relevant Academy's website.
- 5.8 Local committees may invite attendance at meetings from persons who are not members to assist or advise on a particular matter or range of issues. Any member of the Executive Board may also attend and speak at local committee meetings.
- 5.9 References to the "Chair" shall in the absence of the Chair be deemed to be references to the chair of the relevant committee meeting.

6 Conduct of Committee members

- 6.1 All committee members shall observe at all times the provisions of the Code of Conduct.

7 Members' Interests

- 7.1 Local committee members are required to declare any business or other interests in any item being discussed at a meeting.
- 7.2 Each committee member, if present at a meeting, disclose their interest, withdraw from the meeting and not vote on a matter if:

- 7.2.1 there may be a conflict – or the appearance of a conflict – between their interests and the interests of any of the Academies or the Trust;
- 7.2.2 there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or
- 7.2.3 they have a personal interest (this is where they and/or a close relative will be directly affected by the decision of the committee in relation to that matter) in a matter.

8 Disqualification & Removal of Committee Members

- 8.1 A person shall be ineligible for appointment to a local committee and, if already appointed, shall immediately cease to be a member if the relevant individual:
 - 8.1.1 is or becomes disqualified from holding office under the Trust’s Articles of Association;
 - 8.1.2 is or becomes disqualified from holding office as a governor of a school or academy;
 - 8.1.3 is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
 - 8.1.4 is barred from any regulated activity relating to children;
 - 8.1.6 is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);
 - 8.1.7 has been fined for causing a nuisance or disturbance on school/academy premises during the 5 years prior to or since appointment or election as a Committee member;
 - 8.1.8 refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check;
 - 8.1.9 commits a serious breach of the Trust’s Code of Conduct or any standing order or protocol implemented by the Board, as determined by the Trust;
 - 8.1.10 is absent without the permission of the committee from all their meetings held within a period of six months;
 - 8.1.11 resigns his/her office by notice in writing to the relevant Chair;
 - 8.1.12 in the case of a Principal, they cease to be the Principal;
 - 8.1.13 in the case of a parent elected (including elected unopposed) to the position of a parent committee member, they cease to be the parent of a child registered at the school and the committee has not resolved to re-appoint them for the remainder of their original term;
 - 8.1.14 in the case of a member of staff elected (including elected unopposed) or appointed to the position of a staff committee member, they cease to be employed at the school or schools for which the committee is responsible;
 - 8.1.15 their term of office expires and they are not re-appointed.

- 8.2 The Trustees shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any committee member by written notice to the member and the relevant Chair.
- 8.3 The suspension from employment duties of any committee member who is an employee of the Trust shall have the effect of suspending their membership of the committee.
- 8.4 Any committee member who is subject to a banning order issued by the Principal shall be deemed to be suspended from the committee for the duration of the ban.
- 8.5 The CEO may suspend a local committee member where it is necessary to undertake an investigation into any alleged breach of the Code of Conduct.

9 Reporting Procedures

- 9.1 Within 5 working days of each meeting, the Clerk will produce draft minutes of the meeting;
- 9.2 Within 15 working days of each local committee meeting, the draft minutes will be received by its members and agreed as a final, accurate record of the meeting;
- 9.3 Once ratified at the subsequent meeting of the committee, the final adopted committee minutes will be held by the Central Governance Team and the Academy Office as an official record.
- 9.4 The Chair of the local committee shall meet, or arrange for a deputy to meet, the Link Trustee and will report on the committee's work.
- 9.5 Each committee shall conduct an annual review of its work and shall communicate its finding to the Trust.

Appendix A: Remit and Responsibilities of the local committees

The powers and functions delegated by the Board to the committees are set out in detail in the Trust's Scheme of Delegation as approved by the Board and in summary include the following which should be read in conjunction with the scheme of delegation:

- 1 To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
- 2 To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
- 3 To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained.
- 4 To monitor and advise on the running of the Academy in terms of learning, standards, safety and wellbeing. This includes identifying committee members that take on a special link responsibility in the following areas: Safeguarding, SEN, Grants (PP/PE/COVID Catch-up).
- 5 To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
- 6 To support the Academy's senior management staff to deal with parental complaints pursuant to the Trust policy on parental complaints and support Principal(s) in recruitment and selection, grievance and disciplinary processes where appropriate.
- 7 To review the decisions of Principals of other Academies within the Trust in exclusion cases where appropriate and, if requested, recruitment panels.
- 8 To record visits to the Academy/Academies both during school hours (with prior arrangement with the Principal) and for evening events.
- 9 To identify, understand and report to Trustees any strategic risks facing the school. To draw any significant recommendations and matters of concern to the attention of the Trust Board via the Link Trustee.



**COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE**

HELD ON

MONDAY 27 JUNE 2022

By Teams conference

MINUTES

Members Present:	Cerian Webb (Chair); Zoe Andrews (Principal); Vicky Ellaway-Barnard; Kate Tarlow; Andrea Tyrell.
In Attendance:	Melanie Basson (Clerk) Hanan McKeand

	Summary of action required	By whom	Status
12.05.22	Attendance data to be presented at next meeting with student absence due to Covid as a separate category	Principal	Complete - Ongoing
12.05.22	CVC LGC Skills Audit	All	September 2022
12.05.22	LGC members to send school visit reports to the Clerk, which have taken place this term and organise next visit with respective SLT link lead	All	Complete - Ongoing
12.05.22	Clerk to arrange with CVC suitable dates when Mr Hall, Mrs Benderli and Mrs Tarlow can visit CVC site	Clerk/SO'M	TBA Sept 2022
12.05.22	CVC to seek parental interest in joining the PTA at the next parent's forum and advertise in CVC Newsletter CVC to establish financial aspects of setting up a PTA at CVC to be raised with the Regional Director for Cambridgeshire	Principal	Agenda item 11
12.05.22	Risk Register template to be shared with the committee	Clerk	Complete

12.05.22	Arrange proposed meeting dates for the next academic year to be presented at the next LGC meeting	Clerk	Complete - Agenda item 13
12.05.22	Consider suitable fundraising application to the Co-op Local Community Fund	Principal	Complete
27.06.22	Add Assessment methods to next agenda	Clerk	

1) Introductions and Apologies

Apologies for absence were received from Will Hall and Burcu Benderli and these were accepted by the committee.

The Chair welcomed all attendees and introductions were given.

2) Declarations of interest

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 12 May 2022 were ratified electronically on 6 June 2022 and adopted by the committee.

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

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

4) Principal's Update

The Principal's Update was circulated to the committee in advance of the meeting. The update focussed on:

- Headlines
- Leadership and Management
- Staffing
- Year 11
- Inclusion
- Attendance – 90.5% average for all students to date this academic year
- Safeguarding
- Site and operations
- Trips and events
- Activities week
- Home Visits policy
- PHSE Update

Regarding CVC Activities week the committee acknowledged the risks relating to students and staff if affected by Covid.

The Principal reassured the committee of strategies in place to mitigate the risks in the event parents, students or staff are affected by Covid.

Mrs Tarlow sought clarity of the roles of the Head of Secondaries and the Regional Director.

The Principal explained that Richard Tutt as Head of Secondaries sets out the vision and ethos for all secondary academies in the Trust. Jo Myhill-Johnson is the Line Manager for Principal's in Cambridgeshire and oversees operational issues and implementation of the Trusts plans as set out by Mr Tutt.

The Principal was thanked for their report.

5) Astrea School Review

The Principal updated the committee regarding the progress in relation to the Astrea School Review report and noted feedback and actions as detailed on page 18 in the Principal's Update.

The Chair enquired what CVC identify as its most challenging risk.

The Principal informed the committee CVC are focussing on the Alternative Provision (AP) and continue to communicate with the Trust with a view to improving and developing AP arrangements.

Staffing

Mrs Ellaway-Barnard enquired regarding CVC's allocation of Teaching Assistants and questioned whether CVC plan to increase this and how it would be funded.

The Principal explained this will be discussed this with David Thomas and Jo Myhill-Johnson as it would need to be approved by the Trust to assess the benefits and quality assurance.

The Principal explained CVC would be required to submit a General Annual Grant (GAG) funding bid to fund the increase the number of TAs from the current twelve TA's in post.

Mrs Tarlow sought further explanation regarding the corrective maths program, as referred to in the Principal's Update.

The Principal reported the Trust run this programme in KS3 to remedy any basic errors, or to address skill gaps where students are below the expected level at KS2.

Students are not aware they are on the program specifically but will work through the program. CVC aim by Year 9 all students return to the mainstream curriculum at GCSE better prepared in line with their peers.

The Chair and Mrs Tarlow acknowledged CVC has demonstrated excellent maths teaching, offering opportunities and activities for students.

Mrs Tarlow questioned what GCSE language subjects CVC currently offer students.

The Principal informed the committee that CVC offer GCSE French and Spanish to students.

The Principal acknowledged the hard work of Claire Phipps, supported by Lisa Thompson, Data Intelligence Officer with regards to the administration of the examinations process at CVC. The Principal informed the committee the examinations process and JCQ inspection were a success. The Principal acknowledged the contribution of staff who covered each other well in short term absences cover and stepped in to offer examination support by way of scribing and reading questions for students.

The committee noted CVC attendance figures are above the national average and in Cambridgeshire. The Principal reassured the committee that CVC Attendance Officer, Sarah Halsey is focussing on improving this, to be overseen by Ms McKeand.

Regarding expectations of student outcomes this summer, the Principal informed the committee that data from assessments predicts good results in that 67% of students are on track to achieve grades above 5+ in both English and Maths.

The Principal informed the committee the current Year 10 examinations have been completed. Due to the disruption of Covid, CVC continue to address any learning gaps.

The Chair suggested it would be beneficial for the committee to learn more about CVC's assessment methods in their role as governors in holding CVC to account. **Action: Clerk was asked to add Assessment methods to the next CVC LGC meeting agenda.**

In reference to CVC exclusions data reported in the Principal's Update, Mrs Tarlow questioned how exclusion figures compare both locally and nationally.

The Principal reported that CVC exclusions are higher than previous years but are as expected, as nationally it is reported that students are more disruptive and present increased levels of challenging behaviour due to Covid. Although this is not a significant concern, CVC are monitoring repeat exclusions.

The Principal informed the committee that Trust Behaviour policy is currently under review and expect to see an increase in the number of exclusions.

The Principal informed the committee that managed moves for students have been successful into and out of CVC. The committee noted that local Headteachers work together to try and keep students in school.

6) Personal Development

Nicola Bussingham (Relationship, Sex Education (RSE) Lead) and Alexandra Farzad (Personal Social Health Education (PSHE) Lead) joined the meeting and presented CVC approach to (PD) and (PSHE).

PSHE/PD lessons are delivered to students as part of the curriculum and students are invited to take part in Student Voice sessions to voice their opinions by which CVC consider their feedback in their approach to PHSE/PD.

The committee noted action taken by CVC this academic year regarding PSHE and PD.

Student Survey

- CVC are working with the Astrea PD group to ascertain a central bank of resources with a view to consistency across the Trust
- Links with Behaviour team to collaborate approaches at CVC
- Use of form time
- Increases PHSE/PD time in the curriculum
- 60% of Year 7 students could identify all protected characteristics
- Develop a clear, spiral thematic KS4 PSHE/PD curriculum

Feedback from Dimitris Spiliotis

- Quality assurance - CVC resources and sessions
- Curriculum visibility
- Students reluctant to report harassment
- DSL clear who to contact – Mikaela Robinson

Changes for 2022-23

- Lessons
- Form time
- Assemblies
- Curriculum
- Inclusivity

Ms Bussingham and Ms Farzad were thanked for their informative presentation and questions were invited.

The Chair questioned how the impact of CVC's approach to PSHE and PD will be measured.

Ms Farzard acknowledged CVC have implemented many improvements and developments to a thematic model and to evaluate understanding. Kathy Murphy will meet with same student cohort to identify whether experiences have made an impact and compare.

The Chair enquired regarding the number of bullying cases reported in the Principal's Update.

Ms Farzard reported CVC delivered a session to Year 8 students regarding the appropriate use of language and how might it make someone feel. Further sessions are scheduled regarding protective characteristics. Reports of homophobic and racial bullying cases has reduced at CVC recently.

Ms Bussingham and Ms Farzard retired from the meeting.

7) 3G Pitch Proposal

The Principal informed the committee that Mr Quinn has been working with the Football Association with regards to the 3G pitch proposal at CVC. Sarah Powell will replace Mr Quinn as CVC Operations Manager who will pick this up and update members of its status in due course.

8) LGC member visits

Members were asked to send visit reports to the Clerk for school link lead visits undertaken.

Mrs Ellaway-Barnard has visited recently and will send her report to be presented at the next CVC LGC meeting.

9) Skills Audit

Committee members were asked to send completed Skills Audit Questionnaires to the Clerk.

Clerk to analyse and present the outcome of CVC Skills Audit identifying the strengths and areas of development for the current LGC membership at the next meeting.

The committee were reminded Astrea Governance Team provide webinars throughout the academic year to which committee members are invited to attend.

10) Home Visits policy

CVC Home Visits policy was reviewed by the College and presented to the LGC in advance of the meeting.

The committee reviewed the policy which was adopted by the LGC. CVC to publish accordingly.

11) PTA

Ms McKeand reported that a parent has expressed an interest in joining CVC PTA and informed the committee that Nadine Malcolm is following this up and plans to appeal for more members through the CVC Newsletter

Mrs Tarlow suggested an appeal to parents to donate good quality unwanted uniform to be offered to Ukrainian students and for students who could benefit. Ms McKeand confirmed uniform donations have been received.

The committee acknowledged the need for CVC PTA to remain financially separate to Trust and CVC funding. Clerk was asked to follow up what action is required to set up CVC PTA financial arrangements with Trust colleagues

12) Risk

The committee acknowledged risks:

- Staffing.
- Potential Covid cases affecting activities week

- Energy bills, transport costs rising

13) Proposed LGC meeting dates 2022-23

CVC LGC meeting dates for 2022-23 were adopted by the committee:

- 26 September 2022
- 5 December 2022
- 23 January 2023
- 20 March 2023
- 22 May 2023
- 3 July 2023

14) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **Monday 26 September 2022.**

Future agenda items:

- 2021-22 Impact Statement
- Assessment methods
- Skills audit

15) Any Other Business

Attendees were thanked for their input and left the meeting.

The meeting finished at 8.05pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 28 July 2022

CVC – 2022-23

Local Committee Member – Skills Audit

It is useful to undertake a skills audit on an annual basis in order to identify areas where development or new recruitment may be appropriate. We suggest that, once committee members have completed the form individually, the results are then collated and the composite picture is shared with the group for discussion.

Action: Self-assess your own level in each area using a scale of High (3), Medium (2), Low (1) to None (0) and provide some examples.

<i>Skills & expertise</i>	<i>Member Scores</i>	<i>Average Score</i>
Experience of being a governor/trustee/committee member in another school or being a board member in another sector	1,2, 0,2,0,0	0.83
Experience of chairing a board or governing board or committee	1,1, 3,2,0,0	1.2
Leadership and succession planning experience	2, 2, 2,2,1,2	1.8
Experience of strategic planning and monitoring the application of strategy to ensure the vision, ethos and strategic direction of an organisation is preserved	2,2,2,3,1,3	2.2
Understanding of current national education policy and the local education context	1,1,3,1,2,1	1.5
Understanding of multi-academy trusts, their legal responsibilities in relation to their schools and their governance structures	1,1, 2,1,2,0	1.2
Experience/understanding of curriculum development, school assessment and progress/attainment	1,1,3,1,3,3	2.0
Experience of using data to interpret and evaluate performance and identify trends to target improvement	1, 2,3,1,2,3	2.0
Experience of inspection and oversight in the education sector	0, 0,1,0,2,3	1.0
Understanding of the LGC/TMB's responsibilities in relation to safeguarding	3, 1,2,2,2,0	1.7
Experience of working in safeguarding, SEND and/or inclusion	0,1,2,0,2,0	0.83
Experience of risk management, including prioritising, assessing and reporting risk	1,2,2,0,1,1	1.2
Experience of budget monitoring and oversight	0,2,3,0,1,2	1.3
Experience of working to and monitoring progress towards equality objectives	3,1,1,1,0,0	1.0
Experience of stakeholder management and engagement	2, 2,3,2,0,3	2

Experience of partnerships and fundraising	1,2,1,0,0,0	0.67
Experience of estates, property and/or health and safety	0,1,0,0,0,0	0.16
Expertise in IT/technology	3,3,2,0,3,1	2

PRINCIPAL'S REPORT SEPTEMBER 2022

Headlines & updates since previous meeting:

- Clive Crisford started new role as Vice Principal for Culture and Paddy Winter joins as our new Assistant Principal.
- Headline results
- Year Group Information Evenings have been held on 14 September.
- Introductions of our new core routines took place in September 2022.
- Building works took place over the summer for the roof, SEN area, student toilets, dining room plus maintenance of all the sports area floors.

Leadership and Management

Headline results: GCSE Results 2022 and targets for 2023

Summary of key KS4 measures 2022 (compared to previous years):

OUTCOMES	2019	2020	2021	2022
ALL				
P8	+0.34			+0.5*
A8	52.69	55.57	55.11	57.88
4+ EM	73%	80%	79%	86%
5+ EM	58%	60%	58%	71%
EBacc entries	33%	29%	43%	60%
PP				
P8	-0.27			-0.14*
A8	30.02	36.92	35.24	39.88
4+ EM	29%	51.6	47.1	54%
5+ EM	10%	19.4	23.5	32%
EBacc entries	5%	32.3	23.5	29%
SEND				
P8	-0.64			-0.13*
A8	22.47	35.50	37.8	28.00
4+ EM	13%	37.5	40	21.4%
5+ EM	13%	25.0	10	14.3%
EBacc entries	0%	25.0	10	21.4%

*Please note: Progress 8 scores for 2022 will not be calculated and released until early October – the figures in the table above are from a provisional estimate calculated by SISRA (software programme that provides data capture and analysis)

Key headlines:

- The school has made significant progress since 2019 – these are our best results.
- CVC is the top performing secondary school in the Trust.

- For the basic measures (English and Maths 4+, English and Maths 5+) our outcomes (86% and 71%, respectively) are in the FFT5 benchmark estimates for 2022 and potentially place us in the top 5% of schools nationally (see table of FFT estimates for 2022 – next page).
- EBacc entries are above the national average.
- Although 2020 and 2021 CAGs and TAGs remains internal data and unpublished, the table above shows that we buck the national trend and our results have gone up this year, rather than having been inflated and going below. In almost every measure, our results this year show an improvement on all years, including the years and grades affected by the Covid-19 pandemic.
- This accuracy of staff forecast grades is also borne out by the comparison between the forecast grades versus the actual grades – the professional judgement of our teaching staff is very reliable (see diagram comparing forecast and actual grades – next page).

Priority areas for 2022/23:

- Results show that our disadvantaged students do not do as well at CVC as they would do in some other schools. This is a priority area for us for 2022/23.
- Results show our SEN students do not do as well as they do in other schools. This is also a priority area for 2022/23.
- There has been a steady improvement in the attainment and progress for both disadvantaged and SEN students since 2019, but the gap is still significant between these students and the rest of their peers.

Fischer Family Trust (FFT) estimates for 2022:

173

Pupils

106.2

KS2 Avg SS

16%

FSM6

-

Attend

8%

SEN

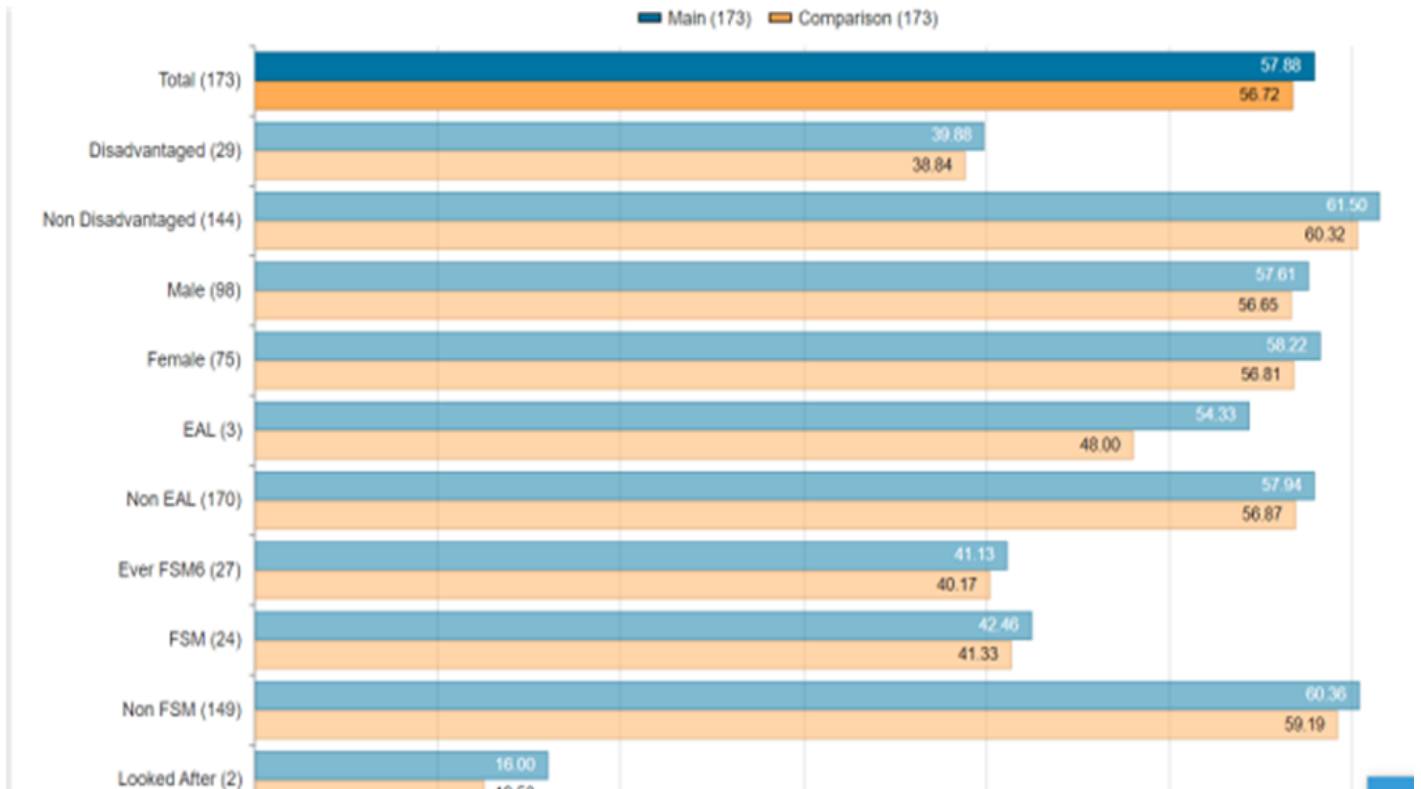
2%

EAL

KS4 FFT Benchmark estimates Year 11 (KS4 assessment in 2022)

	Pupils	FFT Benchmark Estimates			My School
		Average FFT 50	High FFT 20	Very high FFT 5	
Attainment 8 Overall Grade (9-1)	173	5.1	5.5	5.9	5.6
Attainment 8 English Grade (9-1)	173	5.4	5.8	6.3	5.8
Attainment 8 Maths Grade (9-1)	173	5.0	5.3	5.7	5.7
Attainment 8 Ebacc Grade (9-1)	173	5.1	5.5	5.9	5.7
Attainment 8 Open Grade (9-1)	173	5.3	5.6	6.0	5.4
Attainment 8 Ebacc Entries	173	2.9	2.9	2.9	2.9
Attainment 8 Open Entries	173	2.9	2.9	3.0	2.9
% 5+ GCSEs Grade (7-9)	173	21%	29%	36%	31%
% Grade 4+ GCSE English & Maths	173	73%	79%	84%	83%
% Grade 5+ GCSE English & Maths	173	52%	60%	67%	66%

Final forecast versus actual grades:



Fischer Family Trust (FFT) estimates for 2023 – current Year 11:



KS4 FFT Benchmark estimates Year 10 (KS4 assessment in 2023)

	Pupils	FFT Benchmark Estimates			
		Average	High	Very high	My School
		FFT 50	FFT 20	FFT 5	
Attainment 8 Overall Grade (9-1)	180	5.1	5.5	5.9	5.5
Attainment 8 English Grade (9-1)	180	5.4	5.8	6.2	5.7
Attainment 8 Maths Grade (9-1)	180	5.0	5.3	5.7	5.6
Attainment 8 Ebacc Grade (9-1)	180	5.0	5.5	5.9	5.7
Attainment 8 Open Grade (9-1)	180	5.2	5.6	5.9	5.4
Attainment 8 Ebacc Entries	180	2.9	2.9	2.9	2.9
Attainment 8 Open Entries	180	2.9	2.9	3.0	2.9
% 5+ GCSEs Grade (7-9)	180	21%	28%	36%	30%
% Grade 4+ GCSE English & Maths	180	72%	79%	84%	83%
% Grade 5+ GCSE English & Maths	180	51%	60%	67%	65%

- Our targets for this year are FFT5 estimates.
- A 3% increase on 2022 results in each of the basic measures would be 6 more students.

Staffing

New starters in September:

- Josie Kitchiner - Second in Charge of Science.
- Jonathan Sellin - Head of History.
- Rhys Sewell - Teacher of Computer Science.
- Cameron Clark - Teacher of Science.
- Jeremy Broomfield - Teacher of Science (and corrective maths).
- Eli Watson and Dhouha Dridl – Teachers of MFL teachers.
- Maria Derrick - Head of Art.
- Annabel Walley - Interim Head of MFL.
- Jo Daniels and Lorraine Young – Heads of Year
- Pastoral team: Richards Symons - Behaviour Manager and Ben Harper & Laura Reynolds - Assistant Head of Years.
- Sarah Stevens - Exams Officer.
- Fran Bullough – Senior Science Technician.
- Sally Bagwell – Administration Assistant / cover for reception.
- Maha Alghaith and Clementine Elstob - Teaching Assistants.

We are currently advertising for: Teacher of Art.

Admissions

Number on Roll	
Year 7	175
Year 8	171
Year 9	178
Year 10	174
Year 11	180
Total	878

In-year admissions 2021-22	2022-23	
Year 7	7	0
Year 8	12	1
Year 9	11	0
Year 10	8	5
Year 11	1	0

Year 6-7 intake					
Year	PAN	Place Allocated	1st	2nd	3rd
2022-23	180	180	158	69	30
2021-22	180	170	156	59	29
2020-21	180	178	168	68	33
2019-20	180	181	192	77	37
2018-19	180	180	175	74	29
2017-18	180	180	166	57	30

Leavers

Leavers 2021-22	2022-23	
Year 7	9	0
Year 8	10	0
Year 9	8	0
Year 10	5	2
Year 11	1	0

Managed Moves

Managed Moves 2022-23			
Year Group	In	Out	Taken on roll
Year 7	0	0	0
Year 8	0	0	0
Year 9	1	0	0
Year 10	2	2	0
Year 11	0	1	0

Suspensions

	2021-22			2020-21			National (2018/19)
	No. of exclusions	No. of students	%	No. of exclusions	No. of students	%	
Whole school	212	84	9.3	51	30	9.04	10.75
7	18	4	2.2	3	3	1.67	
8	53	19	10.2	13	4	2.19	
9	80	27	14.8	15	10	8.15	
10	25	14	7.5	12	6	3.35	
11	36	20	11.4	8	7	3.93	
Multiple exclusion		37	4.08		5	0.55	2.03

Attendance

Attendance	2022/23 14.9.22	PA	2022/23 14.9.22
School	95.1%	School	14.2%
Year 7	97.5%	Year 7	8.6%
Year 8	95.5%	Year 8	15.8%
Year 9	96.3%	Year 9	13.4%
Year 10	93.6%	Year 10	14.9%
Year 11	92.7%	Year 11	18.4%
Disadvantaged	88.8%	Disadvantaged	24.2%
Non Disadvantaged	96.3%	Non Disadvantaged	12.1%
SEN Support	91.7%	SEN Support	22.4%
EHCP	94.4%	EHCP	30.2%
Non SEN	95.4%	Non SEN	12.5%

After-school detention numbers since return in January

- Behaviour – 1529
- Homework – 502

Pupil Premium

Year group	PP numbers	% of year group
Year 7	38	21.71
Year 8	32	18.71
Year 9	37	20.78
Year 10	24	13.79
Year 11	22	12.22
Whole school	153	17.43

	Number of students
KS3	524
KS4	354
SEN K	49
SEN E	43
EAL	67
LAC	3
FSM	116

Safeguarding

Safeguarding Data Return	September 2021	October 2021	January 2022	February 2022	March 2022	June 2022
No. of Referrals made to Social Care	0	0	2	2	0	2
Early Help Assessments submitted	1 but for three children in the same family	0	1	1	3	5
No. of children open to Child Protection Plan	0	0	2	3	3	2
No. of children open to Child In Need Plan	2	2	0	2	2	2
No. of children with TAC Plan/EHA or equivalent currently in place	12	11	7	8	10	8
New: No. of children on EHCP	34	34	34	40	42	43
New: No. of Young carers	3	4	4	4	4	5
Discriminatory incidents	2	10	0	6	2	5
Bullying Incidents	4	25	0	13	7	25 19 investigations 6 confirmed
Recorded Restraints	0	0	0	0	0	0
Prevent Concerns	0	1	2	0	0	0
Prevent Referrals	0	0	0	0	0	0
Current LAC	4	4	4	4	5	4
No. of staff allegation this academic year so far	0	0	0	0	0	0
No. of LADO referrals this year so far	0	0	0	0	0	0

Site & Operations

A full schedule of site work has been completed over the summer. We have seen an entire site freshen up with the aim of creating an improved teaching and school environment for the next academic year. We have focussed on decluttering classrooms, creating tidy storage solutions for resources, and reusing or recycling furniture across the school wherever possible. Our large roof repair project has now been successfully completed, and our Sports Hall, Dance Studio and Gymnasium floors were all sanded, lined and sealed. Alongside various other projects, we began work in response to student/parent and Student Council feedback to move towards more open plan, individual gender-neutral toilet cubicles. We received overwhelming feedback that students wanted to make this change to ensure that there was an increased feeling of safety amongst the student body. We have therefore undertaken refurbishment work, and most of our toilet areas now contain full-length cubicles with new vanity stations. Doorways have been opened out and CCTV will cover the communal areas. There are, however, still specific gender toilets on the Music and Drama corridor available to students. Staff toilets in the main Admin Block will also be upgraded, and it is hoped that this work will take place over the October half term.

We have also launched our new Admin Team, consisting of four members of staff based in Reception this term. The team are focussed on improving front of house service and nurturing the relationships we have with our wider school community. Many administrative processes have been reviewed over the summer to streamline and maximise efficiency, and the Admin Team will be taking on additional tasks to relieve some of the administrative pressure from our Senior Leadership Team and other staff groups.

Astrea Teaching and Learning Framework 2022-24

The Trust have published a new T and L framework (attached) that will guide professional development and form a big part of classroom practice moving forward. Much of the framework is based on sound principles

of classroom practice, principles that are already familiar to staff here at CVC such as strategies to support long-term memory. Many of the suggested strategies will need time to embed so that we use them to greatest effect. We aim to train people with these strategies through regular T and L slots and by developing a group of instructional coaches to work with small groups of staff. In this way, we aim to build up our familiarity with the principles outlined in the framework in practice.

Astrea Behaviour and Culture Framework 2022-2023

At the end of the summer term the Trust published a new Behaviour and Culture Framework. There are 4 elements that need to be introduced by September 2023, Element 1, Core Routines has now been implemented.

Element 1	Core Routines
Element 2	Trust Secondary Behaviour Policy
Element 3	Behaviour Curriculum & Character
Element 4	Extended Behaviour techniques (TLAC)

As part of our staff training during the September Inset days we introduced the following core routines with all staff, and then with students during the first week back at school. The start of school was staggered in order to spend additional time with year groups to introduce these new routines.

Astrea Core Routines:

- SLT arrival gate duty
- Line up / Morning address
- Entry
- Exit
- Transitions
- Equipment
- Silence is golden
- Habits of Attention (SLANT, FOCUS, STAR, SET)
- Signal, Pause, Insist (Hands up for silence)



LGC Member Visit Record

Name	Cerian Webb
Date of Visit	20 th September 2022
Focus of Visit	Review the Single Central Record for Cottenham Village College
Classes/staff visited	Sharon O’Mullane (Principals PA) and Mikaela Robinson (Safeguarding Officer, Cottenham Village College)
<i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i> Review of the Single Central Record	
<i>What I have learned as a result of my visit</i> It is a statutory requirement for all schools and academics to maintain a Single Central Record (SCR) of pre-appointment checks (see KCSIE 2022 para: 268-272). Multi-academy trusts must maintain the Single Central Record detailing checks carried out in each academy within the MAT (KCSIE 2022 para: 275). Sharon O’Mullane takes responsibility for regularly checking that the SCR is complete for Cottenham Village College. Together with Sharon and Mikaela, I checked the SCR to ensure all data were up to date and the appropriate DBS checks on new staff had been carried out by the Trust. All records for new staff joining in September 2022 are now complete.	
<i>Positive comments about the focus</i> Sharon was very helpful in guiding us through the SCR and demonstrated her in depth and extensive expertise in maintaining the SCR.	
<i>Any other comments</i> It may be helpful to establish a Trust maintained document, editable by academies within the trust, to record when the SCR has been checked locally.	

LGC Member Visit Record

Name	Cerian Webb & Kate Tarlow
Date of Visit	14 th September 2022
Focus of Visit	Overview of new core routines, pupil voice. The visit was in part triggered by a large number of negative comments about Astrea on social media in the first week of term: many parents were unhappy about a tightening of rules on uniform, the introduction of gender-neutral toilets and the perceived overuse of signal, pause, insist.
Classes/staff visited	Kath Goudie, Pupil voice from across year groups arranged by Hanan McKeand, meeting with Clive Crisford and Paddy Winter to discuss core routines and with Principal, Zoe Andrews.
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i></p> <ol style="list-style-type: none"> 1. Learning walk to observe lessons in progress and new toilet facilities led by Kath Goudie 2. Pupil voice with representatives from each year group 3. Presentation and discussion with Clive Crisford, Paddy Winter and Zoe Andrews on new routines 4. Discussion with Zoe Andrews 	
<p><i>What I have learned as a result of my visit</i></p> <ol style="list-style-type: none"> 1. <u>Learning walk</u> In all lessons we observed, students demonstrated high levels of engagement in accordance with visits in the summer term. In all classrooms there was silence with pupils either focussed on the teacher or completing written tasks. In one lesson, we observed teacher directed discussion whereby children were asked to briefly discuss in pairs the most likely answer to a problem and the reason for their answer. Children used the time effectively and responded immediately to the hands up signal to stop conversations. There was no evidence of disruptive behaviour in any of the classrooms visited or around the school site. Classroom layouts varied with effective use of a horseshoe layout in some classrooms ensuring that all children were within a short distance of the teacher. Other classrooms retained a more classical straight-line formation which, whilst ensuring all pupils were in full view at all times, meant their work was not as visible to the teacher. 2. <u>Pupil voice</u> Pupils were articulate and extremely polite raising hands to answer questions and waiting to be given permission to speak. We focussed our discussion on three main areas: (i) how pupils were enjoying the new school year (ii) how pupils felt about the refurbished toilets and (iii) how pupils felt about the new behaviour routines. <ol style="list-style-type: none"> (i) All pupils who spoke were in agreement that they were happy at CVC. A year 7 said it would be useful to have a school map as they sometimes get lost but they also said that older students were always willing to give directions. An older student reminded us that students used to receive a planner which included a map of the site. They commented however that as the Cottenham site has expanded over the years the layout is complex and they found that the map wasn't that helpful. (ii) The students did not like the change of the majority of the toilets from closed girls and boys' toilets to gender neutral toilets. No student spoke up in favour of the change. Some said they were no longer willing to use the toilets as they were worried that children of the opposite sex could hear them and might be standing outside the door. 	

- (iii) The year 10 and 11 students were unhappy with some of the new behaviour routines and reported that the consensus in their year groups was that they were being treated like primary school children. The students said that, in general, they did not feel that behaviour in class was an issue that needed addressing. The year 10 and 11's also expressed the opinion that some of the new protocols to manage classroom behaviour were excessive and would hold back their personal development. All students agreed that no lesson time was lost with the new quicker and consistent methods of obtaining whole class attention and silence.
- (iv) Other comments: one student commented that they liked the use of booklets rather than individual handouts for lessons as they saved time. The students wanted us to tell Mrs Andrews that they were really happy with the new teachers that have joined this term and that they thought she had made excellent choices in recruiting them.

3. Presentation and discussion of new routines

Clive Crisford outlined the new routines and their implementation at CVC.

- Astrea has introduced a new behaviour and culture framework. The framework is based on embedding consistent habits and routines in both staff and pupils. The Astrea Core Routines are: SLT arrival gate duty; Line up/ morning address; Entry routine to classrooms; Exit routine at the end of a lesson; Transitions between lessons; Equipment; Silence is golden; Habits of attention (CVC will use STAR); Signal, Pause, Insist (Hands up for silence).
- All pupils now enter the school through the dining hall where they are checked for uniform and there is an opportunity for staff to identify any issues with individual children as they enter the site. Pupils then line up in alphabetical order in the playground in their tutor groups. A morning address is delivered by the head of year and then pupils are escorted to their form rooms. This new approach to starting the day has had a positive impact in ensuring that problems are identified as soon as pupils enter the school site and pupils arrive in their tutor room ready to start their day at school. There are contingency plans for days on which it is too wet to stand outside.
- Behaviour in classrooms was already very good and, as highlighted earlier in the report, some pupils questioned the need for what they see as more draconian measures.

4. Key points arising from discussion with the principal

- Results for the 2022 cohort were outstanding and put CVC in the **top 5%** of schools nationally. Provisional computer models indicate that the school should attain a positive progress 8 score with 86% of pupils gaining a 4+ in Maths and English and 71% achieving 5+ in Maths and English. This is a reflection of the hard work put in by staff who have consistently delivered high quality lessons throughout the five years this cohort has been at CVC, and in the year 11 put on extra revision sessions after school, in their lunchtimes and at the weekend to give every child an opportunity to reach their targets and beyond. It is also a reflection of the hard work put in by students right up to the last exam.
- ZA described how, as part of an overall aim of improving outcomes in Astrea Trust Schools, National Astrea Subject leaders are working on the development of centralised teaching materials so that all Astrea schools work from the same set of booklets developed by the central team and follow the same work schemes. We discussed how this might work in the context of CVC where there is already excellence in many areas and our results are the highest in the Trust. The 2019 Ofsted report praised the quality of teaching stating that “the curriculum is well developed in many areas” and “Mathematics, English and history are well taught and teaching staff plan ambitious activities. In mathematics, pupils start in Year 7 with topics designed to excite and challenge them. Pupils achieve well and the results at the end of Year 11 are strong.”
- **Workload:** ZA highlighted that she had worked 70 hours in the week beginning 5/9/22 and her senior team have also been up late working most evenings and at the weekend due to the volume of new changes in place for the start of the academic year. In addition to the long days in school, there has been a high demand for additional paperwork to be completed, where the only viable option for this is to complete at home in the evenings as there is no opportunity to do this during the school day. This is clearly untenable in the long-

term and the expectation that staff in the senior team will work these hours will have an impact on wellbeing. The Working Time Regulations aim to place a 48-hour limit on the average working week. ZA wants to be mindful that demands made on staff do not cause people to burnout and that moving forwards we need to monitor and be considerate of the hours we ask senior staff to work.

- **HR checks on new staff:** checks have not been completed on new staff. This was previously the responsibility of CVC admin however it was moved centrally and CVC no longer have control. This means we have teaching staff on site that have not yet been fully checked and, whilst adjustments have been made to ensure that they are able to work on the school site while we await checks, this is a key area in which the Trust need to rapidly resolve.

Positive comments about the focus

The reception staff set the tone with a welcome smile which was continued through everyone we met in the school from year 7 through to the SLT.

Aspects I would like clarified/questions I have

There have been significant changes in the Astrea team and the approaches used. There is a clear focus on onboarding staff and children but what are the Astrea plans for onboarding parents?

Ideas for future visits

The C of G has arranged visit on the 20th to check the School Central Record.

We would like to follow up the pupil voice at the end of the half term to see how the new routines have settled in.

A visit focussing on the reasons for lower Progress 8 in pupil premium and SEN pupils and strategies to improve these outcomes

Any other comments

We would like to thank all the staff and pupils for a very informative and pleasant visit to Cottenham Village College.