



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 10 May 2022

To be held at 6.00pm

In conference through Teams

Membership:

Pri Pinnaduwa (Chair); Sue Raven (Principal); Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor, Richard Watson.

In attendance:

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
08.03.22	Ofsted readiness guidance to be shared with LGC members	Clerk	Agenda item 6
08.03.22	Arrange a LGC member skills audit	Clerk	Agenda item 7
08.03.22	Publish Supporting Students Medical Conditions policy	Principal	Complete
08.03.22	Ensure TCS approach to Alternative Provision is up to date on the website	Principal	

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item - Chair
2	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 8 March 2022	Papers attached (pp 3-6) - Chair
3	2 mins	Declarations of interest	Oral item - Chair
4	20 mins	Principals Update	Oral item - Principal
5	10 mins	Gold Award	Oral item - Principal
6	5 mins	Ofsted readiness <ul style="list-style-type: none"> • Where to find TCS information 	Papers attached (pp7-13) - Principal
7	5 mins	TCS Skills Audit	Papers attached (pp14) - Chair
8	2 mins	LGC Link Lead visits <ul style="list-style-type: none"> • Safeguarding visit report 16 March 2022 	Papers attached (p15) -Chair
9	5 mins	Acknowledgement of policies ratified and published: <ul style="list-style-type: none"> • Managing Medical Conditions policy 2022-24 	Oral item - Chair
10	5 mins	Risk	Oral item- Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> • Next LGC meeting 21 June 2022 • 2022-23 Proposed meeting dates 	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 8 March 2022
at The Centre School
MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor; Richard Watson.		
In Attendance:	Melanie Basson (Clerk)		
Minute Reference	Summary of action required	Responsible	Status
18.01.22	Challenge Partner visit 10-12 January 2022 to be shared with the LGC	Principal	Complete
18.01.22	TCS 'Vision for the future' document, to be circulated to the LGC	Principal	Complete
18.01.22	TCS newsletter to be shared with LGC members	Principal/Clerk	Complete
18.01.22	School visit guidance to be shared with LGC members	Clerk	Complete
08.03.22 Item 6	Ofsted readiness guidance to be shared with LGC members	Clerk	
08.03.22 Item 7	Arrange a LGC member skills audit	Clerk	
08.03.22 Item 8	Publish Supporting Students Medical Conditions policy	Principal	
08.03.22 Item 6	Ensure TCS approach to Alternative Provision is up to date on the website	Principal	

1) Introductions and Apologies

The meeting started at 6.00pm. Introductions were made and staff were welcomed.

There were no apologies for absence.

The committee welcomed Dr Alison Jones as an appointed LGC member by the Trust.

2) Minutes, Actions and Matters Arising

The minutes of the previous meeting held by TCS LGC on 18 January 2022 were approved and adopted as a fair and accurate record of the meeting. The summary of actions was reviewed.

The committee noted matters arising from the last meeting and noted all actions had been completed.

3) Declarations of Interest

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

4) Principal's Update and questions

Mr Gerrard-Croxon and Mr Taylor were thanked for their contribution in support of the Principal, dealing with the day to day management of TCS, to include timetabling and dealing with issues as they arise. The committee enquired regarding the approach for a longer term arrangement to resource staffing and how this could be managed. The committee acknowledged the challenges TCS face in finding appropriately trained staff with the specific skill set to meet the needs of students at TCS.

Mr Taylor informed the committee of the learning tasks set for students in relation to their participation in a trip to see Milton Keynes Lightning Vs Swindon Wildcats hockey match, as part of the PE Gold Award. The committee were pleased to hear that student behaviour was exemplary and the trip was a success.

The Principal informed the committee that Astrea Principals visit other academies in the Trust. Tomorrow, Principals will visit TCS and will be shown what activities students take part in at the farm. Principal's will take part in activities around the story of the boy in the striped pyjamas and be informed as to TCS approach as a trauma informed school.

Mr Gerrard-Croxon informed the committee that TCS are required to complete pastoral evaluations with a view to identifying TCS strengths and areas for improvement, within student houses. The template was shared with the committee and included:

- Behaviour and expectations – intent, strategies and techniques, use of routines and feedback
- Culture – conduct in lessons, conduct outside of lessons, pride in work, student voice
- Attendance – valuing attendance, target students, formal processes
- Inclusion – Identification and support for high-profile students, students subject to a CP plan and Alternate provision

Mr Taylor reported findings so far have identified that it would be beneficial to establish a collaborative way of working between the attendance team and House Heads, by way of addressing student attendance. House Heads are working to encourage student engagement in teaching and learning activities. With a view to accommodate consistent evaluation methods, the House Heads are encouraged to communicate and evidence findings and share information across the houses.

The Principal was thanked for their report.

5) Gold Award

Regarding the Gold Award objectives, Mr Gerrard-Croxon informed the committee TCS are progressing well. The committee acknowledged the challenges TCS have faced to find work experience opportunities for students, following COVID restrictions.

As part of the Gold Award, activities planned for students at TCS include:

- A student working in the Art Department once a week
- A small group of students working towards the cooking Gold Award are to spend a day at the Gordon Ramsey cookery school and have regular lessons with a professional chef
- Students learn a wide range of construction skills at New Meaning where they build pods for homeless people

The Principal informed the committee that careers advice arrangements are in place across the Trust.

6) Ofsted readiness

The Principal informed the committee that the Trust has undertaken a report for TCS in relation to its approach to Alternative Provision (AP). The Principal is currently reviewing the report with a view to clarifying TCS approach and definition of AP.

Mrs Davies questioned whether TCS website reflects its approach to AP for its students and whether students on AP, require annual reviews.

The Principal reported that TCS use different programmes to deal with some issues, this does not involve using AP providers, the school does this work themselves. Students on these programmes do not require Annual Reviews as this does not involve a change in provision and frequently addresses outcomes on the EHCP. Students are in school most of the week.

The Principal is working on a paper to cover TCS approach to AP and will ensure that there is clarity on the website.

The Principal reported anti-bullying strategies applied at TCS have proved beneficial, with parents of students who have experienced bullying, reporting that things have improved at home as a result.

The committee sought clarity regarding expectations of local governors with respect of Ofsted inspections.

Clerk to share Ofsted readiness guidance with the committee, as a navigation tool of where to find key information regarding TCS.

7) LGC Link Leads

The Committee appointed Dr Jones as Link Lead for Curriculum. The Clerk was asked to share the school visit guidance with Dr Jones.

Miss Pinnaduwa, Link Lead for Behaviour to meet with the Principal.

Mr Watson, Link Lead for Personal Development to meet with Mr Gerrard-Croxon and Mr Taylor.

Mrs Davies, Link Lead for Safeguarding to meet with Annabel Gerrard-Croxon.

Mrs Lees, Link Lead for Teaching and Learning and Basic Skills to meet with Mr Gerrard-Croxon.

Dr Jones, Link Lead for Curriculum to meet with the Principal.

The committee considered recruiting requirements with a view to appointing new members to TCS LGC. The committee identified that TCS would benefit from a Link Lead role for fundraising, community engagement and work experience opportunities. The Clerk was asked to identify a suitable skills audit to establish what skills and experiences are represented in the current membership, with a view to identifying skills required of potential candidates.

Committee offered fundraising ideas TCS might consider a cake stall, community café, stewarding, access to sponsorship all in support of student engagement in fundraising activities.

8) Policies to be reviewed

TCS Managing Medical Conditions policy 2022-24 was circulated to committee members in advance of the meeting for review. This policy was ratified and adopted by the committee and the academy was asked to publish accordingly.

Mr Watson questioned how student medical records are kept and how often are these updated.

The Principal informed the committee that information regarding student medical needs are kept electronically on the schools Management Information system, Bromcom.

Information held is shared with parents termly, who are invited to inform us of any changes, which are updated on the system.

Mr Watson questioned whether TCS have experienced any issues in the past with supporting student's medical needs.

Mr Gerrard-Croxon reported TCS have not experienced any significant issues regarding supporting students with medical needs. The committee were reassured that appropriate processes are in place to address students choosing not to take medication and spare medication is kept in school in the event a student forgets to bring/take their medication.

The committee acknowledged the following policies were ratified and adopted by the committee and published by the academy:

- TCS Online Safety policy
- Acceptable Use policy
- TCS Safeguarding policy
- Attendance policy

9) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Visit reports
- Curriculum
- TCS Skills Audit
- Recruitment

The date of the next meeting is scheduled to take place on 10 May 2022.

10) Any other business

The meeting closed at 7.00pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 23 March 2022

Ofsted readiness

This document provides LGC members with an 'at a glance' overview, in preparation of an Ofsted inspection. Regular attendance at LGC meetings provides LGC members with up to date information at the Academy you represent as Local Governance Committee member.

Prior to all LGC meetings, the Trust asks that meeting papers are read in advance and questions prepared prior to each meeting. In the supporting and monitoring role of the LGC, all committee members are invited to raise strategic questions to the Academy, with a view to identifying where the Academy has applied its policies/procedures/objectives, as published and communicated to the LGC. Questions can be raised at LGC meetings with regards to topics under each agenda item as they are presented. Evidence of challenge should be recorded in LGC meeting minutes. Link Leads are encouraged to challenge their relevant SLT member during Academy visits with a view to evidencing impact using the School Improvement Plan. School visit guidance outlines expectations of Link Leads and resulting reports should be presented to the LGC in the course of LGC meetings.

Main sources of information for Local Committee members, presented in the course of LGC meetings:

New Committee Member Handbook (includes Local Committee Accountabilities)

School Improvement Plan

School policies

Principals Report

LGC supporting documentation relating to agenda items

Academy Impact Statement

Link Lead questioning guidance – SEND, PP and Safeguarding

School Visit Report guidance

A summary of where to find information and Educational Jargon is detailed below:

Summary of Information and where to find it.....

Information/Document	Description	Process	Where to find...
STATUTORY DOCUMENTS:			
Governance Scheme of Delegation (SOD)	SOD – Details the delegated powers of Trustees, CEO, LGC and Principals.	Reviewed by Trust, adopted by Local Committee annually.	Circulated annually.
Committee Terms of Reference (TOR)	TOR – Details the functions, duties and proceedings for Local Governance Committees/ Trust Management Boards.	Reviewed by Trust, adopted by Local Committee annually.	Published on Academy website, under Governance tab, here: Local-Committee-Terms-of-Reference-September-2021-FINAL.pdf (astreacentreschool.org)
Policies	Academy maintain a policy review schedule, detailing which policies are to be reviewed at Trust or Academy level, and the review dates.	Academy presents policies for ratification by the LGC. LGC to identify where the Academy demonstrate compliance with policies in practice.	Published on Academy website under About Us tab: - Academy Level policies: Policies – The Centre School (astreacentreschool.org) -Trust Level policies: Statutory and Other Policies - Astrea Academy Trust
Impact Statement	LGC members draft an Impact Statement at the end each academic year, evidencing challenge and demonstrating impact of the work of the LGC.	LGC members complete annually.	Published on Academy website, under Governance tab, here: TCS-LECC-Impact-Statement-2020-21-published.pdf (astreacentreschool.org)
Single Central Record (SCR)	SCR – Record of pre-appointment checks competed for all staff including trainees and agency, contractors, volunteers and governors. (Detailed in Keeping Children Safe in Education Sections 250-308).	Academy maintains SCR. Chair to LGC to review annually.	Held securely by Academy.

PRINCIPALS REPORT:			
Safeguarding	Principal Report presents an overview of safeguarding monitoring information for each identified student cohort. Thus, supporting the LGC to ensure that high standards of safeguarding are maintained and the academy are promoting the safeguarding and welfare of all children.	Safeguarding Link Lead to review with SLT Link at Academy visits and report to LGC. Questioning guidance tool available from Clerk.	Principals Report.
Pupil Premium	Principal Report presents performance data, attendance data and inclusion data for PP and disadvantaged student cohorts. Thus, supporting the LGC to identify how the academy is spending their PP grant to boost the attainment and progress of disadvantaged pupils in order to close the historic attainment gap, maintain an ethos of high expectations and the outcomes achieved. Academy formulate a PP strategy, to which the LGC monitor impact.	Pupil Premium Link Lead to review with SLT Link at Academy visits and report to LGC. Questioning guidance tool available from Clerk.	Pupil Premium Strategy published on Academy website, here: Centre-Pupil-Premium-Policy-2021-22-1.docx (live.com)
SEND	Principals Report presents performance data, attendance, inclusion data for SEND student cohorts. Thus supporting the LGC to hold school leaders to account for meeting their obligations in accordance with the SEND Code of Practice (2015). The LGC should support schools to ensure pupils with SEND have access to a broad and balanced curriculum, classrooms and their peers throughout the school day and ensure that leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations. SEND Provision Report published annually by the Academy, enabling the LGC to ensure that the school's arrangements for supporting these pupils are set out.	SEND Link Lead to review with SLT Link at Academy visits and report to LGC. Questioning guidance tool available from Clerk.	Published on Academy website under Academy policies tab, here: SEN-Information-Report-The-Centre-School-21.docx (live.com)
Student mobility	Principal Report presents overview of students moving on and off roll.	Academy monitors and reports to LGC.	Principals Report.
Behaviour	Principal Report presents an overview of student behaviour and periodically detailed figures of behaviour points, interventions and sanctions showing comparisons through cohorts. Thus enabling the LGC to hold leaders to account with regards to managing standards of expected student behaviour as set out in the Positive Behaviour Management policy.	Behaviour Link Lead to review at Academy visits and report to LGC.	Principals Report. Policy: Parent Guide (astreacentreschool.org)

Bullying	Principal Report presents an overview of bullying incidents, enabling the LGC to hold leaders to account with regards to preventing and tackling bullying in accordance with the Anti-Bullying policy.	Behaviour Link Lead to review at Academy visits and report to LGC.	Principals Report.
Exclusions	Principal Report presents an overview of Fixed Term and Permanent Exclusions, as recorded by the Academy.	Behaviour Link Lead to review at Academy visits and report to LGC.	Principals Report.
Curriculum and Performance	Principal Report presents educational performance data, enabling the LGC to hold leaders to account regarding students educational performance, inclusion of all pupils and the offer of a knowledge-rich and broadly-based curriculum.	Academy set curriculum and monitor educational performance.	Curriculum and exam results are published on Academy website: Curriculum – The Centre School (astreacentreschool.org) The Centre School - GOV.UK - Find and compare schools in England (compare-school-performance.service.gov.uk)
Curriculum strategic viewpoint	Presentations from HOD/HOS presented at LGC meetings.	HOD/HOS to present an overview of their department/subject.	LGC meeting papers.
Risk	In the of cycle LGC meetings, the committee should identify, understand and report to Trustees any strategic risks facing the school.	Risks identified by the LGC recorded in meeting minutes. Clerk to escalate to Trustees where required.	LGC meeting papers.
Procedural			
PEX Panel	LGC Members are invited to take part in ad hoc Permanent Exclusions Panels in accordance with Astrea Exclusions policy	Clerk to arrange and circulate paperwork and advise on proceedings	Provided by Clerk as and when the need arises.
Complaint Review Panel	LGC Members are invited to take part in ad hoc Complaint Review Panels, in accordance with Stage Four of the Schools Complaints policy.	Clerk to arrange and circulate paperwork and advise on proceedings	Provided by Clerk as and when the need arises.

Equality	Academy Equality policy and Equality Objectives are reviewed by the academy in accordance with policy review schedule.	Academy presents Equality policy and Objectives for ratification by the LGC.	Published on Academy website here: Equality-Policy-The-Centre-21.22.docx (live.com) The-Centre-equality-objectives.docx (live.com)
Ethos and vision			
Trust Ethos and vision	The Trust sets out its ethos and vision for ‘Inspiring Beyond Measure’.	Trust reviews annually.	Published on Academy website here: Astrea Academy Trust – The Centre School (astreacentreschool.org)
Academy ethos and vision	The Academy sets out its ethos and vision to provide an engaging, purposeful and supportive environment in which all students feel empowered to reach and embrace their full potential with confidence and become responsible, well rounded citizens.	Principal reviews annually.	Published on Home page of Academy website here: Values & Ethos – The Centre School (astreacentreschool.org)
Stakeholder engagement			
Parent and Student Surveys	Principal Report presents findings from Parent and Carer Surveys, enabling the LGC to monitor parent, community and stakeholder engagement and opinions.	Academy to carry out Parent and Carer Surveys.	Principals report.

Educational Jargon – What does it all mean?

Achievement	This is both attainment and progress.
AP	Alternative Provision
Attainment	What students have achieved at a single point (e.g. an A grade).
BAIP	Behaviour and Attendance Improvement Partnership
Better than expected progress	This is where a student has a positive Progress 8 score
CEIAG	Careers, Education, Information, Advice and Guidance
CIN	Child in Need
CLA	Formerly classified as Looked After Children (LAC). It now stands for Child Looked After.
Disadvantaged	These are students who are either FSM Ever 6, CLA, service children.
EBacc	E-Baccalaureate is a set of GCSE subjects that keeps young people's options open for further study and future careers. Students are required to study: 1. English language and literature, 2. maths, 3. the sciences, 4. geography or history and 5. a language
ECM / PSHE	Every Child Matters / Personal, Social and Health Education
EHE	Elected Home Education - Parents' decision to provide education for their children other than by sending them to school.
EHCP	Education, Health and Care Plan. This is for those students who were formerly statemented.
EOTAS	Education Other Than At School - includes all forms of education that takes place outside of the formal school environment. EOTAS makes educational provision for children with social, emotional behavioural, medical or other issues who, without its provision, cannot access suitable education.
Expected progress	Is when a student achieves a Progress 8 score of 0
FSM	Free School Meals (meaning their families are currently economically disadvantaged).
FSM Ever 6	These are students who have received Free School Meals in the last 6 years.
FTE (Suspension)	Fixed Term Exclusion/Suspension
HOD/HOS	Head of Department/Head of Subject
K	Students who were formerly classified as School Action and School Action+.
LAC	Looked After Child
LADO	Local Authority Designated Officer
LGC	Local Governance Committee
Narrowing the Gap	This is a phrase used to indicate that nationally certain groups do better than others. For example, students from disadvantaged background (see below) tend to do less well than those from more affluent families. The phrase 'narrowing the gap' is about ensuring that no matter your background you do as well as any other student.
NEET	Not in Education, Employment or Training
PEX	Permanent Exclusion
PPI	Pupil Premium Indicator – Used to indicate those students for whom we receive PPI funding.

PPG	Pupil Premium Grant – Funding allocated to academies to support Pupil Premium students
Progress 8	The key headline measure which indicates how students in the academy have performed in terms of their progress in 8 subjects (English, maths, 3xEbacc, 3 others) from KS2 GCSE results, compared to other students nationally, of a similar ability. P8 = 0 = average.
Residuals	In SISRA these are internal comparison tools which analyse how performance in one subject compares to performance in another. Depending on the page you are looking at they either compare subjects against each other, or classes or individual students. As such there will always be positives and negative residuals in this measure.
RR	Reflection Room.
SEF	Self-Evaluation Form
SEND	Special Educational Needs and Disabilities.
SIP/CIP	School Improvement Plan/ College Improvement Plan
SLT	Senior Leadership Team
TAF/TAC	Team Around Family/Team Around Child
TMB	Trust Management Board

Sixth Form Terms

Achievement Rate	% students who finish the course with a pass grade.
APS	Average Point Score
Success Rate	% of students who started and finished the course was a pass grade. So if a student was on the course originally (as registered on the October census), but then changed courses, the success rate cannot be 100%.
Retention Rate	% students who finish (regardless of result).

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>Score</i>	<i>Example of skills or expertise</i>
Experience of being a governor/trustee/committee member in another school or being a board member in another sector		
Experience of chairing a board, governing body or committee		
Experience of strategic planning and monitoring the application of strategy to ensure the vision, ethos and strategic direction of an organisation is preserved		
Understanding of multi-academy trusts, their legal responsibilities as part of a family of schools and their governance structures		
Experience/understanding of curriculum development, school assessment and progress/attainment		
Confidence in holding professionals to account in the best interests of pupils		
Experience of inspection and oversight in the education sector		
Experience of working in safeguarding		
Experience of supporting pupils with Special Educational Needs and/or Disability		
Experience of risk management, including prioritising, assessing and reporting risk		
Experience of budget monitoring and financial oversight		
Experience of working to and monitoring progress towards equality objectives		
Knowledge/Use of IT technology		
Experience of health and safety oversight		
Experience of partnerships and fundraising		
Understanding of the school's immediate local community		

Committee Member Visit Record

Name	Judith Davies
Date of Visit	16 th March 2022
Focus of Visit	Safeguarding
Classes/staff visited	Annabel Gerrard-Croxon
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. 1:1 meeting with Annabel to introduce myself as new Safeguarding Lead on the LC and to review the SG Audit. Noted green actions and reviewed all of the amber RAG ratings	
What I have learned as a result of my visit All on track and in process where RAG is amber, School is actively updating all polices and training and new processes implemented to improve SG	
Positive comments about the focus All queries to be followed up. All actions on track and will be complete before the end of the academic year	
Aspects I would like clarified/questions I have Number of points Annabel is following up : <ul style="list-style-type: none">• LAC refresher training• First aid training• Safer recruitment training for LGC Chair• Check all policies have been to LC• Add car risk assessment into RA• Complete safe audit tool• Sight of CVC H&S audit• Complete AGC 360 safe audit tools• Circulate AUP with updated Online Safety policy	
Matters to be discuss at next committee (e.g. proposed agenda items) and future visits: <ul style="list-style-type: none">• Status of LC Educare modules• Formal, SLT meetings re: wider safeguarding concerns as currently still informal• Discussion about timings for home visits for non-attenders	

Signed (committee member):



Signed (link staff member):

Annabel Gerrard Croxon
Head of Student Welfare and
Safeguarding