



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Monday 15 May 2023

To be held at 6.00pm

At The Centre School

Membership:

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

In attendance: Alex Davies

Clerk: Melanie Basson.

Minute Reference	Summary of action required	Responsible	Status
17.01.23	Obtain and share TCS fundraising schedule with the committee	MGCr	Item 6
21.03.23	Chair to complete Safer Recruitment training module	PP	Complete
21.03.23	Clerk to share details of optional training modules for members to complete	All	Complete
21.03.23	Identify whether the Trust has received LA Section 106 funding and its allocation	Clerk	TBC
21.03.23	Investigate fundraising opportunities in the local community with regards to the Farm i.e. vaccinating TCS Farm animals	MCr	Item 6
21.03.23	Re-circulate Ofsted preparedness 'Where to find' information	Clerk	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item - Chair
2	5 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 21 March 2023	Papers attached (pp3-5) - Chair
4	20 mins	Principals Update and questions	Papers attached (pp 6-28)- Principal
5	5 mins	Membership and LGC Link Lead visit reports	Oral item- Chair
6	5 mins	Fundraising <ul style="list-style-type: none"> • TCS fundraising schedule • Link Lead role 	Oral item - MCr
7	5 mins	Risk	Oral item- Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> • Date of next meeting 4 July 2023 	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 21 March 2023
at The Centre School

MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor.		
In Attendance:	Melanie Basson (Clerk)		
Minute Reference	Summary of action required	Responsible	Status
22.03.23	TCS Impact statement	PP	15 May 2023
17.01.23	Publish TCS Adult Safeguarding policy 2022-23	Principal - AC	Complete
17.01.23	Obtain and share TCS fundraising schedule with the committee	MGr	15 May 2023
21.03.23	Publish TCS Attendance policy 2022-24	MGr	Complete
21.03.23 Item 6	Chair to complete Safer Recruitment training module	PP	15 May 2023
21.03.23 Item 6	Clerk to share details of optional training modules for members to complete	All	15 May 2023
21.03.23 Item 7	Identify whether the Trust has received LA Section 106 funding and its allocation	Clerk	15 May 2023
21.03.23 Item 7	Investigate fundraising opportunities in the local community with regards to the Farm i.e. vaccinating TCS Farm animals	MGr	15 May 2023
21.03.23 Item 11	Re-circulate Ofsted preparedness 'Where to find' information	Clerk	30 March 2023

1) Introductions and Apologies

The meeting started at 6.05pm.

Apologies for absence were received from Richard Watson and these were accepted by the committee.

2) Declaration of interest

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

3) Minutes, Actions and Matters Arising

The minutes of the previous meeting held by TCS LGC on 17 January 2023 were approved and adopted as a fair and accurate record of the meeting.

The committee noted matters arising from the last meeting and updated the action tracker accordingly.

4) Principal's Update and questions

The Principal's Update report was circulated to the committee in advance of the meeting and questions were invited.

Attendance

TCS attendance for all students is 76.52% to date this academic year across the school.

Academy Development Plan (ADP)

Regarding TCS Academy Development Plan, the committee noted the status of red RAG rated items.

Mr Taylor informed the committee regarding progress of the Gold Award, TCS are considering ways to raise the profile in recognition for students achieving gold level awards. TCS are looking into the options and costs of outsourcing certificates to present good quality, well designed reward certificates to students.

Dr Jones questioned where the funding for recognition certificates would come from.

Mr Taylor informed the committee the cost would be covered by the curriculum budget.

Mr Gerrard-Croxon informed the committee regarding CPD delivered to staff which is recorded in Bromcom as a record of training.

The Principal was thanked for their report.

5) Policies

TCS Attendance policy 2022-24 was circulated and ratified in advance of the meeting and was review and adopted by the committee. **Action: TCS to arrange publishing.**

6) Membership and LGC Link Lead visit reports

Ms Davies visited TCS in their role as Link Lead for Safeguarding on 18 January 2023 and the committee reviewed the report.

The committee noted TCS Annual Safeguarding Report was carried out which TCS await feedback to be presented at a meeting in May 2023 with central colleagues.

Action: The Chair to complete the Safer recruitment training module through the National College.

Questions were invited.

The committee acknowledged the findings of the visit and Ms Davies was thanked for their report.

Action: The Clerk was asked to send list of optional training modules available for members to complete through the National College which members were invited to complete.

7) Fundraising Schedule

The committee acknowledged the fundraising efforts lead by Mr Gerrard-Croxon and reviewed current fundraising opportunities for TCS.

Mr Gerrard-Croxon informed the committee TCS are working with Fran Lightfoot to prepare a bid to access Children in need funding.

Mr Gerrard-Croxon informed the committee that developers of the local Waterbeach development, Urban and Civic have pledged support to fund wildflower seeds for the farm. Urban and Civic representatives visited the farm and agreed to source wildflowers seeds for 60sqm, costing around £800.

In addition, Urban and Civic offered a discount on the groundwork for the hand standing area planned to accommodate the classroom at TCS Farm.

In light of the extensive housing developments currently underway in the local area, Ms Davies questioned whether TCS has received Section 106 funding from the Local Authority.

Action: The Clerk was asked to liaise with Astrea Central Team to establish whether Section 106 funding has been received by the Trust and if so, how much has been allocated to TCS.

Mr Gerrard-Croxon informed the committee that TCS Farm has aspirations to fund a member of staff and to arrange power to the farm site.

The committee acknowledged the expectations that expenditure of 100k funding pledged by the East Anglian Trust must be in line with original bid for designated funding.

Dr Jones asked TCS to consider contacting local businesses with a view to sponsoring activities at TCS Farm and suggested local vets might be able to offer support for the animals at TCS Farm.

Action: Mr Gerrard-Croxon agreed to look into local contacts to bid for support in vaccinating the pigs and ponies.

8) TCS Impact Statement

This item was moved to the next meeting.

9) Risk

The committee identified no new potential areas of risk at TCS.

10) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Link Lead roles - Fundraising.

The date of the next meeting is scheduled to take place on **Monday 15 May 2023**.

11) Any other business

Action: The Clerk was asked to re-circulate 'Where to find' document in relation to Ofsted preparedness.

The Principal and Chair are meeting with a potential new committee member next week with a view to joining TCS LGC. Clerk to make arrangements for appointment at the direction of the Principal and Chair following the meeting.

The meeting closed at 7.00pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 2 May 2023

Principal's Report

Summer Term One

2022-2023

The Centre School

Sue Raven

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Safeguarding

Introduction and contextual information about the school:

Please outline key information regarding the student cohort and contextual details relating to the school. Include any specific issues or challenges the school faces.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Meetings with different groups of students to gather student voice. 7 day CPOMS reports and outstanding actions chased by DSL.	Meeting with Astrea Safeguarding Lead to review document arranged for 9.5.23 Reminder to staff to log certain behavioural incidents on CPOMS	
Trends in School	Cannabis Online safety – parent/carer online safety session offered to parents	Continue with current procedures in school, contacting parents, speaking young person, searching, sending home if appropriate. Consider possibility of bespoke online safety session for parents	
Summary of referrals made	3 early help referrals completed – awaiting triage 4 Referrals made to specialist support around risky/harmful sexual behaviour		
Ofsted Qualifying Complaints	none		

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current	Previous Report (Spring HT2)	This time last year
Number and % of PP	71	70	54
Number and % of LAC	1	1	2
Number and % of young carers	2	2	1
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	1	1	1
Number and % of CIN	5	5	5
Referrals made for early help	3	2	7
Family support assessments conducted	0	0	0

Proportion meeting threshold	0	0	0
CP meetings attended	3	2	2
Number and % of students with an EHCP	130	129	
Number and % of students with serious medical conditions	1	1	1
Number and % of students receiving external support: CAMHS	28	26	22
Number and % of students receiving external support: behaviour support	0	0	0
Number and % of students receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned.

Review of SCR 3.5.23 by DSL. Visitor information to be updated

Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
Home Office Prevent training	8.3.23	All staff	Home Office

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	1	2	0
Racist Incidents	0	0	0
Cyber Bullying	0	1	0
Homophobic Bullying	0	0	0
Transphobic Bullying	0	0	0

Analysis and Next Steps
Ongoing informal conversations with students regarding appropriate behaviour, respect and challenge to inappropriate behaviour. Respectful behaviour covered in PSHE curriculum.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	0			0
Verbal:	0			0
Physical:	0			0

Analysis and Next Steps

Student views on sexual harassment currently being sought via student voice with DSL.

Curriculum

Key Stage 3 Curriculum

The focus in this report will be the curriculum in Key Stage 3. Please provide details of how confident you are in how well a knowledge-rich curriculum has been implemented and embedded in your school in Key Stage 3. Please provide an update where possible from your report in Autumn term 2.

Autumn 2: The curriculum at KS3 consists of:

- *Core - English, Maths, Science, PSHE.*
- *Options - PE, Humanities, Art, Cooking, DT, Public Services, Drama. Students choose 3 of these options.*
- *Extended curriculum - for all students on a daily basis.*

All subjects have curriculum files detailing the curriculum content.

The curriculum focusses on the SEMH needs of the students and derives from two of the broad areas of SEN need - cognition and learning, and social, emotional and mental health. The curriculum is designed to meet the EHCP needs of students, and we believe that student outcomes improve as a result of this.

Feedback from students and parents is very positive.

Our curriculum has to be about engagement and giving students the opportunity to do lots of practical, hands-on work. Delivery is varied and staff leading lessons need to be able to think on their feet and have a few cards up their sleeve. Following meetings when we have discussed managing in the classroom, we are in the process of compiling a pamphlet of key tips to help us. We are continually searching for new ideas, materials, resources, and practical activities.

Group: *Students who baselined with a reading (inc comprehension) and / or spelling age of 7 years or less*

Context:

- 36% ⁽³⁹⁾ of students at The Centre School years 7- 11 baselined with a reading and / or spelling age of 7 years or less. For every month that passes students have made on average **2.4 months** more than doubling progress, significantly closing the gap between actual age and assessed age.
(data includes 21 students whose assessed reading and / or spelling age was 7 years or less than)
- 60% ⁽¹⁵⁾ of students in years 6 and 7 baselined with a read/spell age of 7 years or less.
- 56% of students in years 6, 7 and 8 baselined with a read/spell age of 7 years or less.

- All students with an area of reading or spelling assessed with an age of 7 or less will receive intervention. Students whose read/spell age is assessed as more than 7 years, but who have reading / spelling areas that can be described as severe difficulty and / or below average will also be receiving intervention.
- As a school we provide robust intervention that is rigorous and engaging. Students receive intervention that is highly personalised, targeting assessed gaps in learning.
- Focus on gaps in learning; The teaching of phonics is matched to students' current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Overlearning and repetition of these is key in overcoming their reading deficits.
- Intervention is delivered in Basic Skills which is timetabled 3 times weekly. Basic Skills offers next-step progression for all readers. Groups provide a targeted focus for intervention, developing students phonic knowledge, word recognition, spelling ability and building confidence around inference and summation (comprehension).
- The strategies and approaches for reading intervention are embedded within the whole curriculum, all teachers can demonstrate how they are all engaged in using phonics and language to promote learning in their subject.
- Strategies used on the pathway to becoming a good reader are: Reading widely and often throughout the curriculum, modelling reading, PALS (Peer Assisted Learning)

Impact of Intervention:

Year 6 and 7

- For every month that passes students have made on average **3.3 months** progress with reading and spelling. More than tripling progress. Closing the gap between assessed age and chronological age.

Data includes x7 students

Year 8

- For every month that passes students have made on average **2.4 months** progress with reading and spelling. More than doubling progress, closing the gap between assessed age and chronological age.

Data includes x5 students

Year 9

- 38% ⁽¹¹⁾ of year 9 baselined with a read/spell age of 7 or less.
- For every month that passes students have made on average **1.8 months** progress with reading and spelling. Almost doubling progress, closing the gap between assessed age and chronological age

Data includes x3 students

Year 10

- 13% ⁽³⁾ of year 10 baselined with a read/spell age of 7 or less.
- For every month that passes on average students have made **2.3 months** progress with reading and spelling. More than doubling progress, closing the gap between assessed age and chronological age

Data includes x1 student

Year 11

- 24% of year 11 baselined with a read/spell age of 7 or less
- For every month that passes students have made on average **2.1 months** progress with reading and spelling. More than doubling progress, closing the gap between assessed age and chronological age

Data includes x5 students

Next Steps:

Drama room is currently under renovation to enable a 'studio' like environment.

This is almost complete and is much more viable for our drama lessons.

We have adjusted the groups for year 7 and 8 to allow for some year 6 students to join us early. Further changes will be made to allow for ability changes.

Changes have been successful

Work with Bromcom is used effectively to provide data as required. This work is ongoing.

Our RAG rating system provides further evidence of progress.

Behaviour and Culture

Behaviour Data:

From 13/3/23 to 28/4/23

In whatever format you find easiest, please provide a summary of the data for logged behaviour incidents.

	Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Incidents	129	35	14	17	35	12	13	3

Whilst the number of incidents has increased, this is over a longer time period than previously.

Numbers continue to be prominent in disruptive behaviour and refusal to engage in lesson.

We have a persistent lesson-refuser. The student is now attending work experience which is positive in itself. We still have issues with attending lessons; however, we hope the engagement at work will have a positive effect on his engagement at school.

Students at TCS are variable due to their SEMH needs. This has a large impact on behaviour as no two days are the same.

We are also affected by staff shortages and the lack of supply staff available.

Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	6	3	6	0	0	1	2	2	1	0
% Of Cohort										0
Total Days	16	7	16	0	0	3	6	4	3	0

Suspension analysis and commentary:

Please provide a narrative for any periods of high suspensions or trends seen in school.

4 out of 6 events were for physical assault.

Number of suspensions have significantly decreased this term.

Behaviour and Culture Analysis and Next Steps

I think our issues are around the significant increase in student numbers and our lack of success in finding good supply staff. We have one excellent guy, but he works in the theatre in London so is rarely available. It is pointless us paying people that just stand around doing very little. Talking to colleagues from other schools, this is a problem across the board. I continue to work on this but there is no doubt about it; a few more UQTs would make all the difference. I have 2 agencies working on this and am seeing somebody next Friday and another possibility is visiting on Tuesday.

Attendance

	Key Attendance Target	This time last year	Year to date
Whole School		78.1%	75.8%
Individual Student		-	-
Pupil Premium		77%	73.5%
SEND		78.1%	75.8%
Maximum % of pupils who are PA:		63.9%	61.1%
% of PP pupils who are PA:		67.7%	58.9%
% of SEND pupils who are PA:		63.9%	61.1%

2022 – 2023 Attendance Data

20-02-23 - 31-03-23

Spring (2) 22-23

Source: Bromcom Dashboard

Total number of TCS students on roll: 126

Raw Data: 74.2%

* Adjusted Data: 79.9%

* Difference 5.7%

*Adjusted Data removes: 10 students

** Additional adjusted Data (removing one student)

80.6% Difference = 6.4%

*** Additional adjusted Data (removing 2 students)

81% Difference = 6.8%

The figure is lower than we would like but we have several issues that we are trying to deal with and that have a significant impact on our overall figures. Without these 8 students, the figure changes somewhat.

Pupil Premium Update

Provide a RAG rated update of your PP Plan for the current year.

68 out of 130 students are PP

48/68 are making good or better progress than their peers, evidenced by reading data and RAG sheets.

There are 7 school refusers and 3 students with EBSA.

Of the remaining 10, progress is not as consistent as we would like.

HR, Operations and Site Update

Include updates in this section on:

- HR and Staffing (include details of new appointments, leavers and vacancies)
- Staff Attendance
- Site maintenance/improvements and any projects
- Any other site or operational matters

We have employed a Site Operations Administrator who will provide support for HR and administrative tasks.

Staff attendance remains good.

Number on Roll Update & Projections for September 2023

Please provide updates below of current NOR and updated projections for September 2023.

Numbers are for students until 28/4/23

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
April/May 2023	24	13	28	22	17	15	11	130
March 2023	24	13	28	22	17	15	11	130
January 2023								120
October 22 Census	19	12	27	21	15	14	11	119
1 st September 22	2	12	22	19	14	13	11	93
October 21 Census	10	19	15	11	22	12	15	104

Projected NOR for September 2023

Please include details of the update of offers/places accepted for Year 7 since National Offer Day.

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
April/May 2023								
March 2023								

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022								
Leavers in spring term 2023								
Leavers in summer term to date 2023								
Total number of Leavers 2022-23								
Joiners in autumn term 2022	18	0	6	2	1	1	0	28
Joiners in spring term 2023	5	1	1	1	2	0	0	10
Joiners in summer term 2023 to date								
Total number of Joiners 2022-23	23	1	7	3	3	1	0	38

Analysis and Commentary:

Transition Activities

Year 6 to 7:

Include updates on activities to date and plans around transition for Year 6 – Year 7

During the last 6 weeks of term, we will be providing transition days for the year 6 students. This will happen on a Friday where various activities will be offered.

6th Form:

If applicable, please provide details of plans and activities for Year 11 to 12 transition.

Brenscombe Trip:

From Barry Griffiths

"After October's successful residential with the older students, the March trip also went well. BB (student) had done well in October so was invited back to lead the way with the younger students. We took - 4 Year 9's, 2 Year 8's, and 4 Year 7's.

Many of the group had not been away from home before and were initially anxious. However, the combination of great outdoor fun activities soon won them over. B's involvement helped encourage the group to challenge themselves and each other and was very successful.

All the students thoroughly enjoyed the residential and feedback to school from parents has been great."

Normandy Trip:

From Chris Lee McCloud

"The Normandy trip was inspired by a member of TCS staff who visited the area as part of his Royal Marines Basic Training. Having been there myself many years ago, I knew we could develop a really effective residential. We used the Portsmouth-Caen ferry, which saved on a lot of driving, was a new experience for the students, and followed the route of the Invasion fleet in 1944. Monday and Friday were mainly travelling, with a visit to the D-Day museum in Portsmouth serving as a very effective introduction. Days 2,3 and 4 were full days visiting the D-Day sites in Normandy, telling the story of airborne actions at Ranville and Pegasus Bridge, activity in the Falaise Pocket, US Rangers at Pointe du Hoc, US Airborne forces at St Mere Eglise, and of course visits to the five landing beaches.

Accommodation for three nights was a rented house in the centre of Bayeux, which proved ideal; reasonably cost effective and a tremendous opportunity for the students to absorb the atmosphere of the town and experience French shops and so on.

The trip reinforced teaching of Second World War topics, primarily around the Second Front, but also covered the ancient links between Normandy and England as we visited the Bayeux Tapestry.

I consider the residential to have been a great success on many levels, and it would be great to be able to share this experience with other students in the future."

Principal's Report

Welcome to our April Newsletter!

Those of you who follow us on social media will have seen the piglets at our school farm! Unbeknownst to Chris Dunkley, Pumpkin the pig was pregnant when she joined us. Chris has had to get a bit of help and support from local experts, but all in all, he and his band of helpers have managed really well.

The farm continues to grow, and although the weather has been trying at times, the students have shown great resilience and battled through the ice, snow, wind and rain to ensure that the animals are fed and watered.

There have been two Art trips to London to see the Beyond the Streets exhibition at the Saatchi Gallery. The trip was hugely enjoyed by all participants—photos on p12! As I write this, we have just received pictures of the students on the beach in Dorset, having just arrived ready for the Brenscombe residential. Our passion for providing opportunities for students to learn and grow in a variety of settings will be reflected in this newsletter.

Our morning session last Friday was based around Mental Health and Well-being; this was very well received by the students, as the photos on pages 8-9 show! I hope you have a very happy Easter and we look forward to seeing everyone back ready for the Summer Term.



Sue Raven

There are lots more photos and info on our Facebook page, Twitter feed and Instagram page. You can get to these from the home page of the Centre School website.

The school website is www.astreacentreschool.org

Centre School Lessons

It's not often, in the bustle of lessons, that we get chance to take photos of what the students are achieving. But we have a few for you in this issue of the Newsletter! They are from a variety of subjects, and show the range of our curriculum. Note the use of more tactile or hands-on lessons, and learning outside the classroom—these are all powerful ways of getting the messages across!



Centre School Lessons



Eruptions in the Bungalow!

Matthew is one of the students who works 1:1 on a bespoke curriculum in the Centre School's Bungalow. Matthew liked everything we did for our display of work on plate tectonics, Volcanoes and the Ring of Fire.

Matthew says: ***"We made the back-drop first and I did all the painting. I searched and chose the pictures to make the models look realistic. I really like making models look like they do in real life. It is important to me."***



Matthew wanted a shire horse on the island farm, similar to one seen at Wimpole Hall on EC visits.

He made a pig model from Wimpole as well. ***"It's a classic pink pig. Pigs tend to be pink!"***

Matthew visits the school farm every week. He said ***"I used to really like the chickens but now I really like the horses,"*** so those models were included in the Pacific Island display as well.

Other animals were inspired by those seen on Extended Curriculum journeys, or seen around the school site, especially the squirrels that have kept the Bungalow students entertained!

Matthew wanted a train track and siding on the island display to show how the extra produce grown in the fertile, volcanic soil gets to market. Matthew learned how to make and use a template to get all the sleepers under the track the same size and learned how to measure the distance between locomotive wheel so that they fitted correctly on the track. Early in the term Matthew did some good practical maths comparing different track gauges, considering different narrow gauges up to current standard gauge.

The variety of locomotives in the display reflected an ongoing research project into the history of locomotives right up to present day with a state-of-the-art Stone Blower. Matthew researched how the machine worked and picked out some finer detail to include in the model. He thought a Stone Blower would help the people of the Island build and maintain a train track.

Centre School Farm

The Farm has had a busy term, and Spring has well and truly sprung! The biggest surprise this term came from Pumpkin, one of the three pigs that joined the farm late last year. We didn't know, but she was pregnant when she arrived! Dunks got a big surprise when he arrived at the farm one morning and she had five piglets! With a bit of help and advice, the piglets are doing very well!

To keep up, check out the weekly (usually!) #FarmFriday posts on our social media.



Centre School Farm

The maintenance and improvement of the farm's infrastructure is an on-going job, and students learn and practice a range of skills!



Extended Curriculum

In the afternoons, our students take part in the Extended Curriculum, often off-site. There are a vast range of options, designed to interest and benefit all our students.



Student Voice — Safeguarding discussions

Annabel (our Safeguarding Lead) writes: As part of having a responsive safeguarding curriculum, staff have been meeting with small groups of students to gather their thoughts about different topics around safeguarding and the issues they think young people should be aware of.



Online Safety Workshop — Wednesday 19th April

The NSPCC are running a parent/carer webinar on online safety. Online safety is an area that TCS is continually working on to ensure that our students are aware of how to be safe and know the risks involved when they are online. It is vital that parents and carers are also supported with how to keep children safe when they are online.

Does your child spend time exploring online?

The internet's a great place for children to learn, create, chat with friends and family, access information or support and explore fun apps, sites and games. But exploring comes with risks, so it's vital we know how to keep them safe online.

That's why we'd like to invite you to join our FREE workshop: '**Keeping children safe online**'.

The internet's a great place for children to learn, create, chat with friends and family, access information or support and explore fun apps, sites and games. That's why we'd like to invite you to join our FREE workshop!

Our workshop will:

- Help you understand how kids experience the online world
- Show you resources and tools that could help keep them safe
- Empower you to guide them on their journey

Please have a look at the details below on how to join.

Topic: **NSPCC online safety webinar**

Time: Wednesday 19th Apr, 2023 6-7pm

Join Zoom Meeting

Meeting ID: 828 9420 8324

Passcode: 317409

Well-Being Day

The Centre School holds regular House Days, where we spend a morning learning and experiencing more about important subjects that don't come up in the usual curriculum.

This time, Well-being was the theme. The students, working in their House Teams, moved around a series of activities designed to cover different ways that we can achieve and maintain good mental health.

We demonstrated the importance of physical exercise, creativity, mindfulness, and the need for good sleep. The students also got to make memory jars, in which their reflection on their past and their thoughts for their future are represented by layers of coloured sand. CLM, who led the Art activity, was amazed how focussed and quiet the groups were - totally engrossed in their work. This allowed the staff to join in with the activities too, so everybody benefitted!

The students (and the staff!) engaged very well, and I'm sure we all took away some great ideas for ways to boost our well-being!



Well-Being Day



Art Trip — Street Art Exhibition



Two groups travelled to London to see the **Beyond the Streets** exhibition at the Saatchi Gallery. It clearly blew them away! Some of the students were in London and on the Underground for the first time.



"I love this room, it's so sick" Jake C

"I'm flabbergasted" Alfie S

"I'm so excited, I just can't keep still, I want to keep moving" Eric

"This is so awesome" Logan



Fishing

Martin "Crox" Croxon writes:

From October through to March students have been taking part in a Perch fishing Competition.

This season has seen some very impressive catches, and the number of fish caught has been very good!

Manson was the overall winner in both the biggest fish and the most Perch caught. Perch fishing is a very skilful technique and requires lots of patience and watercraft skills.

New student Billy caught some very nice fish and as you can see from the final number list he almost caught Manson!

Well done to all the students who took part in the Competition.

The Results are:

1st : Manson 79 fish and biggest Perch 2lb 12 oz

2nd: Billy 74 fish

3rd: Tyler G 67 fish 7th: Alfie M 30 fish

4th : Bobby 49 fish 8th: Liam S 19 fish

5th : Tyler Mc 34 fish 9th: Reece S 15 fish

6th: Kyla 33 fish 10th: Cristiano 12 fish

Stu Taylor writes

After a long winter the carp have finally woken up and TCS students are taking full advantage!

Some huge hits of fish are being recorded on a regular basis and staff are planning lots of exciting trips to new lakes for after the Easter holiday.

Big congratulations to Billy who broke his PB twice in a matter of minutes with 17 and 18 pound commons! Well done Billy!



Brenscombe Residential



As this issue of the Centre School Newsletter goes to press, a group of ten students and four staff are in Dorset on the brilliant Brenscombe residential trip. They arrived in great weather, stretched their legs on the beach, and then stretched them even more on an evening hike up to the stunning remains of Corfe Castle!



Dates for next term

There is a Training Day at the beginning of the Summer Term, and our staff will be coming out for Home Visits on **Tuesday 18th April**.

Times of meetings, and the staff coming to see you, will be on the letter sent with this newsletter.

Training Day: **Monday 17th April 2023 (closed to students)**

Parent Visits: **Tuesday 18th April 2023 (closed to students)**

Term Starts: **Wednesday 19th April 2023**

Bank Holiday: **Monday 1st May 2023**

Coronation Bank Holiday: **Monday 8th May 2023**

Half-term: **Monday 29th May to Friday 2nd June 2023**

Centre Celebration: Thursday 15th June 2023

Training Day: **Friday 16th June 2023 (closed to students)**

End of term: **Wednesday 19th July 2023**