



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 3 October 2023

To be held at 6.00pm

At The Centre School

Membership:

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

In attendance: Jo Myhill-Johnson

Clerk: Melanie Basson.

This meeting will start with a Safeguarding training session for Governors, delivered by TCS DSL, Annabel Gerrard-Croxon.

Minute Reference	Summary of action required	Responsible	Status
21.03.23	Identify whether the Trust has received LA Section 106 funding and its allocation	Clerk	TBA
15.05.23	Circulate Ofsted example questions and answers specific to TCS.	Principal	3 October 2023
05.07.23	Add Link Lead roles to the next TCS LGC agenda	Clerk	Agenda item 7
05.07.23	Carry out statutory publishing audit on TCS website	Clerk	3 October 2023
05.07.23	Safeguarding Link Lead visits to be sent to the Clerk for circulation to the rest of the committee	JD	Agenda Item 7

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Clerk
2	2 mins	Introductions and apologies	Oral item - Chair

3	2 mins	Committee Terms of Reference and Scheme of Delegation	Papers attached - Chair
4	2 mins	Annual Declarations of interest	Oral item - Chair
5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 4 July 2023	Papers attached (pp3-6) - Chair
6	30 mins	Principals Update and questions	Papers attached (pp7-25) - Principal
7	10 mins	Link Lead roles and LGC Link Lead visit reports	Oral item- Chair
8	5 mins	Fundraising	Oral item - MCr
9	5 mins	Safeguarding <ul style="list-style-type: none"> • Safeguarding policy 2023-24 • Annual safeguarding monitoring report 2022-23 	Papers attached - Principal
10	5 mins	Risk	Oral item- Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 4 July 2023
at The Centre School
MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Alex Davies; Judith Davies; Richard Watson; Kate Lees		
In Attendance:	Melanie Basson (Clerk)		
Minute Reference	Summary of action required	Responsible	Status
21.03.23	Identify whether the Trust has received LA Section 106 funding and its allocation	Clerk	Awaiting
15.05.23	Circulate the Trust Ofsted Webinar Circulate Ofsted example questions and answers specific to TCS.	Clerk Principal	Complete 3 October 2023
15.05.23	Share details of Exclusions training module with governors	Clerk	Complete
05.07.23 Item 5	Add Link Lead roles to the next TCS LGC agenda	Clerk	3 October 2023
05.07.23 Item 5	Carry out statutory publishing audit on TCS website	Clerk	3 October 2023
05.07.23 Item 5	Safeguarding Link Lead visits to be sent to the Clerk for circulation to the rest of the committee	JD	3 October 2023

1) Introductions and Apologies

The meeting started at 6.00pm.

Apologies for absence were received from Stuart Taylor, Alison Jones and Jo Myhill-Johnson 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 15 May 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 report was circulated to the committee in advance of the meeting and questions were invited.

Behaviour

The committee were informed that reports of incidents involving cannabis have been less frequent more recently. TCS continue to carry out searches where use of cannabis is suspected in line with TCS Behaviour policy.

Mr Gerrard-Croxon informed the committee that TCS has conducted a Student survey and the results will be reported at the next TCS LGC meeting.

Curriculum

The committee noted TCS curriculum offer where students opt to take part in cooking as part of the curriculum. The Principal highlighted TCS cooking facilities are limited, so timetabling is optimised to accommodate as many students to participate as possible, if they wish to.

The committee acknowledged teacher and department gradings as reported in the Principal's report and where required, TCS staff are receiving coaching and light touch support.

The Principal reported the largest contributor to logged behavioural incidents is students refusing to engage in lessons and informed the committee this is due to a variety of factors to include social media, conflict at home or with peers.

The Principal reported, Hanna Douglas – Attendance Officer, Annabel Gerrard-Croxon – DSL and Toria Papworth – SENCO, meet every week to review those students with significant attendance concerns, individually. Attendance is monitored, reviewed and plans are actioned. Referrals to external agencies are also actioned and rewards are awarded. TCS evidence this on each student's Bromcom profile.

The committee acknowledged TCS is at full capacity from September 2023, with 137 students registered students on TCS roll. This is an increase from September 2022 when TCS started with 93 students.

Ms Pinnaduwa questioned whether the Local Authority (LA) can place a student at TCS when the school is at full capacity.

The Principal informed the committee that although the LA can place a student at TCS despite being at full capacity, it is unlikely if TCS have informed them they are unable to meet individual student's needs.

The committee gave thanks to TCS staff for their valued contribution towards TCS Open Day held on 29 June 2023.

The Principal informed the committee that transitioning current Year 6 students visited TCS.

The Principal was thanked for their report.

5) Membership and LGC Link Lead visit reports

Governors were asked to arrange Link Lead visits and send reports for presentation at the next LGC meeting.

The committee considered opportunities to recruit parent governors.

Action: The Clerk was asked to add Link Lead roles to the next TCS LGC agenda, with a view to reviewing Link Lead responsibilities, to align with TCS AIP objectives, on completion of the finalised AIP.

Ms Davies gave an oral account around the Link Lead safeguarding visit from 17 May 2023 and 4 July 2023.

Action: Ms Davies agreed to send the reports to the Clerk for circulation.

The committee recognised TCS DSL has arranged mandatory in-house safeguarding training for staff and governors. Governors were reminded to complete the safeguarding questionnaire at their earliest convenience, if not done so already. The committee acknowledged Rosie Hart, Astrea Head of Safeguarding is on hand to support with monitoring completion of staff training.

Ms Davies questioned whether TCS might improve the website to better signpost parents where find safeguarding information.

The Principal reassured the committee that TCS website meets the Trust format.

Action: The Clerk was asked to complete a website audit to ensure statutory documents are published in line with DfE guidance.

6) Fundraising

Mr Gerrard-Croxon presented an update of TCS Fundraising Schedule.

Fran Lightfoot has supported TCS with submission of a bid to fund ten scooters and helmets for students.

Mr Gerrard-Croxon informed the committee that TCS has spent £15k of the £100k funding for The Farm. TCS aim to put power in at The Farm which may take some time, due to logistics and collaboration with the energy company. TCS plan to spend the remaining funding when the true cost of electricity provision is realised.

The committee congratulated Mr Gerrard-Croxon on successful fundraising activities.

7) Risk

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

8) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Link Lead roles

The committee acknowledged TCS LGC meeting dates for the next academic year 2023-24:

- 3 October 2023
- 14 November 2023
- 23 January 2024
- 26 March 2024
- 25 June 2024

All meetings are scheduled for Tuesday.

The date of the next meeting is scheduled to take place on **3 October 2023**.

9) Any other business

The meeting closed at 7.15pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 19 July 2023



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Autumn Term One

2023-2024

The Centre School

Sue Raven

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Safeguarding

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	23-24 safeguarding audit scheduled for 26.9.23		
Trends in School	vaping		
Update on significant cases (anonymised)			
Summary of referrals made	1 referral to social care made at the end of summer term.		
Ofsted Qualifying Complaints	0		

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	60 (pending new starter information)	75	
Number and % of LAC	3	1	
Number and % of young carers	2	2	
Number and % of students privately fostered	0	0	
Number and % of students with CP plan	0	0	
Number and % of CIN	2	6	
Referrals made for early help	0	4	
Family support assessments conducted	0	0	
Proportion meeting threshold	0	0	
CP meetings attended	0	0	
Number and % of students with an EHCP	124	137	
Number and % of students with serious medical conditions	0	0	
Number and % of students receiving external support: CAMHS	?	?	?
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.

SCR review scheduled for 20.9.23

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
Annual refresher safeguarding training	4.9.23	All staff (bar 1 staff member currently absent)	Astrea training delivered by DSL
Online training - safeguarding	Sep 23	All staff (bar 1 staff member currently absent)	National College
Online training – lone working	Sep 23	Working towards all staff having completed by end of Sep 23	National College

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	3	1	
Racist Incidents	1	0	
Cyber Bullying	0	0	
Homophobic Bullying	0	0	
Transphobic Bullying	0	0	

Analysis and Next Steps

Ongoing informal conversations with students regarding appropriate behaviour and respect. Inappropriate behaviour challenged. 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:	1	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, to be shared with Principal and PSHE Lead.

OUTCOMES	2019	2023
NON PP	5	7
Maths GCSE or Equiv	40%	29%
English GCSE or Equiv	40%	29%
Entry Level 3 Maths or higher	40%	57%
Entry Level 3 English or higher	60%	43%
5 or more GCSE's	0	0
Average Qualifications / pupil	6.2	5
Further Education or Employment	60%	57% 3 NEET
PP	8	11 x1 student on roll for 1 month
Maths GCSE or Equiv	38%	0
English GCSE or Equiv	50%	9%
Entry Level 3 Maths or higher	63%	46%
Entry Level 3 English or higher	50%	36%
5 or more GCSE's	0	0
Average Qualifications / pupil	5.3	6.4
Further Education or Employment	63%	64% 4 NEET

Non PP Average Qualifications / pupil:

- 86% of NON PP Students started in year 10 or after

PP

- 45% of PP students started in year 9 or after
-

7 students other than those in year 11 achieved Level 1 and 2 Functional Skills English qualifications.

Due to COVID, some students have had significant mental health problems. This has meant 3 students have suffered with EBSA.

Curriculum

We have developed the "TCS Gold Award" for students in year 10 and above. These awards can be achieved in vocational subjects and incorporate both skills and Gateway units.

Some students are accessing tuition through Purple Ruler (NTP) to achieve aspirational targets.

The 6th form curriculum incorporates longer option lessons to allow for learners to complete more complex tasks. These options include Cooking, Public Services, PE and Drama. This proved popular (and successful) last year. We have also allowed for a theory lesson for all 6th form students. In this time, students will be able to complete excess theory work (e.g. Gateway units in Construction) as well as complete 'next steps' documents such as a CV.

The farm is going to be introducing Land Based Studies as part of the Gateway Progression Qualification. This will allow students to achieve qualifications for their work outside of the classroom.

We are currently developing a KS3 award. This will take a similar approach as the Gold Award with a key focus on building confidence and learning skills. Planning is shown below.



1. Purpose

Summary

For TCS students in KS3 (Years 7 to 9) this Award creates a structured personal development pathway to complement the challenge and support offered by our core curriculum and our personal development ethos.

Through the opportunities provided, students can explore their personal development strength and gaps, building towards a more confident, assured and purposeful version of themselves – ready for the challenges of KS4 and beyond.

The **Pathfinder Award** is:

- A means of ensuring that all students get access to key personal development opportunities (linked to our Golden Threads) throughout their KS3 journey.
- A means of ensuring that there is a 'progression' through personal development opportunities (i.e., increasing challenge for those who are ready).
- A means of recognising students for their personal development achievements (positive affirmation).

Additional notes:

- Could/should be piloted with a year group/smaller number of students initially.
- The personal development opportunities will take place during Extended Curriculum time, drop-down days, visits, residential visits and in subject curriculum time.
- The Award (at one of three levels) is presented at the end of the term in which it was earned. The outcome – a better knowledge of a cohorts' personal development strength and gaps – should inform the KS4 curriculum experience (TCS Gold Award).
- The three levels of Award are: Pathfinder 1, 2 and 3
- The Award must be coherent with (work alongside) the existing PSHE and SRE curriculum.

2. Personal Development Opportunities - Checkpoints



*compulsory opportunities

^there are a large selection of lower reading level bios

Note: Not all themes need to span Levels 1 to 3

Theme	Pathfinder 1 Checkpoints	Pathfinder 2 Checkpoints	Pathfinder 3 Checkpoints
Taking responsibility in lessons	Achieving 200+ points in 3 half-terms.	Achieving 300+ points in 3 half-terms	Achieving 400+ points in 3 half-terms.
Taking responsibility for my life skills	Complete TCS Online Safety Certificate* (including sharing personal details/filling forms)	Participate in a Work and Careers Interview*	Complete the Barclay's Life skills Money Challenge
Taking responsibility for my goals	Setting and achieving a goal that is important to me.	Setting and achieving a goal that is important to me.	Setting and achieving a goal that is important to me.
Taking care of others	Successfully complete the TCS First Aid Certificate	Successfully complete the TCS Mental Health Awareness Certificate	Supporting another student in the school e.g., buddying a new or returning student, supporting someone for a half-term in your lesson.
Stepping-Up (Volunteering)	Volunteer at TCS – to look after the school site, organise resources or support school activities (e.g., help serve lunch for a	Volunteer in the community – supporting a community group, school or care home e.g., organising a	

Theme	Pathfinder 1 Checkpoints	Pathfinder 2 Checkpoints	Pathfinder 3 Checkpoints
Teamworking	Participate in a team-based activity in at least three different subjects at TCS	Work successfully as part of a team to achieve any of the Pathfinder 2 Checkpoints	Work successfully as part of a team to achieve any of the Pathfinder 3 Checkpoints
Becoming a global citizen	Read a biography/autobiography [^] of a person who intrigues or inspires you (could also be an audiobook or video) and share your reflections.	Visit a local place of worship (church, cathedral, mosque, synagogue)	Take part in a discussion with an outside speaker visiting TCS
Cultural Awareness	Dine out with TCS. Plan, order and eat a sit-down meal at a restaurant.	Create a review of your favourite TV programme or movie (could be audio, video, written, PowerPoint) Attend a cinema screening and review the movie	Attend a live theatre performance and review the production
Showcase your work	Have your work displayed in a classroom (or other space, including the website) at TCS	Be in attendance and show your work to your family/carers at Open evening (Centre Celebration!)	Showcase your work to an audience – art show, drama production, sporting event or by having your work published in the TCS newsletter.
Independence away from home	Participate in 10 different Extended Curriculum activities	Participate in a day visit (e.g., zoo, gallery or other local attraction).	Participate in a residential visit (one night or more)

3. Implementation

Summary

- Pathfinder Award trackers (on paper) should be part of the Record of Achievement (RoA) – Checkpoints are reflected upon and completed in House Time (Tuesday mornings and drop-down days).
- Achievement of the Award (at different levels) is recognised by the award of a certificate (and prize) in the next available End of Term Celebration. There will also be a letter sent home in recognition. The level of Award will be recorded on Bromcom. 'Shout outs' to those students who are making good progress towards the next Award level should also be a feature of this End of Term Celebration.
- To achieve the Award at a particular level (e.g. Pathfinder 1 etc.) students must have achieved the associated criteria (Checkpoints) in a certain % of the themes (this should get tougher as the Level of Award rises) e.g., to get Level 1 students need to achieve 70% of the Pathfinder 1 Checkpoints, for a Level 2 they need to achieve 80% of the Pathfinder 2 Checkpoints etc.
- The Award is designed to present opportunities progressively i.e. the Checkpoints should become more challenging over time. That said, if a student achieves Level 3 Checkpoints (ahead of Level 2) this should be recorded against their Level 3 Award in their RoA).
- Student/cohort progress through the Award will be reviewed in Summer 1 (each Academic Year) and changes/improvement to the provision for the following year planned and implemented e.g. if a certain Checkpoint is too difficult to achieve at a certain level.

Teaching and Learning

Teaching and Learning - The document below was produced following the first training day in September 2023.

How we Teach at TCS September 2023

This document describes the teaching approaches used at TCS to enable the best possible outcomes for our students. These approaches support our key personal development goals, empowering students to develop and demonstrate engagement, resilience, and positive relationships.



Engagement | Resilience | Relationships

The ability to demonstrate dedication and enthusiasm

The ability to recover or adjust easily to change or misfortune

The ability to demonstrate kindness, empathy, and common purpose with others, at work and in personal situations

Teaching Theme 1: Proactive Behaviour Management

Element	Action	Notes
Mindset	Positive energy and enthusiasm from all the Teaching Team is vital. This includes a warm welcome to the lesson for all students.	Students are much more likely to respond positively when they feel that staff are happy to be in the lesson. Students thrive when staff present reliably and consistently. Each lesson must represent a 'fresh start' and an opportunity to learn from any mistakes from earlier in the day.
Mindset	Have high expectations for all students.	
Personalisation	Get to know your students and personalise your interactions as much as possible.	Use conversations before school, breaktimes and during Extended Curriculum to get to know your students and build a positive relationship.
Routines/norms	Be explicit about how you expect students to respond during a particular activity.	
Routines/norms	Design and use a seating plan to support engagement and positive relationships.	
Teamwork (attunement)	Each member of the Teaching Team should be regularly 'taking the temperature' of the room and proactively responding.	With the agreement of the lead teacher, the Teaching Team can be re-deployed to work with individuals/small groups (perhaps in a different location) to mitigate the impact of disruptive behaviour.

Teamwork	Take opportunities at the end and between lessons to reflect on strengths and issues – agree the behaviour management approach/strategies for the next lesson.	The lead teacher should initiate these conversations. All Team members should be receptive to constructive feedback and suggestions!
Teamwork	Call/email home to praise and recognise student effort and achievement in school	This will support more future conversations which are more challenging and where you need to solicit support from the parent(s).
Personalisation	Look for opportunities to have a restorative conversation with a student before the next lesson if there has been a relationship breakdown.	

Teaching Theme 2: Positive Behaviour Management

Element	Action	Notes
Purpose over Power	Use opportunities to share the reason for a particular action, activity, or response. This includes the lesson score being recorded on a student's Card.	It is important to help students to link actions to consequences in support of their resilience and self-regulation. The lesson score (recorded on the Card) should prompt a (brief) dialogue between a teacher and an individual student. Where possible, specific feedback linking lesson performance to score should be given. The score can reflect lesson performance level and any performance improvements (perhaps based on a goal set in the previous lesson).
Positive Reinforcement	Use opportunities to give specific praise to students for positive actions/improvements	
Positive Reinforcement	Always praise attempts to correct, re-do and redraft work.	It is important that students understand that an important part of developing resilience is to make mistakes and learn from them.
Positive Reinforcement	Where appropriate, give students the opportunity to make guided choices, regulating their behaviour and their learning.	These are important opportunities in terms of developing self-regulation and resilience (recovering from a change/setback).
De-escalation	Use least invasive intervention first when seeking to resolve poor/disruptive behaviour i.e., teacher positioning, eye contact, quiet word – escalating from there as appropriate.	It is important to avoid aggressive or very public challenges which are likely to result in an escalation. Least invasive intervention first also helps to prevent giving poor/disruptive behaviour undue prominence in the lesson.
De-escalation	Tactically ignore secondary behaviours, intended to escalate poor/disruptive behaviour e.g., bad language, throwing book on floor after being challenged. You are not condoning the behaviour, simply deferring your feedback/correction to a later time when it is much more likely to have the intended impact.	This tactic can mitigate unhelpful escalations of behaviour - "pick your battles."

Teaching Theme 3: Maximising Opportunities to Learn and Develop

Element	Action	Notes
Routines/norms	Have an activity ready for when the students arrive at the lesson. Look for opportunities to introduce a point of interest (a hook) to better engage and focus students.	Maximise task time and reduce opportunities for distraction/disruption. As far as possible, check that your resources are prepared/in working order.

Routines/norms	Tell the story of the lesson – where does the knowledge/experience planned for this lesson fit in bigger picture?	Link the lesson to past learning and future goals to reinforce its importance.
Routines/norms	Have a routine for distributing resources and collecting/storing student work.	Maximise task time and reduce opportunities for distraction/disruption.
Routines/norms	Set clear task instructions – clear action steps, timeframe, and (where appropriate) sources of help.	This is important for enabling all students to be on-task and productive as soon as possible e.g. I do, we do, you do.
Adaptability	<p>‘Read the room’ and be prepared to switch (pivot) the lesson activity/approach where there are significantly diminishing returns.</p> <p>Listen to the students and (where appropriate) use their enthusiasms and ‘tangents’ to achieve the goals of the lesson.</p>	<p>Sometime the social and emotional needs of a group will necessitate a change in the lesson approach. Ensure that there are meaningful Plan B activities to hand.</p> <p>Backup work may also be able to support any students who are refusing.</p>
Adaptive Teaching (anticipating barriers)	Understand SEND strategies (as described in Student Planning & Progress Documents) and incorporate these in lesson planning and delivery.	<p>Often the strategies prescribed for one student will have benefits for a wider range of students e.g., use of a writing frame.</p> <p>When it comes to the design of lesson resources, the reading ability (age) of students must be considered.</p> <p>Contact our SENDCO (Toria) if more information/assistance required.</p>
Adaptive Teaching (anticipating barriers)	‘Chunk’ activities in lessons, setting short-term, meaningful goals.	It is important to create regular opportunities for praise and affirmation. It is important to recognise that many students will benefit from shorter bursts of concentration and simpler task instructions.
Adaptive Teaching (anticipating barriers)	Consider how a variation in type of activity could support engagement and progress.	Consider the balance between talk, discussion, writing, practical etc.
Positive Reinforcement	<p>Take opportunities to remind students of their achievements in previous lessons.</p> <p>Showcase excellent student work (e.g., where there has been high engagement, good quality, and/or significantly improved work) to praise and to model a high standard.</p>	When modelling work, encourage students to pick out the impressive features of the work (and ask them to think about how they could incorporate these features in their own work).
Positive reinforcement	Give students the opportunity to demonstrate what they have learned in the lesson. Use assessment activities which are designed to have a high (80%) success rate.	<p>Regular positive reinforcement encourages students to engage and contribute to future lessons.</p> <p>Strengths and gaps that are identified must be used to inform lesson planning.</p>

Behaviour and Culture

Behaviour Data:

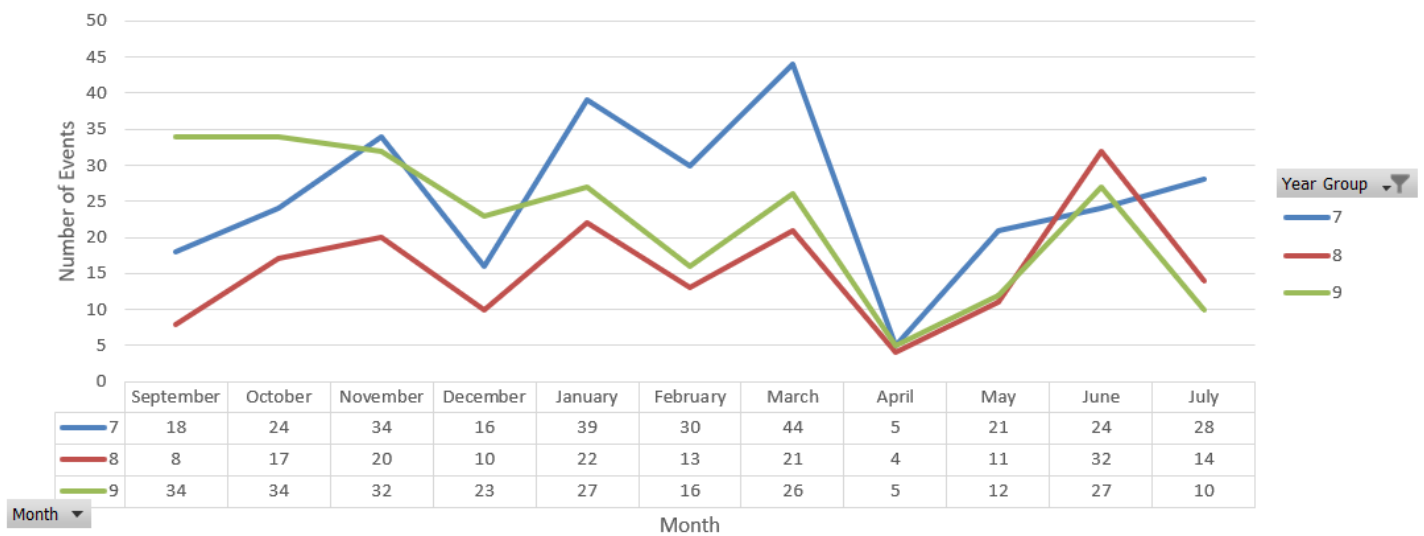
In whatever format you find easiest, please provide a summary of the data for logged behaviour incidents for the academic year 2022-23.

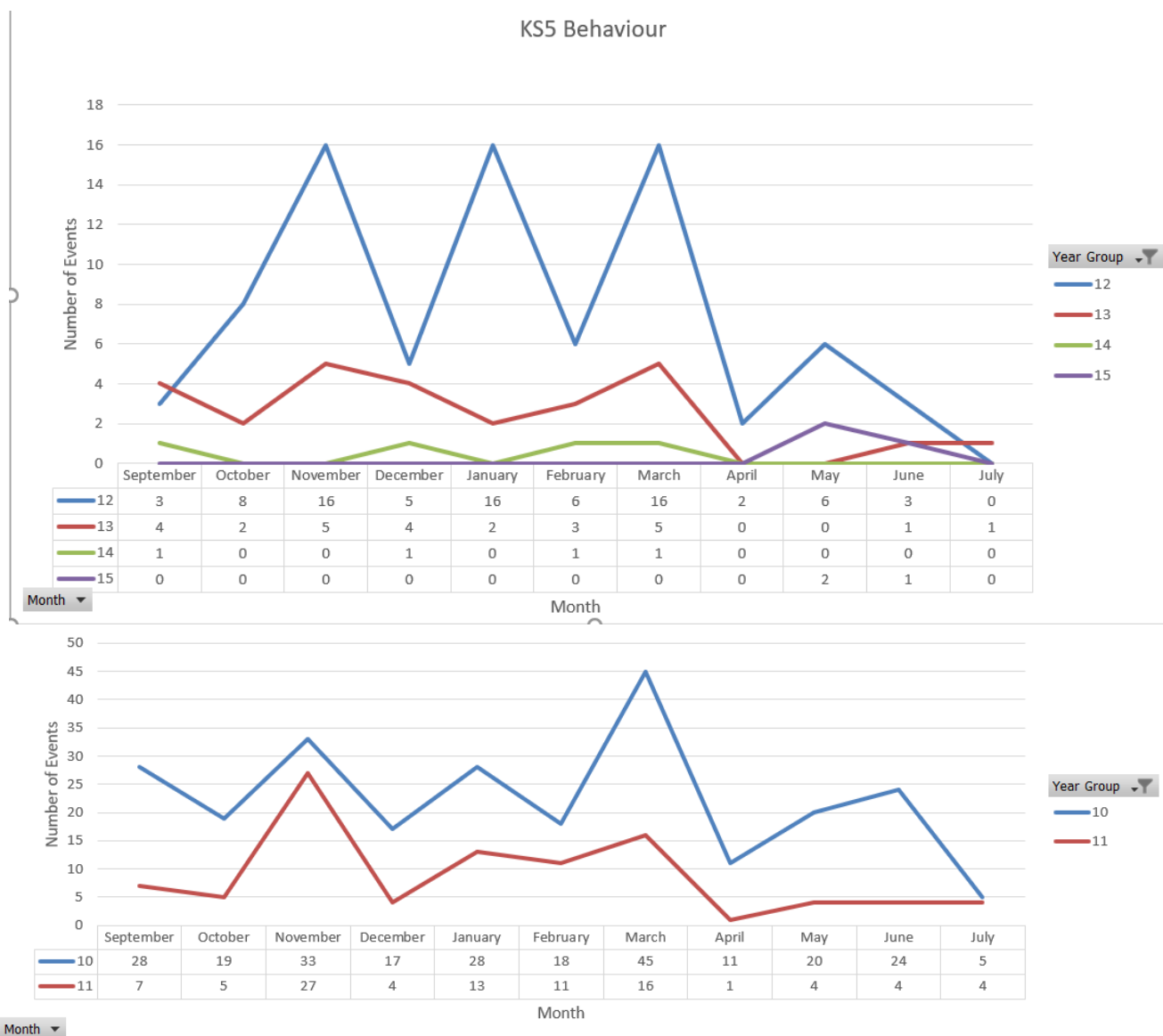
Please provide a narrative around:

- What worked well?
- What is the climate for learning like within the academy?
- What plans are in place to tackle any challenges that the data identifies.

Number of Events	Year Group										
Month	7	8	9	10	11	12	13	14	15	Grand Total	
January	39	22	27	28	13	16	2	0	0	147	
February	30	13	16	18	11	6	3	1	0	98	
March	44	21	26	45	16	16	5	1	0	174	
April	5	4	5	11	1	2	0	0	0	28	
May	21	11	12	20	4	6	0	0	2	76	
June	24	32	27	24	4	3	1	0	1	116	
July	28	14	10	5	4	0	1	0	0	62	
September	18	8	34	28	7	3	4	1	0	103	
October	24	17	34	19	5	8	2	0	0	109	
November	34	20	32	33	27	16	5	0	0	167	
December	16	10	23	17	4	5	4	1	0	80	
Grand Total	283	172	246	248	96	81	27	4	3	1160	

KS3 Behaviour





Suspensions:

Please provide an overview in the table below of suspensions for the last academic year **2022-23**

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12+
Number of Suspension Events	63	39	63	6	8	19	25	4	1
(PP students)	-	18	18	4	3	6	5	0	0
Number of students (ALL)	28	18	28	4	5	7	10	1	1
% Of Cohort	47.01	13.43	47.01	14.81	35.71	25.93	55.56	6.67	10.00
Total Days	99	67	99	7	10	25	49	6	2
Permanent Exclusions	0								

Suspension analysis and commentary:

Year 10 students were the worst offenders and were responsible for 30.16% of the suspensions. This year group were particularly challenging. Many steps were taken to reduce suspensions in this year group including some students working offsite to limit the contact between a particular group. This proved successful.

17 pupils out of the 28 were repeat suspensions (2 or more events) with 6 of these being from year 10.

Through the year we had 4 events which carried 5-day suspensions each. These events were for physical assault and use/threat of a weapon. These events were by 4 separate students.

Attendance

Please provide below details of your attendance data for the end of the last academic year.

	Key Attendance Target for 2022-23	End of Autumn Term 2022	End of Spring Term 2023	End of Academic Year 2023
Whole School %		76.6%	76.2%	74.7%
Individual Student %		-		
Pupil Premium %		75.2%	74.1%	72.5%
SEND %		76.6%	76.2%	74.7%
% of pupils who are PA:		57.1%	59.4%	59.2%
% of PP pupils who are PA:		56.7%	56.3%	58.2%
% of SEND pupils who are PA:		57.1%	59.4%	59.2%

Attendance for Year 11: Class of 2023

	Key Attendance Target for 2022-23	End of Autumn Term 2022	End of Spring Term 2023	End of Academic Year 2023
Whole School %		67.9%	65.0%	61.2%
Individual Student %				
Pupil Premium %		68.4%	66.5%	60.0%
SEND %		67.9%	65.0%	61.2%
% of pupils who are PA:		57.6%	55.0%	50.0%
% of PP pupils who are PA:		62.5%	57.4%	53.3%
% of SEND pupils who are PA:		57.6%	55.0%	50.0%

Students attending AP

14 students attended alternative provision over the academic year 2022-2023. The overall attendance was 79.37%.

AIP Priorities for 2023-24

Academy Improvement Plan for 2023-24

Provide below an outline of your key priorities for 2023-24.

Please include how each priority links to the Astrea Secondary Frameworks and the SLT Lead for each priority.

SUMMARY - KEY AREAS OF IMPROVEMENT (drawn from the SEF and trust QA)

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	SIXTH FORM
QE1 To establish agreed (shared) teaching expectations at TCS.	BA1 To set and maintain high expectations for attendance.	PD1 To develop a KS3 curriculum award that reflects the 'TCS Golden Threads'.	LM1 To build on work already started to ensure all alternative provision and work experience meets required standards.	SF1 To further develop Gold Award using the Farm and Drama.
QE2 To ensure feedback on classroom practice is used effectively to develop teaching and teaching support.	BA2 To continue to deal effectively with students who are not engaging.	PD2 To further develop the work started recently with the new SEND advisor within the local authority.	LM2 To work with the Trust to ensure a better use of Bromcom.	SF2 To introduce Land Management Gateway qualification.
QE3 To use the model already in existence to track Gateway and the Gold Award across all vocational subjects (including newly developed curriculum areas – Drama & The Farm)	BA3 To continue to develop a range of interventions in support of students at risk of multiple suspensions.	PD3 To continue to develop different methods of capturing (a wider range) of student voice, informing evaluation and provision development.	LM3 To continue to ensure the culture of safeguarding is highest on the agenda.	SF3 To increase the breadth of vocational provision in the sixth form curriculum (including trade development)
QE4 To further develop reading for students with a very low reading age using Fresh Start.	BA4 To ensure effective communication with parents (pastoral & curriculum) is consistently implemented across all House Teams.	PD4 To ensure that records of achievement are effectively maintained across all House Teams	LM4 To implement a coherent staff development programme for the year (supported by the Astrea Talent Programme), building on appraisal targets	SF4 To explore using a variety of work experience models with the potential to deliver improved educational and destination outcomes.
QE5 To use Purple Ruler (NTP) to support aspirational academic goals for targeted students.		PD5 To enhance the Extended Curriculum offer to improve engagement and outcomes – offering a greater variety and incorporating more residential visits.	LM5 To lead on further development of careers education within TCS.	
QE6 To continue coaching for those converting to QTLS.			LM6 To ensure success of the TA apprenticeship scheme being used this year.	

Pupil Premium Planning and Update

Provide a RAG rated review of your PP Plan from last year.

Intended outcome	Success criteria
<p>1. Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours</p> <p><i>3-year strategic priority</i></p>	<p><i>For pupils in receipt of the pupil premium:</i></p> <p>Improved Teaching and Learning across the school, leading to improved academic outcomes:</p> <ul style="list-style-type: none"> Improved English GCSE outcomes (or equivalent) from 31% in 2021 for PP pupils. Improved Maths GCSE outcomes (or equivalent) from 54% in 2021 for PP pupils. Improved average number of qualifications from 4.1 qualifications per PP pupil in 2021 <p>Improved access to targeted and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils) and reduced suspensions (2020/21= +FTE from 31.6%)</p>
<p>2. Low levels of behavioural incidents to ensure continuity of education through access to targeted support</p> <p><i>3-year strategic priority</i></p>	<p>Low levels of behavioural incidents in the school evidenced tracking of incidents and/or reduction in suspensions (2020/21= +FTE from 31.6%)</p>
<p>3. Improved attendance to enable pupils to access more learning</p> <p><i>3-year strategic priority</i></p>	<p>Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils at 85% and/or 2020-21 at 69.4%.</p>
<p>4. For children to develop in independence in preparation for adult life (measured through destination and work placement data)</p> <p><i>3-year strategic priority</i></p>	<p>Access to further education and training evidenced through destination data and access to work placement experiences (Last year due to COVID-19 disruptions, 16 pupils were able to access work placements, of which 5 of these pupils were disadvantaged. However, 100% went on to further education, employment or training)</p>

Astrea Reads

STRAND 2: Reading Intervention

Please provide an overview of how you are implementing the Fresh Start reading intervention programme fully into your academy from September.

Fresh Start is being implemented using a small group of low ability readers (reading age of 7 and below). This is being trialled with a control group of students who have a similar reading age/chronological age.

The sessions are 3 times a week with each session lasting 35 minutes.

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 site works projects
- Any other site or operational matters

3 new agency appointments.

Over the summer, the Centre had new doors installed. These will hopefully be more hard-wearing than the previous wooden doors.

2 classrooms have had their Active Inspire boards upgraded. This will assist teaching in Science and English.

Number on Roll Update & Projections for September 2023

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+	Total NOR
8th September 2023	10	28	18	31	24	6	7	124
July 2023	27	14	27	23	18	15	10	134
January 2023	19	12	27	21	15	15	11	119
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

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	1	0	0	0	0	0	0	1
Leavers in spring term 2023	1	0	0	0	0	0	0	1
Leavers in summer term to date 2023	0	0	1	1	0	0	1	3

Total number of Leavers 2022-23	2	0	1	1	0	0	1	5
Joiners in autumn term 2022	1	0	4	0	0	0	0	5
Joiners in spring term 2023	5	1	0	1	2	0	0	9
Joiners in summer term 2023	3	3	0	2	1	0	0	9
Total number of Joiners end of year 2022-23	9	4	4	3	3	0	0	23

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22								0
EHE Autumn term 2022								0
EHE Spring term 2023								0
EHE Summer term 2023 to date		1						1
EHE end of year 2022-23		1						1

Analysis and Commentary:

2022-2023 saw 23 joiners at The Centre School. This was mainly from accepting year 6 students throughout the spring term, so they are able to settle into school before September. This has proven to be successful, and these students are now able to support those newer students in September.

The Centre School is increasingly gaining more pupils from a younger age. Prior history showed trends in year 10 upwards for joiners, however we are now seeing students from year 7 and they are moving up the school. We hope this will have a better impact on the outcomes for those students.

Whilst numbers in year 12 and above have decreased, this has been down to many students in year 11 and above acquiring work placements and college placements which must be celebrated.

Any Other Academy Matters

Prior to the summer break, students and staff were able to see the 'farm to fork' process up close. Students were able to make dishes such as a Chicken Caesar Salad with cos lettuce being grown at the TCS Farm.

Over the summer, several staff supported with the upkeep of the TCS Farm. This included feeding, watering, and cleaning out the animals, tending to the growing stations and welfare checks. Towards the end of the summer break, we had 3 new sheep come to join the farm.

We have 2 residential trips taking place this term. The first trip is for younger students to Grafham Water