



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 14 November 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.

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	Complete – Item 3
15.05.23	Circulate Ofsted example questions and answers specific to TCS.	Principal	14 November 2023
05.07.23	Carry out statutory publishing audit on TCS website	Clerk	Complete
03.10.23	Arrange TCS LGC statutory publishing of DOI 2023-24	Clerk	14 November 2023 Awaiting AD
03.10.23	Assign AIP objectives to Link Leads	Principal/Chair	Item 5
03.10.23	Identify the central team colleague lead for fundraising	Clerk	Item 3

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 3 October 2023	Papers attached (pp3-6) - Chair
4	30 mins	Principals Update and questions	Papers attached (pp7-23) - Principal

5	10 mins	<p>Link Lead roles and visits</p> <ul style="list-style-type: none"> KL Basic Skills and reading visit – 08.11.2023 	Papers attached (pp24-25) - Chair
6	5 mins	Risk	Oral item- Chair
7	2 mins	<p>Future agenda items and confirmation of forthcoming dates</p> <ul style="list-style-type: none"> Next meeting 23 January 2024 	Oral item - Chair
8	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 3 October 2023
at The Centre School

MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Alex Davies; Alison Jones; Kate Lees; Stuart Taylor; Richard Watson.		
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	14 November 2023
15.05.23	Circulate Ofsted example questions and answers specific to TCS.	Principal	14 November 2023
05.07.23	Carry out statutory publishing audit on TCS website	Clerk	14 November 2023
05.07.23	Safeguarding Link Lead visits to be sent to the Clerk for circulation to the rest of the committee	JD	Complete- Agenda Item 7
03.10.23 Item 4	Arrange TCS LGC statutory publishing of DOI 2023-24	Clerk	14 November 2023
03.10.23 Item 7	Assign AIP objectives to Link Leads	Principal/Chair	14 November 2023
03.10.23 Item 8	Identify the central team colleague lead for fundraising	Clerk	14 November 2023

1) Election of Chair

The committee raised no objections to Pri Pinnaduwa's re-appointment as Chair to TCS LGC, nor were any nominations received by other LGC members. Pri Pinnaduwa was duly appointed as Chair to TCS LGC. Clerk handed proceedings over to Miss Pinnaduwa.

2) Introductions and Apologies

The meeting started at 6.00pm.

Apologies for absence were received from Judith Davies and Jo Myhill-Johnson and these were accepted by the committee.

3) Committee Terms of Reference and Scheme of Delegation

The Committee Terms of Reference and the Governance Scheme of Delegation were shared with the committee in advance of the meeting and acknowledged by the committee.

4) Annual declaration of interests

In advance of the meeting, LGC member declarations were reviewed, updated and confirmed. **Action: Clerk to arrange publishing TCS LGC statutory information on TCS website.**

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

5) Minutes, Actions and Matters Arising

The minutes of the previous meeting held by TCS LGC on 4 July 2023 were approved on 19 July 2023 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.

6) Principal's Update and questions

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

- Safeguarding
- Examination outcomes 2023: analysis and review
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- AIP Priorities for 2023-24
- Pupil Premium Plan 22-23 RAG
- Astrea Reads
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community

The Principal expanded on their report:

Safeguarding

The committee acknowledged the hard work and commitment to the management of safeguarding at TCS, and were pleased to hear the trust has recognised additional administration time is needed. The Principal informed the committee that the trust has agreed to recruit a Safeguarding/SEND/Alternative Provision administration post, which is out to advert currently.

The Chair questioned whether TCS are compliant in its responsibility to make reasonable efforts to find missing students.

The Principal reassured the committee that TCS are compliant with safeguarding responsibilities in making reasonable efforts to locate missing students.

Results

The Principal has agreed with Jo Myhill-Johnson, Regional Director that TCS outcome data is to be presented in an alternative way for TCS going forward.

The committee noted the new acronym in the Principal's Report: EBSA – emotionally based school avoidance (due to SEMH).

Curriculum

The Principal informed the committee that TCS KS3 pathway is under review and will look similar to TCS Gold Ward.

Behaviour and culture

The Principal informed the committee that DBS checks are now carried out by Doncaster Council, which has led to a delay to some staff appointments.

Ms Jones enquired whether the trust monitor quality assurance of new service providers to ensure value for money and purpose is met.

The Principal explained this concern has been raised with the Regional Director who has escalated this with the Executive Team. As this is a trust arrangement with Doncaster Council, the Executive Team conduct quality assurance through the Procurement Team.

Attendance

The committee noted attendance for TCS students overall was 74.7%, Year 11 was 61.2%, Alternative Provision was 79.37%, at the end of the last academic year.

TCS continue to work with students and their families to identify reasons for absence with a view to improving student attendance.

Reading

The Principal informed the committee the Fresh Start reading program with a small group of low ability readers (reading age of 7 and below). The trial has not proved as successful to further develop reading as yet, TCS are providing support through a Phonics program.

The Principal informed the committee that five students are using Purple Ruler (NTP) to support aspirational academic goals for targeted students.

Behaviour

Mr Gerrard-Croxon reported TCS continue to find ways to improve behaviour and get students to engage and acknowledged the challenge that change is not always welcomed.

Mr Gerrard-Croxon informed the committee that TCS deals with students' disruptive behaviour by change of class, teacher and time out of lessons with other members of staff one to one. TCS takes a pro-active to disruptive students which proves successful in nipping it in the bud.

Mr Gerrard-Croxon informed the committee that small groups of students take part in videos expressing student voice.

Mr Taylor informed the committee regarding extended curriculum activities to include boxing, forest school, and residential trips.

Noting TCS Sixth Form student numbers for September 2023 have dropped for Year 11 from 15 in July 2023 to 6 in September 2023 and Year 12 from 10 to 7, the Chair questioned whether this is a concern.

The Principal stated TCS are not currently concerned about student numbers and acknowledged the Sixth Form has capacity for more students. TCS AIP has an objective to increase the breadth of vocational provision in the Sixth Form curriculum (including trade development).

The Chair enquired whether TCS staff resource is sufficient, noting TCS student numbers have increased by 33% since September 2022 from 93 to 124 in September 2023.

The Principal acknowledged TCS is currently two members of staff short, and acknowledged staff resources are tight but manageable.

The Principal was thanked for their report.

7) 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.

Ms Davies Link Lead safeguarding visits from 17 May 2023 and 4 July 2023 were shared with the committee.

The committee reassigned Link Lead responsibilities for 2023-24 to align with TCS AIP objectives.

Safeguarding LGC Link Lead: Judith Davies

TCS SLT member: Annabel Gerrard-Croxon

Leadership and Management – LGC Link Lead – Pri Pinnaduwa.

TCS SLT member: Sue Raven

Teaching and Learning and Basic Skills– LGC Link Lead: Kate Lees

TCS SLT member: Martin Gerrard-Croxon

Curriculum and Assessment - LGC Link Lead: Alison Jones

TCS SLT member: Sue Raven

Personal Development – LGC Link Lead: Richard Watson

TCS SLT member: Mr Gerrard-Croxon and Mr Taylor

Behaviour LGC Link Lead: Alex Davies

TCS SLT member: Sue Raven

Action: The Principal and Chair to assign Link Leads to each objective set out in TCS AIP, to provide a focus for school visits.

8) Fundraising

Mr Gerrard-Croxon informed the committee that Fran Lightfoot, Head of Fundraising has left the trust.

Action: The Clerk was asked to find out which central team colleague leads on supporting academies with fundraising.

9) Safeguarding

- Safeguarding policy 2023-24
- Annual safeguarding monitoring report 2022-23

10) Risk

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

11) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- AIP Link Lead plan
- Ofsted readiness

The committee acknowledged the date of the next TCS LGC meeting is scheduled to take place on **14 November 2023**.

12) Any other business

The meeting closed at 7.50pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 24 October 2023.



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Principal's Report
Autumn Term Two
2023-2024

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	Audit completed 26.9.23	<p>Immediate action-</p> <p>SCR :</p> <ol style="list-style-type: none"> 1. Letters of assurance that have not been received for this academic year and should be requested and reflected on the SCR. – <i>CC chasing up outstanding documents</i> 2. SD, Substance misuse practitioner – DBS not provided, clarify if this practitioner has a letter of assurance in place. If not request one from the employer – <i>one held for previous year, request made for current letter</i> <p>Record Keeping:</p> <ol style="list-style-type: none"> 1. RH completed CPOMS review on 28.09 (incidents between 15/9 - 25-9) Emailed Principal and DSL regarding 7 incidents which required further actions recording – <i>actions have been updated. New system being trialled to send weekly spreadsheet to staff with outstanding actions.</i> 2. DSL reports having limited time to make records on CPOMS and therefore chronologies not always being up to date. Principal and DSL to review capacity and establish solution to ensure all safeguarding chronologies are up to date and evidence all action taken. <i>New post to be actioned to provide admin support</i> <p>Bound and Numbered Book:</p> <ol style="list-style-type: none"> 1. Principal to review B&N book and sign off all holds/ restraints - <i>ongoing</i> 2. Recommend all restraints to be logged on CPOMS including B&N page number and confirm contact with parent – <i>clarification with staff team about recording expectations via email and to be reinforced at next restraint training (3 weeks)</i> 3. Student voice to be captured in B&N book – <i>see above</i> <p>Staff Training: Some staff could not articulate the Prevent strategy or their role in Prevent; this needs to be revisited to ensure staff have the knowledge.- <i>plan to revisit this, following</i></p>	

		identification of any other gaps in knowledge when DSL reviews staff quiz from refresher training – Nov 23	
Trends in School	Vaping, racist comments from students,	Racism to be covered in PSHE	
Update on significant cases (anonymised)			
Summary of referrals made	2 referrals to social care 1 physical abuse 1 physical abuse	Awaiting outcome of referrals	
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	76	60	64
Number and % of LAC	1	1	3
Number and % of young carers	2	2	1
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	2	0	1
Number and % of CIN	2	2	3
Referrals made for early help	3	0	0
Family support assessments conducted	n/a	n/a	0
Proportion meeting threshold	n/a	n/a	0
CP meetings attended	2	0	2
Number and % of students with an EHCP	129	124	119
Number and % of students with serious medical conditions	0	0	1
Number and % of students receiving external support: CAMHS	?	?	?
Number and % of students receiving external support: behaviour support	?	?	?
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 by DSL 22.9.23 – clarification required around current work experience placements and governor self-declarations.

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
Child to Parent Violence and Abuse	10.11.23	Staff team	Domestic Abuse and Partnership Manager

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	2	3	3
Racist Incidents	4	1	1
Cyber Bullying	0	0	0
Homophobic Bullying	0	0	1
Transphobic Bullying	0	0	0

Analysis and Next Steps

Racism and discrimination to be addressed in PSHE.

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		
Verbal:	1	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.

Maximising Achievement Plan Update

Maximising Achievement Plan Update

Students are entered for functional skills qualifications from the age of 14. The idea is that we build up from Entry Level 1 through the levels at a pace suitable for the individual. Some students will not progress beyond Entry Level 3; others will pass Level 2. Functional skills can be taken at any time throughout the school year and as many times as required. These qualifications are recognised by further education providers such as CRC.

Students are able to accumulate Gateway units in all curriculum areas from year 9 upwards. These include specific qualifications such as PE, and Vocational Studies qualifications. Final awards can be claimed when the student leaves TCS.

The Gold Award is also accumulated from year 10 onwards. Students are able to achieve bronze, silver and gold certificates in various curriculum areas.

An example of a year 11 (2023 leaver) student is below.

Student	Qualifications Achieved Year 9 20-21	Qualifications Achieved Year 10 21-22	Qualifications Achieved Year 11 22-23	Destinations
<p>Start Date: 04.06.2019 Year Started: 7</p> <p>24/6/19 Age:12/01 SWRT:13/03 Average Read Rate: 12/03 Average Comprehension: >16 HIGH Average Summarisation: Average Spelling: 13/07</p> <p>09/06/2020 NGRT / ONLINE Read Age: 13/05 Average Comprehension: AVERAGE Spelling: 15/02: Above Average</p> <p><i>Spelling progress:1 year 7 months in 1 year</i></p>	<p>Functional Skills Maths – Entry Level 3 Functional Skills English – Entry Level 3</p>	<p>GCSE Maths – 3 Functional Skills Maths – Level 1 Functional Skills English – Level 1 Reading</p> <p>BTEC Level 1 Award in Science OCR Entry Level Certificate in Science – 3</p>	<p>Functional Skills Maths – L2 Functional Skills English – L1 Functional Skills English L2 GCSE English – Grade 3</p> <p>Gateway Level 1 certificate in Sport Fitness and Active Leisure Gateway Level 1 Award in Applied Science and Technology Gateway Level 1 Award in Health and Safety in a Construction Environment Gateway Level 1 Certificate in Skills for Public Services Gateway Level 1 Certificate in Progression</p> <p>TCS Bronze Award Construction TCS Gold Award Construction TCS Bronze Award Public Services</p>	<p>Employment: <i>Work experience placement</i></p>

Curriculum

Key Stage 4 Core Curriculum

English and Maths Curriculum

The curriculum is sequenced around the Functional Skills criteria, and we use this to build our units.

Students are taught in ability groups as far as possible, although social and behavioural issues do impact upon this.

Teaching and Learning

We have 21 staff members who teach a specific subject. This is made up of qualified and unqualified teachers.

All staff members (36) are responsible for leading activities for Extended Curriculum

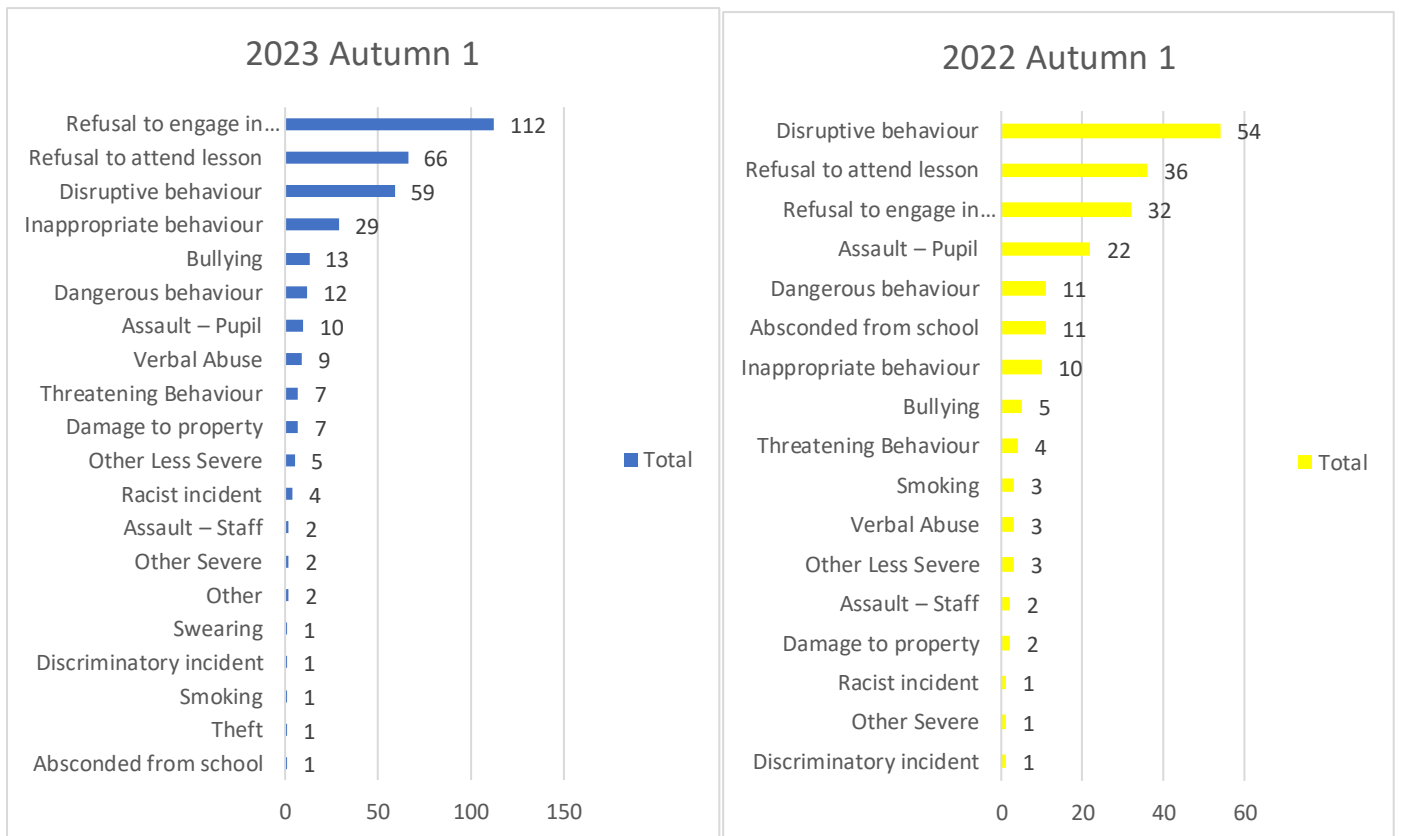
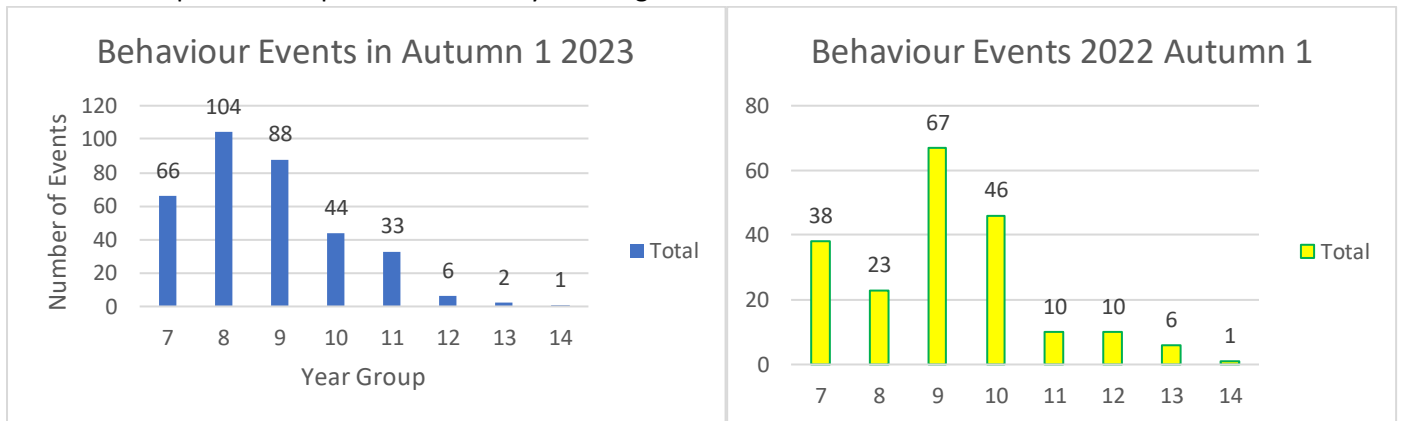
Behaviour and Culture

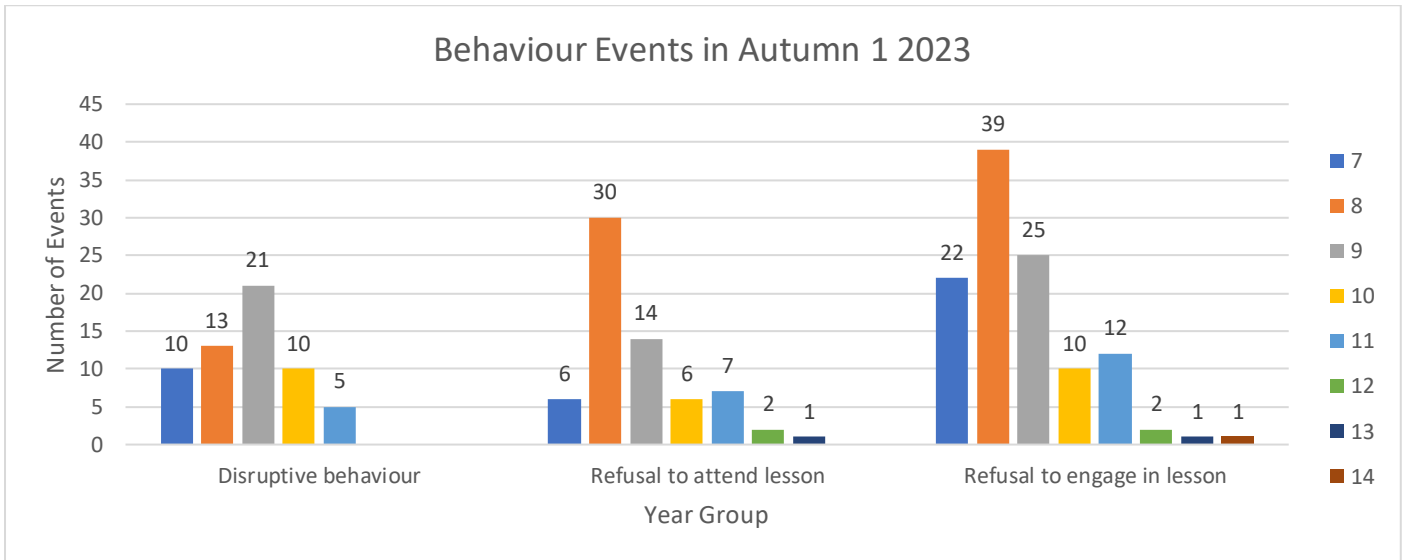
Behaviour Data:

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

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.





Autumn 1 2022 - 119 students on roll

Autumn 1 2023 - 130 students on roll

When looking at the data, we can see events have increased this academic period. This is in line with the students on roll increasing.

Our current issues this term revolve around lesson engagement and disruption. This is down to staffing issues, as we have seen a high staff absence (particularly due to several residential trips this half term). A small percentage of year 8 and 9 students are the most prolific offenders, hence the why years 8 and 9 are the top groups in the top 3 behaviour events. We are working closely as a staff group to tackle this issue by providing heavier support in classes and providing other positive learning opportunities.

Positively, events in year 10 and 11 this term (9 and 10 in 2022) have decreased. Given the past struggles we have seen in these year groups, especially with our current year 11s, this is extremely positive. It shows that working with these students from year 7 is having a positive impact on their behaviour and engagement in lessons.

Another positive to highlight is the significant decrease in 2 events: absconding from school site and assault on a pupil.

We have to remember that our students statistically take longer to settle back in after the summer holidays as they have been out of routines and boundaries. As well as this, we have a large number of students who have been out of education for a significant period of time prior to joining The Centre School. Some students have been on as little as an hour a day provision. We can already see students are more settled this term, and hope this reflects in the behaviour events in the next report.

Suspensions:

Please provide an overview in the table below of suspensions for **Autumn term one**.

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	14	11	14	3	2	6	1	2	0	0
% Of Cohort	10.77%	8.46%	10.77%	18.75%	7.69%	16.66%	3.23%	8.33%		
Total Days	20	15	20	3	2	10	1	4	0	0

How does this compare to the same point last academic year?

At this point last year, we had 18 total suspensions (14 PP) totalling 29.5 days. We also had 119 on roll compared to the 130 we currently have on roll.

Suspension analysis and commentary:

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

4 out of the 14 suspensions were for damage. This is somewhat out of the ordinary for TCS hence why heavy sanctions were put in place. All 4 students have since shown remorse following the 2 separate incidents.

6 out of the 14 suspensions were for persistent disruptive behaviour. Many students at The Centre School have been disruptive in previous placements, and we work hard to engage students in work both inside and outside of the classroom.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of Autumn term one
Whole School		78.6%	81.0%
Individual Student		-	-
Pupil Premium		77.3%	79.0%
SEND		78.6%	81.0%
Maximum % of pupils who are PA:		50.0%	41.2%
% of PP pupils who are PA:		51.5%	42.3%
% of SEND pupils who are PA:		50.0%	41.2%

Please also provide details of:

- the attendance for students at AP -
- the number of students moving off roll to EHE - 0

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of Autumn term one
Year 11		71.2%	62.8%
Individual Student		-	-
Pupil Premium		70.8%	58.7%
SEND		71.2%	62.8%
Maximum % of pupils who are PA:		60.0%	70.8%
% of PP pupils who are PA:		66.7%	72.7%
% of SEND pupils who are PA:		60.0%	70.8%

Review of Catch Up and Intervention Programmes

In whatever format you find easiest, please provide a summary of the intervention and catch up programmes taking place in your academy. Please include:

A small group of low ability students are taking part in a Read, Write Inc.

We have found there have been some engagement issues, and so adaptations to make the work high-interest have been made. Feedback has been positive.

Number on Roll Update & Projections for September 2023

Please provide updates below of current NOR.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+	Total NOR
October 2023 Census	16	26	17	31	24	7	8	129
8 th September 2023	15	23	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 1 2023	0	0	1	1	0	0	0	2
Leavers in autumn term 1 2022	1	0	0	0	0	0	0	1
Joiners in autumn term 1 2023	1	3	0	1	0	1 <i>Previous TCS student decided to rejoin later in September</i>	1 <i>Previous TCS student decided to rejoin later in September</i>	5
Joiners in autumn term 1 2022	1	0	4	0	0	0	0	5

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE Autumn term 1 2023	0	0	0	0	0	0	0	0
EHE Autumn term 1 2022	0	0	0	0	0	0	0	0
EHE End of Year 2022-23	0	1	0	0	0	0	0	1

Any Other Academy Matters

Brenscombe Residential – 16th-20th October 2023



This year's Brenscombe group was selected mostly from the upper school but also included some Year 9 students that we thought would benefit from the trip.

The purpose of the October trip is to expose our older students to more challenging activities that may last all day.

Unfortunately, Storm Babet made many afternoons a real test of resilience. Our activities timetable was changed to reflect the dangerous nature of 5-foot waves and all water sports were cancelled. Students stayed positive and continued to participate in the new activities even though they were getting battered by the wind and rain!

The student group bonded well and many of them commented on the last night about how this shared experience had produced friendships with others that they did not expect to make.

All the students pushed themselves to try new things and feedback from parents so far has been excellent.



Grafham 2023

In early October we took 12 of our year 7's to Grafham Water for an Outdoor Adventurous Activity residential trip. The students took part in various activities such as rock climbing, sailing, kayaking and paddleboarding. The activities were designed to help the new students create new relationships and push them outside of their comfort zones. All the students did really well and thoroughly enjoyed the trip!





LGC Member School Visit Record

Name	Kate Lees
Date of Visit	8th November 2023
Focus of Visit	Basic skills and reading
Classes/staff visited	Basic Skills classes
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i> I visited four basic skills classes to observe what happened at different levels. I talked to staff, looked at resources that were being used, and observed interaction between staff and students</p>	
<p><i>What I have learned as a result of my visit</i></p> <p>In observing four different classes I saw a range of different learning resources and opportunities for the students to develop in their reading. The classes I visited focussed on phonics and comprehension.</p> <p>It was really good to see strong foundations of Phonics being taught - learning letter sounds and graphemes - and also how students who had clearly struggled with words and reading in the past were engaged with their learning. This focus on phonics clearly helped with student confidence and the ability to recognise words in different contexts.</p> <p>Having focused on the foundation of phonics students were then encouraged to Identify words they were unsure of and practice these until they became secure in their knowledge and developed their vocabulary. I could see this created a good foundation for later comprehension work.</p> <p>The comprehension work I saw was presented both as a written piece of work and, in another class, as a visual presentation from which students could learn to ask questions of the piece, understand what they were reading and seeing, and find answers to questions asked.</p>	

Positive comments about the focus

I was impressed with the engagement from the students and the ownership they clearly had over their own learning. They were both listening to the teachers and, when asked, willing to show others what they had learnt.

The teachers showed an understanding of where the students were in their learning and were able to engage them on different levels while still involving the whole class in the activity. There was clearly an excitement to have learnt new skills, especially in the phonics classes, and real encouragement from the teachers.

As always the staff were attentive to questions that students asked and able to bring the conversation around to then ask questions of the students themselves to help them with their learning rather than providing the answer for them.

Aspects I would like clarified/questions I have

I have no further questions at this time

Ideas for future visits

It would be good to see the resources that there are for developing reading and creating a love of reading. It would be great to look at the library and understand more about how this is used by the students, as well as looking at some different classes to see how basic skills helps with confidence in other subjects.

Any other comments

I continue to be impressed with the commitment and dedication of the staff. It was great to see their desire to help the students progress and also the engagement from the students, and their joy at finding they had learnt new skills.

It was helpful to see the reading curriculum in practice and observe the reality that "every student can learn to read with the right teaching support".

Signed (committee member): Kate Lees

Signed (link staff member): Martin Gerrard-Croxon