



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 3 December 2024

To be held at 6.00pm

Via Teams

Membership:

Pri Pinnaduwa (Chair); Sue Raven (Principal); Richenda Jaggard; Alison Jones; Kate Lees; Stuart Taylor, Richard Watson.

In attendance: Jo Myhill-Johnson; Chris Cassidy (Vice Principal).

Clerk: Melanie Basson.

Minute Reference	Summary of action required	Responsible	Status
25.06.24	Light touch template to be shared with the committee	CC	31 October 2024
01.10.24 Item 1	Complete annual safeguarding training through The National College	AJ	31 October 2024
01.10.24 Item 4	Publish TCS LGC statutory information	Clerk/RJ	Complete
01.10.24 Item 8	Complete training, read assigned literature and return Self declaration forms to Clerk	AJ/RW	31 October 2024
01.10.24 Item 11	Electronically ratify TCS Attendance policy 2024-25	All	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies <ul style="list-style-type: none"> • Welcome RJ • AD resignation • Apologies PP 	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 1 October 2024	Papers attached (pp3-6) - Chair
4	40 mins	Principals Update and questions	Papers attached (pp7-53) - Principal
5	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting 28 January 2025	Oral item - Chair
6	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 1 October 2024
at The Centre School
MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal); Kate Lees; Stuart Taylor; Richard Watson.		
In Attendance:	Melanie Basson (Clerk); Chris Cassidy (TCS Vice Principal); Richenda Jaggard		
Minute Reference	Summary of action required	Responsible	Status
25.06.24	Light touch template to be shared with the committee	CC	31 October 2024
25.06.24 Item 10	Pass on thanks to JD for valued membership of TCS LGC	Clerk	Complete
25.06.24 Item 10	Link Leads to define roles of monitoring TCS objectives	All	Complete
01.10.24 Item 1	Complete annual safeguarding training through The National College	AJ and AD	31 October 2024
01.10.24 Item 4	Publish TCS LGC statutory information	Clerk/RJ	10 October 2024
01.10.24 Item 8	Complete training, read assigned literature and return Self declaration forms to Clerk	All	31 October 2024
01.10.24 Item 11	Electronically ratify TCS Attendance policy 2024-25	All	31 October 2024

1) Safeguarding training

Annabel Croxon, TCS DSL presented annual safeguarding training to Pri Pinnaduwa, Kate Lees and Richard Watson.

The Clerk was asked to remind governors not present, Dr Jones and Mr Davies, to complete the Safeguarding and Child Protection 2024-25 module through The National College.

2) Election of Chair

Pri Pinnaduwa was re-elected as Chair to TCS LGC without objection.

3) Introductions and apologies

The meeting started at 6.00pm.

The committee accepted apologies for absence from Alison Jones, Alex Davies and Jo Myhill-Johnson.

Richenda Jaggard, TCS English and Basic Skills Teacher was attendance with a view to becoming a staff LGC member.

4) Annual Self Declarations of pecuniary interests and declarations of interest

Annual self-declarations of pecuniary interests were updated. **Action: Clerk to publish current Statutory information.**

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 25 June 2024 were approved on 24 September 2024 and adopted as a fair and accurate record of the meeting.

Matters arising.

The committee assigned LGC Link Lead roles for this academic year -

- Safeguarding - Kate Lees.
- Skills Builder - Richard Watson.
- Careers - Pri Pinnaduwa.
- Vocational pathway - Alison Jones.
- Pathfinder and Gold Award - Alex Davies.

Governors were invited to undertake autumn LGC Link Lead School visits, after October 2024 half term.

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
- Teaching and Learning
- Behaviour and Culture
- Attendance, incl updated attendance action plan
- AIP 2024-25
- SEF 2024-25
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community

The Principal expanded on their report:

Safeguarding

When asked whether self-harm training for staff was initiated in response to particular concerns at TCS, the Principal reassured the committee there is no particular concern currently at TCS. The training is seen as a pro-active approach in recognising and tackling issues around self-harm.

Staffing

The committee acknowledge the appointments of two Assistant Principals.

Curriculum

When asked about Science curriculum resources, Mr Cassidy stated TCS aspires to offer practical learning opportunities through science activities. This requires designated on site facilities and resources which TCS do not currently have. TCS has made structural changes to providing a coherent sequenced curriculum, with ongoing quality assurance. When asked how TCS communicate Science provision requirements to the trust, the Principal explained this was reported through Regional Director and CEO visits.

The committee recognised TCS needs a relatively small amount of investment to make a big difference to TCS student experience.

Behaviour and Culture

When asked whether the highest number of behaviour incidents was the Year 8 cohort was significant, the Principal explained the cohort is a larger year group and therefore TCS expect to see more incidents as there are more students.

When asked in reference to page 14, whether behaviour incidents could be attributed to one particular student, the Principal recognised the behaviour data presented was not presented in a way to determine this. And reassured the committee TCS are aware of the support required for individual students and continue to work with them to improve their behaviour.

When asked about the incident involving a knife whether TCS are considering making changes to current processes in response to this, the Principal confirmed no changes to policy or procedure is required.

When asked how TCS appropriately pitch learning to varying academic abilities of students, the Principal acknowledged students are taught in mixed ability groups, but work at different levels.

Attendance

The committee noted this academic year's attendance for TCS students to the end of the academic year to date, overall was 77.8%.

When asked whether TCS accepts the expectation for attendance is below 80%, Mr Cassidy explained TCS continue to work with families to improve student attendance. The committee acknowledged TCS attendance data includes students who have been placed on TCS roll but have never attended.

Scholar attendance plans were shared with the committee in advance of the meeting and strategies were recognised.

When asked how students are settling into the new academic year, the Principal explained overall Year 7 has had a good start, with one of two students presenting more challenge. A few new students in higher Year groups are struggling to fit in, but this is typical of the start to a new term.

When asked whether TCS is full to capacity, the Principal confirmed TCS is full and staff sickness is causing some short staffing issues.

The committee recognised TCS is at full capacity and has support from the trust.

Principal was thanked for their report.

7) Confirmation of LGC meeting dates 2024-25

- 1 October 2024
- 3 December 2024 - online - KL to Chair
- 28 January 2025 - online
- 25 March 2025
- 24 June 2025

8) LGC member training

Governors were asked to:

- Read Keeping Children Safe in Education (Part B)
- Read Astrea Child Protection and Safeguarding policy 2024-25
- Complete National College Cyber Security training module
- Confirm completion and return Declaration to the Clerk no later than 31 October 2024.

9) Risk

No new risks were identified by the committee.

The committee acknowledged the effect on staff wellbeing with TCS high student numbers and one vacant staff post. However, recognised the likelihood of staff wellbeing being negatively impacted would reduce once the post is recruited to.

10) Future agenda items and confirmation of forthcoming dates

The committee acknowledged the date of the next TCS LGC meeting is scheduled to take place on **3 December 2024**. The Chair gave apologies for this meeting and Kate Lees agreed to Chair the meeting.

11) Any other business

The Chair informed the committee that Martin Croxon has resigned from the LGC. The committee acknowledged that Martin will be missed and has been a valuable member of the LGC. The Clerk has passed on thanks to Martin on behalf of the LGC.

The committee sought to appoint governors to replace retiring members. The Principal has highlighted a potential parent governor. Richenda Jaggard was present as a potential new staff governor.

Mr Cassidy presented TCS Attendance policy to be ratified electronically, the Clerk was asked to arrange this.

The committee expressed thanks to Peter Burrows - Cambs Trustee Board member who visited TCS, where he met with the Principal, Chair and Mr Cassidy. Salient points included the need for investment into TCS Science facilities and IT equipment.

The meeting closed at 7.40 pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 11 November 2024



Principal's Report
Autumn Term Two
2024-2025

The Centre School
Sue Raven
Contents

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Safeguarding

Introduction and contextual information about the school:

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

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Designated Teacher for LAC training completed 16.9.24	Visitors Acceptable Use Policy to be added to visitor information (awaiting final version in conjunction with CVC) Still waiting confirmation of training date for self harm training for staff. DSL has chased via email for response.	
Trends in School	Child on Child Abuse – physical abuse	School to continue to monitor trend, incidents have been related to different students, rather than repeated incidents with same students. TCS has followed up with students and parents/carers following incidents, use of suspension and reintegration meetings to allow students opportunity to reflect on behaviour.	
Update on significant cases (anonymised)			
Summary of referrals made	1 Early help referral (YP risky behaviours, community issues) 1 Younited (mental health support) 1 Embrace (mental health support)		
Ofsted Qualifying Complaints	0		

Welfare Profile:

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

Children at risk and children in need:	Current	Previous Report (Start of Year-September 2024)	This time last year (end of autumn term one)
Number and % of PP	83	76	76
Number and % of LAC	2	2	1

Number and % of young carers	2	2	2
Number and % of scholars privately fostered	0	0	0
Number and % of scholars with CP plan	4	5	2
Number and % of CIN	5	5	2
Referrals made for early help	1	1	3
Family support assessments conducted	n/a	n/a	n/a
Proportion meeting threshold	n/a	n/a	n/a
CP meetings attended	9	9	2
Number and % of scholars with an EHCP	136	134	129
Number and % of scholars with serious medical conditions	0	0	0
Number and % of scholars receiving external support: CAMHS	3	4	4
Number and % of scholars receiving external support: behaviour support	0	0	0
Number and % of scholars receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

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. (Include start of year training)

Type of training	Date	Number of Attendees	Provider
Astrea Safeguarding Refresher	3.9.24	All staff	Astrea (delivered by DSL)
Advanced Annual DSL Training	10.9.24	1 (DSL)	Astrea Safeguarding Team
Advanced annual Certificate in safeguarding for Designated Leads	18.10.24	1 (DDSL)	National College

Bullying (end of year comparisons):

Aspect	2022-23	2023-24	2024-2025 YTD
All Bullying Incidents	10	16	7
Racist Incidents	3	14	2
Cyber Bullying	3	2	1
Homophobic Bullying	1	1	0
Transphobic Bullying	0	0	0

Analysis and Next Steps

Bullying behaviour will continue to be explored in student voice sessions with DSL.
Healthy/ respectful relationships is covered frequently in the PHSE curriculum and in informal conversations between staff and students.
All incidents of bullying behaviour are followed up with students and parents.

Sexual Harassment:

	Number of Incidents						
	22/23 Term 1	23/24 Term 1	24/25 Term 1	22/23 Term 2	23/24 Term 2	22/23 Term 3	23/24 Term 3
Verbal Sexual Harassment	0	6	0	0	0	0	0
Physical Sexual Harassment	3	1	1	1	1	0	1
Sexual Violence			0				
TOTAL	3	7	1	1	1	0	0

Analysis and Next Steps

Incidents are followed up with students and parents
 Understanding of sexual harassment is being gathered with all year groups via Student voice; students are able to demonstrate understanding of sexual harassment and that it is not appropriate behaviour.
 'Healthy Relationships' is included in the PSHE curriculum for all years.

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent:

	Number of Teaching Staff	% of Teaching Staff
SLT	4	11.43
UPS	3	8.57
MPS	4	11.43
ECTS	0	0
ITTs	0	0
UQTS (not part of ITT)	24	68.57

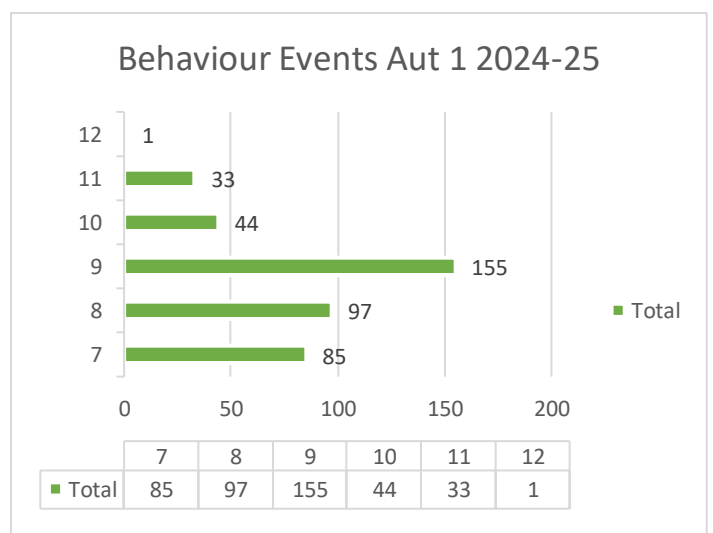
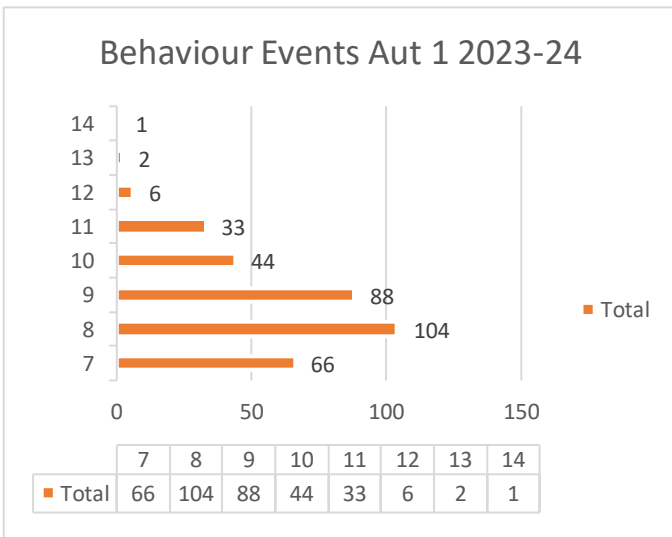
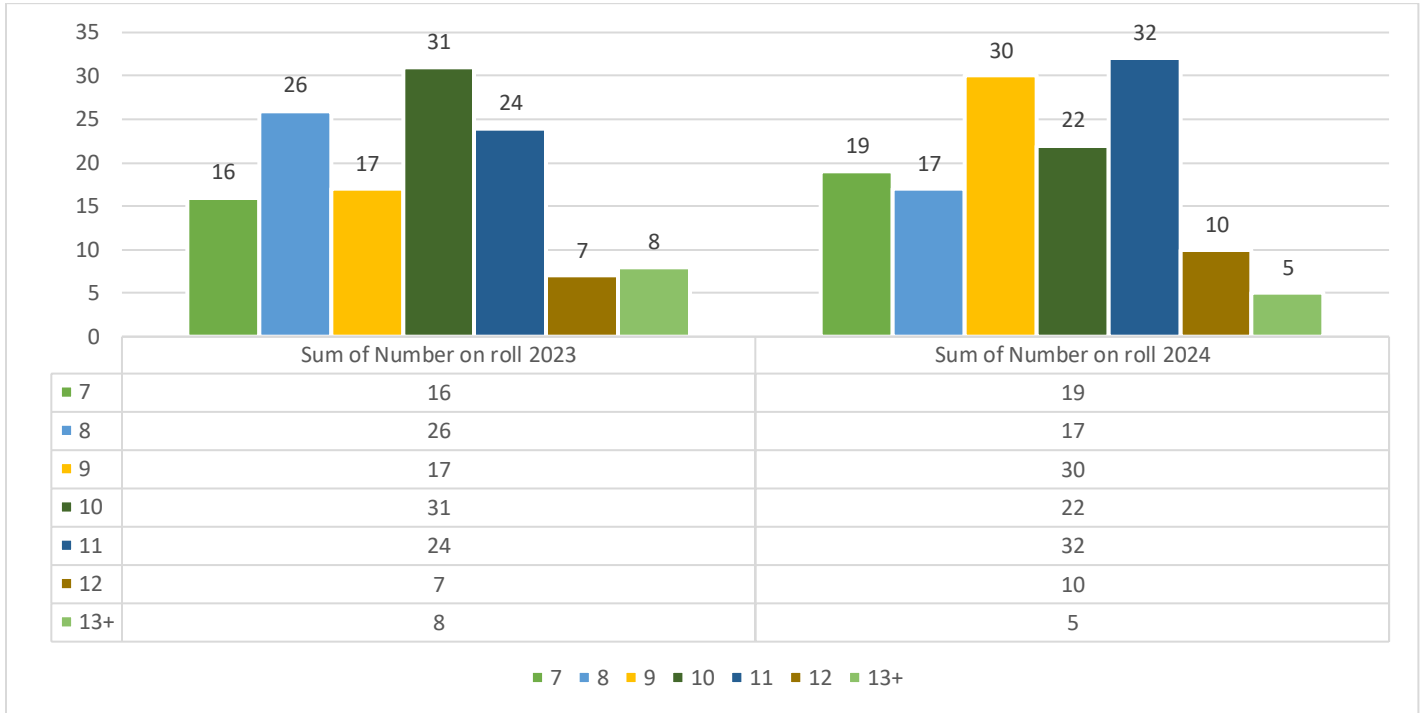
Next Steps:

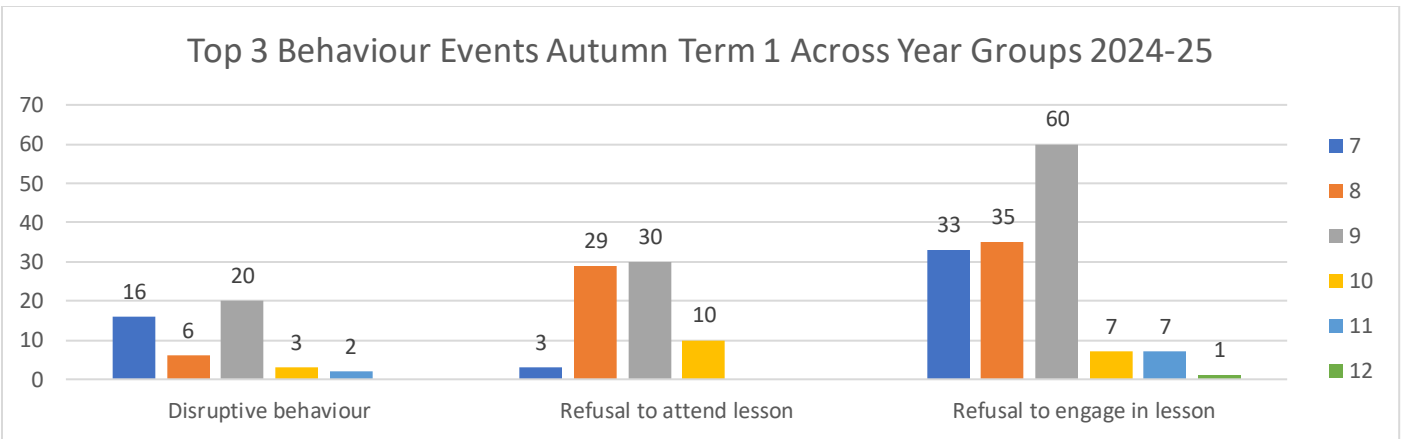
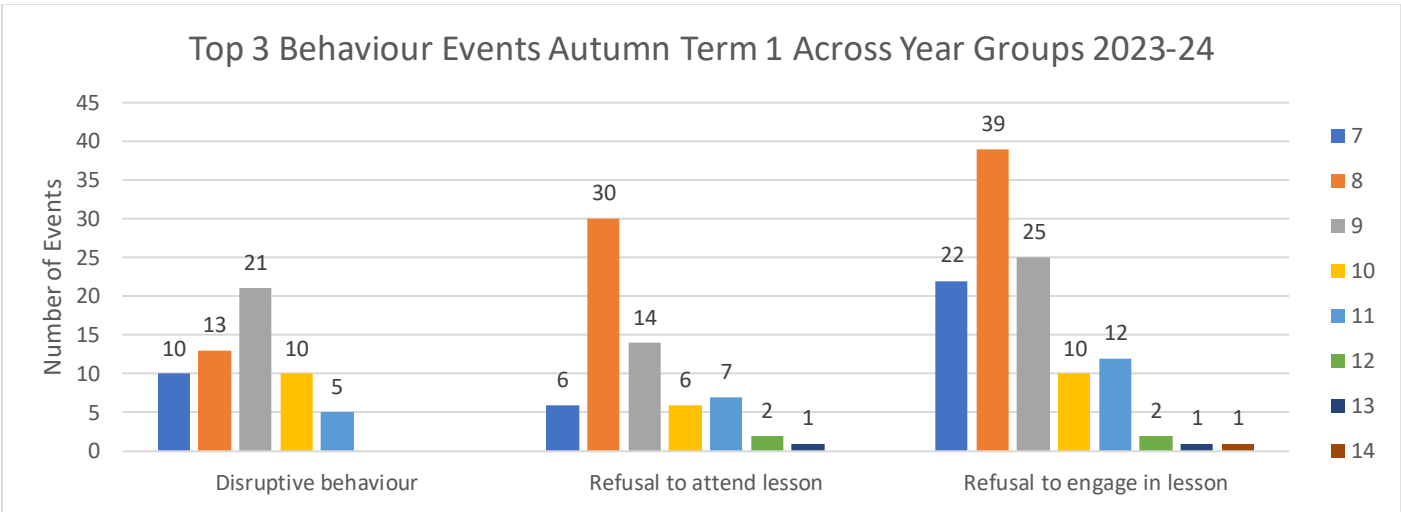
As identified in the Ofsted report and the AIP, our focus will be on Science and Humanities. There has been a considerable amount of work that has already happened in science and the team have got off to an excellent start. Humanities will be a focus going forward.

See Appendix 1 and 2

Behaviour and Culture

Behaviour Data:





- Year 7 - 60% of the events are by 4 students:**
- Year 8 - 77% of these events are by 5 students:**
- Year 9 - 64% of events are by 6 students.**
- Year 10 - 43% of these events are by 2 students.**
- Year 11 - 33% of these events are by 1 student.**

Suspensions:

Please provide an overview in the table below of suspensions for the **YTD-end of autumn term one.**

	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	39	30	39	8	9	12	8	1	0	0
Number of Students	24	18	24	4	6	7	6	1	0	0
% Of Cohort	17.78%	21.69%	17.78%	21.05%	35.29%	23.33%	27.27%	3.13%	0%	0%
Total Days	70	55	70	13	20	23	14	1	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

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

2023-2024	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%	0%	0%
Total Days	20	15	20	3	2	10	1	4	0	0

Suspension analysis and commentary:

We had several new students start in September in different year groups, and this caused an unsettled start for many students. Suspensions are higher this year - we are working tirelessly to reduce this; however, it is imperative we maintain standards within the school.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of autumn term one
Whole School		81.0%	81.2%
Individual Student		-	-
Pupil Premium		79.0%	81.5%
SEND		81.0%	81.2%
Maximum % of scholars who are PA:		41.2%	51.1%
% of PP scholars who are PA:		42.3%	51.8%
% of SEND scholars who are PA:		41.2%	51.1%

Please also provide details of:

- the attendance for scholars at AP = 59.7% (Raw figure)
- the number of scholars moving off roll to EHE = 0

New starters - challenging transitions, being out of education for long periods of time

Attendance for Year 11: Class of 2025

	Key Attendance Target	This time last year	Year to date: End of Autumn term one
Whole School		62.8%	75.7%
Individual Scholars		-	-
Pupil Premium		58.7%	73.7%
SEND		62.8%	75.7%
Maximum % of scholars who are PA:		70.8%	62.5%
% of PP scholars who are PA:		72.7%	69.6%

% of SEND scholars who are PA:		70.8%	62.5%
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Insert any key points to note-e.g. attendance compared to last year's Year 11 cohort.

Improving in comparison to last year's, Year 11 cohort. Significant increase in attendance and decrease in PA percentages.

Attendance Next Steps:

Provide details below of your updated Attendance Action Plan. **Attach as Appendix 2**

Please include details of how you will have a rigorous focus on Year 11 attendance.

Progress towards Academy Improvement Plan for 2024-25

Academy Improvement Plan for 2024-25

Provide attach a copy of your reviewed **RAG'd** AIP for 2024-25 as **Appendix 4**

HR, Operations and Site Update

HR and Staffing Update

	Details
New Appointments for 1 st November 2024	0
New Appointments for January 2025	0
Leavers for 31 st October 2024	0
Leavers for 31 st December 2024	0
Current vacancies not filled	None

NOR Update

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
October Census 2024	20	16	30	22	32	10	5	135
Start of term- September 2024	18	16	31	22	32	10	5	134
July 2024	18	31	21	32	23	6	8	139
January 2024	17	27	21	32	24	6	8	135
October 2023 Census	16	26	17	31	24	7	8	129

4 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 2022 Census	19	12	27	21	15	14	11	119
1 st September 22	2	12	22	19	14	13	11	93
October 2021 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 2023	0	0	1	1	0	1	0	3
Leavers in spring term 2024	0	0	1	0	2	0	0	3
Leavers in summer term to date 2024	0	0	0	0	0	0	0	0
Total number of Leavers 2023-24	0	0	2	1	2	1	0	6
Leavers in autumn term 1 2024	0	0	1	0	0	0	0	1
Joiners in autumn term 2023	1	4	0	2	0	0	0	7
Joiners in spring term 2024	1	1	3	0	0	0	0	5
Joiners in summer term 2024	1	3	1	1	0	0	0	6
Total number of Joiners end of year 2023-24	3	8	4	3	0	0	0	18
Joiners in autumn term 1 2024	2	0	0	0	0	0	0	2

Elective Home Education:

(Definition – those who remain off role at the start of 2024/25)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Total EHE 2021-22								
Total EHE 2022-23	0	1	0	0	0	0	0	1
EHE Autumn term 2023	0	0	0	0	0	0	0	0
Total EHE 2023-24	0	0	0	0	0	0	0	0
EHE Autumn term 2024								0

	2022-23		2023-24		2024-25 YTD	
	Number	% of cohort	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	1	0.76	0		0	
Of which did not join the academy at the start of Year 7	0	0	0		0	

Regional Director Formal Visit Actions (HT1)

Share the key actions from the most recent RD formal visit, including what steps have already been taken to address these and what are planned for the next half term.

Overall Summary of Visit: Areas of Focus

Area of Focus:	STRENGTHS	AFI
The Science Curriculum	<ul style="list-style-type: none"> Leaders have started to develop a science curriculum which identifies the core knowledge that students should learn. There is some sense of sequencing to the curriculum. Students are engaged in lessons. Some strategies are used effectively to recall knowledge in lessons. 	<ul style="list-style-type: none"> The development and implementation of the new science curriculum has not yet been completed and so it is difficult to see its impact so far. Robust Quality assurance processes need to be developed and implemented by leaders. SC to conduct a review of the new curriculum and to work with CC on its further development. Leaders need to consider more how to fill gaps in students' knowledge.

Area of Focus:	STRENGTHS	AFI
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<p>Year 7 Onboarding</p>	<ul style="list-style-type: none"> • Students feel safe and they feel well supported. • They enjoy the curriculum they have at TCS. • Students feel that the visits they had in the summer term when they were the only students on site were helpful to settle into school. • Students are engaged in their lessons and tutorials. • Pupils are evaluated in each lesson against the core expectations to be engaged, to be resilient and to build positive relationships. Pupils understand this and engage with the rewards system well. 	<ul style="list-style-type: none"> • Social times and organisation. SLT need to consider how to improve this time further for younger pupils so they all feel safe at these times. SLT to consider strategies discussed and plan how to improve the experience. • Some lessons require more pace to ensure the main learning is the key priority.
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Recent subject meetings have focused on moderation of folders of work and other evidence of student progress. Subject areas have developed work sampling documentation and used this to monitor work produced. Visits to lessons have shown good engagement and prompt action has been taken when a change of activity is needed.

EHCPs identify the provision needed to meet outcomes, and staff use this to ensure learning is appropriate e.g., for the majority of students, text is not always appropriate, but visual learning and other media formats are identified as a key learning intervention.

C21 is now being used as an area for vulnerable students before school, as well as during break and lunch times. This is going really well and has alleviated some of the pressure. SLT have worked hard to improve the standard of behaviour in the Atrium throughout the morning.

Any Other Academy Matters

We have had 2 residential trips this term: Brenscombe and Grafham. See below!

Grafham 2024

In late October we took 12 of our students to Grafham Water for a OAA residential trip for 3 days. For many of the students it was a first trip away with The Centre School which may have been a daunting prospect for them but I'm please to say they were all brilliant! The students took part in various activities such as cycling, sailing, kayaking and paddleboarding. The activities were designed to help the students create new relationships and take them outside their comfort zones. All the students did really well and thoroughly enjoyed the trip!



Brenscombe Residential - October 2024

After the success of the March residential, we decided to take a second group of mostly young students who had not experienced a week - long residential before. This decision has allowed a total of 20 new and continuing students to enjoy the facilities and fun at the Brenscombe Outdoor Centre in Dorset.

October's group of 10 was made up of 1 year 7, 5 year 8's, 1 year 9, and 3 older students to help things run smoothly.



Students sorted their own groups for sharing rooms and helped each other with making beds up and mastering the art of filling duvets and pillowcases. Once again, the weather was kind enough for us to manage all our activities and the students enjoyed them all. Staff were impressed with the resilience and tenacity of the students worried about their perceived fear of height. A special mention regarding our older students who were great at encouraging the younger ones to have a try as they 'may regret not taking this opportunity'.



Evening phone calls home ensured that parents and carers were briefed regularly about the adventures and successes of each day. Parental feedback from our on-line social media channels has been excellent.



Appendix 1 - Training Day and Tuesday Meeting Schedules



Tuesday Training Schedule, Autumn 2

All sessions begin at 2.50pm

Session	Date	Intent/theme	AIP Link
TD	4/11	#Curriculum Development Co-planning for Autumn 2 (priorities, expectations, sequencing, resources) #Teaching Development (Quality Assurance) Work sampling (with actions) #Curriculum Development (Skills, Recognition, Reward) Pathfinder Award Development (for launch, Jan 2025)	
1	5/11	#Safeguarding Training: Updates, Contextual Safeguarding National College Training Requirements	
2	12/11	#Bromcom Training: Recording Behaviour Events – simplified format and different approaches – including use of register and App (and Bromcom v CPOMS and Follow-Up Actions)	
3	19/11	#Skills Builder Review Review of activities to date, planning for future (current focus: Teamwork, next term focus: Staying Positive). #Curriculum Development: Festival Friday (RE) Co-planning – Ethiopia	
4	26/11	#Teaching Development (Quality Assurance): Work Sampling (review of previous actions, new actions) Including off-site folders. #Line Management Meetings Review of previous development actions, new actions.	
5	3/12	#SEMH Training: De-escalation (inside and outside of the classroom)	
TD	6/12	#Safeguarding Positive Handling Training. All day for selected staff (TBC). #Teaching Development How we Teach at TCS Revisiting key strategies – carousel, Pick x2, 30-minute sessions. The start of lessons, Recall & retrieval , Modelling (Exemplar, I do/we do/you do), Guided Practice (scaffolding), BASICS - Leading literacy (reading, spelling) Supporting in lessons – engaging students. #Teaching Development, Report Writing and Building Positive Relationships with Families #Curriculum Development Preparing to Launch the Pathfinder Award (in January 2025)	
6	10/12	#Skills Builder Planning Planning for next term, Focus: Staying Positive	
7	17/12	Final Update to End of Term Reports	

TCS Training Days Programme V2.0

Theme: Curriculum Development

Monday 4 November 2024



Programme				
Event	Start time	Session	Venue	Lead/ Audience
1	From 8.45am	Welcome back breakfast Coffee & eats	The Centre	Nat Hawketts/ All staff
2	9.05am 15 minutes	Principal's Message What to expect: <ul style="list-style-type: none"> Welcome back Priorities/challenges for Autumn 2 	Tony Cooper	Sue Raven, Chris Cassidy/ All staff
3	9.15am 165 minutes	Curriculum Planning: Subject Teams What to expect: <ul style="list-style-type: none"> Co-planning for Autumn 2. Teaching priorities, teaching expectations, sequencing/scheduling and resources. Quality Assurance. Work (folder) sampling – actions identified (next work sampling activity will take place on 19 November). 	Various Including Farm Vocational	Nominated Subject Leads/ All Teaching and teaching support staff Colleagues will be allocated to subject teams in advance of 4 November.
4	12.00pm 45 minutes	Lunch	The Centre	Veronica/Nat All staff
5	12.45pm 30 minutes	Curriculum Development: Skills, Recognition & Reward (Pathfinder Award) What to expect: <ul style="list-style-type: none"> Update on development of Pathfinder Award (to launch January 2025 with all students). Review/ownership of Pathfinder milestones. Summer 2025 leavers (key dates, milestones). 	Tony Cooper	Chris Cassidy/ All Teaching and teaching support staff
6	1.15pm 75 minutes	Planning: House Teams What to expect: <ul style="list-style-type: none"> Planning for extended House Time on Tue 5 November and work on Records of achievement. From 1.45pm (in House groups) – Skills Builder Activity/Skills Passport (3 of 5) planning. Acceptable Use Policies (and associated messages) to go out on Tuesday 12 November – House Teams should plan accordingly. 	House Base From 1.45pm, House Skills Builder planning groups: 1. Purple/Orange/Blue 2. Ivory/Pink 3. Green/Red/Bronze	Chris Cassidy/ House Heads
7	2.30pm 30 minutes	Training: National College Courses What to expect: <ul style="list-style-type: none"> Time for colleagues to undertake any outstanding training from their national College Watch Lists. 	Various Laptops can be collected from The Centre/PCs available on Atrium Balcony & The Centre	All Teaching and teaching support staff (except from House Heads)

Appendix 2 - Sample (English) Department Meetings



English Meeting Schedule Autumn 2

All sessions begin at 3pm

Meeting	Date	Intent / Theme
1	18/9/2024	<ul style="list-style-type: none"> • Groupings - any changes needed/what's working well • Students - concerns/support/reading ages • Worksheets - WWW, EBI • Mapping for the year
2	2/10/2024	Cancelled
3	9/10/2024	<ul style="list-style-type: none"> • English syllabus mapping • Criteria - sheets for folders English folder • Sharon room for teaching English - • Registering students for F/S • Assign bungalow students / Mariah to teaching staff
4	4/11/2024 <ul style="list-style-type: none"> • Training Day • English Curriculum Planning 	<p>#Teaching Development (Quality Assurance)</p> <ul style="list-style-type: none"> • Work Sampling: <p>English teachers of Year 7/8 to bring 1 folder of a new year 7 starter (Sept 24) and one folder of a year 8 student (Sept 23) or student who has been on roll the longest</p> <p>English Teachers of Year 9+ To bring 1 folder of new Sept 24 starter / new starter who has completed at least 1 unit of work. 1 folder from longest serving on roll student.</p> <p>Review: Cover Sheet for: Spiderwick and Remember the Titans Cover Sheet to be renamed: Unit Overview Unit Overview: Provide a concise summary of the unit's theme, learning objectives, and the scope of content to be covered. Does Unit run until end of the half term? plan for if it doesn't -Extension</p> <p>Review: English - Books Document, to be transferred to English curriculum</p>
5	13/11/24	<ul style="list-style-type: none"> • English Syllabus Mapping : Plan up to summer term. • Review English Book list • Offsite students - entering for English Functional Skills • Review XL Document for Functional Skills entries: input data and review formatting. • JMJ visit scheduled for 2/12/24 - Walk round
6	20/11/2024	<p>#Teaching Development (Quality Assurance)</p> <p>Review of work completed so far from Spiderwick and Remember the Titans.</p> <ul style="list-style-type: none"> • Work Sampling: • Teaching staff to bring 1 students' folder from each teaching group. • Review and Reflection: Student engagement and work completed so far, Review Units Overview against work produced. <ul style="list-style-type: none"> ○ How you show differentiation between the three groups

Appendix 3 - Attendance Improvement Plan



ASTREA ACADEMY TRUST
ACADEMY IMPROVEMENT PLAN: IMPROVING ATTENDANCE 2024-25
 The Centre School



Headline Objectives: Increase Overall Attendance to >85%, Reduce Persistent Absence to <40%.

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

Establishing Daily Habits	Boosting House Team Impact	Tracking & Strategic Intervention	Working with Partners	Reward & Recognition
<p>DH1 Embed new attendance coding for Sep 2024, ensuring appropriate training and monitoring.</p>	<p>HT1 Implement new 'agenda' for House Teams with a focus on engaging with families to address emerging/lower-level attendance issues ('early help')</p>	<p>TS1 Update 'staged response to absence' documents to better reflect our 'support first' approach, recognition of (probable) previous challenges (in previous setting) and new WTTISA (Sep 2024) expectations (Attendance Contracts, Notice to Improve).</p>	<p>WP1 Upgrade the Attendance Page on the school website to reflect new WTTISA (Sep 2024) expectations, recognise (probable) previous challenges, and to signpost a greater range of support. This information should also appear in a new TCS handbook (for families).</p>	<p>RR1 Introduce a recognition letter from House Teams to reflect excellent attendance and improving attendance.</p>
<p>DH2 Develop 'zoning' strategy to support student 'assuredness' during break and lunch (quiet zones, restricted zone).</p>	<p>HT2 Introduce half-termly House Leaders strategic review of 'best practice' and improvement commitments (reflecting on guidance/resources shared at Trust Partnership Meetings).</p>	<p>TS2 Adapt the curriculum post-Easter to create 'destinations' pathways, with purposeful bespoke programmes to support transition/access to employment, college and sixth form.</p>	<p>WP2 Improve parental engagement via key periodic publications - introduce a regular Attendance Page in the termly newsletter and enhance attendance reporting in mid-year and end-of-year student reports.</p>	<p>RR2 Establish 100Club prize draw, recognising students with 100% attendance over 5 days (Mon to Fri).</p>
<p>DH3 Ensure that Social Workers and Youth Justice Workers are routinely informed of unauthorised absences.</p>			<p>WP3 Enhance support for SPA cases by establishing a regular 'business meeting' with LA SEND Casework Officer and increasing our capacity to submit Early Help Referrals.</p> <p>WP4 Establish a protocol (with the LA) for Notice to Improve/Fixed Penalty Notices.</p>	<p>RR3 Ensure that all House Teams are regularly participating in attendance-based competitions (e.g. 'Triple Threat').</p>



OBJECTIVE	ACTIONS / HOW?	RAG	BY WHEN	LED BY
DH1	1.1 Sharing resources from LY (Partnership Meet)	G	July 24	CC
	1.2 Training disseminated to KK (Attendance Administration)	G	Sep 24	HD
	1.3 QA checks on accurate use of Attendance Codes	G	Monthly	HD
DH2	2.1 Establish breakfast club from 8.30am (for most vulnerable learners)	G	Sep 24	CC
	2.2 Establishing Dining Zones at lunchtime	G	Sep 24	CC
	2.3 Remind/re-train early leavers re: lunchtime dining arrangements (food out!)	G	Sep 24	CC
	2.4 Establish 'The Centre' as an annex for disruptive diners (with food allocation to The Centre)	G	Sep 24	CC
	2.5 Improve transition to EC through improved staff supervision	G	Sep 24	CC/ST
DH3	3.1 Ensure that contacts for external partners (social workers, youth justice workers) are added to BASI notes	A	Sep 24	CC/AGC
	3.2 Ensure that notification of unauthorised absences is an action from BASI meetings	R	Sep 24	CC/AGC

OBJECTIVE	ACTIONS / HOW?	RAG	BY WHEN	LED BY
HT1	1.1 Establish new meeting schedule for Heads of House (three weekly)	G	Sep 24	CC
	1.2 Establish new recording/tracking procedure for House led (early help) attendance interventions (via MS Forms)		Oct 24	CC/HD
	1.3 Establish half-termly review of House action/impact (with feedback and actions)		Oct 24	CC/SRA
HT2	2.1 post-half-termly review(s), conduct a dedicated Head of House meeting where best practice is shared and rehearsed (introducing ideas/resources from Trust Partnership Meetings).	A	Nov 24	CC/SRA
	2.2 Visit a 'like' SEMH provision to compare and contrast approaches (and inform best practice dissemination)	A	Nov 24	CC/LY



WP3	<p>3.1 Establish a regular 'business meeting' with the SAT Caseworker to coordinate targeted support and challenge for PA/SPA students. Due to significant re-structuring at the LA, this is unlikely to be achieved before October half-term (we anticipate the appointment of a new Caseworker).</p> <p>3.2 Ensure a second member of staff is trained to submit Early Help Referrals (Liquid Logic) to support attendance-based referrals.</p>	A	Sep 24	CC/SRA
WP4	<p>4.1 To work with our new SAT Caseworker and the LA Attendance team to establish a procedure for Notice to Improve/Fixed Penalty Notices.</p>	A	Nov 24 Oct 24	AGC CC/SRA

Reward & Recognition				
OBJECTIVE	ACTIONS / HOW?	RAG	BY WHEN	LED BY
RR1	<p>1.1 Update recognition letter from House Teams (for excellent and for improving attendance)</p> <p>1.2 Use House Team recording/tracking (MS Form) to prompt creation and sending of recognition letters.</p> <p>1.3 Ensure that there is an Attendance component to the Pathfinder and Gold Awards as they are redeveloped during the Autumn term</p>	A	Sep 24 Oct 24	HD HD
RR2	<p>2.1 Establish 'Centre TV' to celebrate student achievements (to be shared/projected on a Monday lunchtime during Dining Time).</p> <p>2.2 Incorporate Attendance messaging and 100 Club prize draw into 'Centre TV'.</p>	A	Dec 24 Dec 24	ST CC
RR3	<p>3.1 Survey House Teams on current competition/communal activity related to excellent attendance.</p> <p>3.2 Conduct student voice on the impact of House competition.</p> <p>3.2 Share 'best practice' and support and resource the most impactful approaches so that all students have the opportunity to benefit.</p>	A	Nov 24 Dec 24 Jan 25	CC CC CC



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

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	TCS VOCATIONAL PATHWAY (including post-16)
<p>QE1 (Ofsted AFI) Enhance the design of the Extended Curriculum to support the progression of students towards key personal development outcomes and essential skills.</p> <p>To include the pilot of the Pathfinder Award at Key Stage 3 (Year 7 & 8) – based on the graduated development of key character attributes and essential skills.</p> <p>QE2 (Ofsted AFI) Curriculum Development – defining what all students should learn - precise, graduated knowledge progression: Humanities</p>	<p>BA1 Improve student attendance, reducing persistent absence, by developing the role of House Teams</p> <p>BA2 Continue to develop an effective range of interventions in support of students at risk of multiple suspensions</p>	<p>PD1 Further improve the TCS Careers Programme, including the introduction of Career Pathways from Year 10+</p> <p>PD2 Further Develop our work experience provision, including greater employer engagement and improved alignment with Career Pathways</p> <p>PD3 Improve the personal development provision for Alternative Provision students</p>	<p>LM1 Continue to develop our high-profile Safeguarding culture, including the evolution of student Risk Assessments</p> <p>LM2 Teaching Development: improve the effectiveness of low-stakes feedback and improvement activity, through targeted training and evaluation</p> <p>LM3 Improve the effectiveness of our Annual Review process, including the development of student voice and the use of Student Planning and Progress Documents</p> <p>LM4 Reduce staff workload and 'sludge' through more effective use of communication technology (primarily MS Teams)</p>	<p>SF1 Curriculum Development: Continue to develop our vocational/ preparing for adulthood' curriculum</p> <p>SF2 Increase the range of outcomes offered to enhance life chances for students.</p> <p>SF3 To review the TCS Gold Award so this it better acts as a detailed record of achievement.</p>
<p>QE3 (Ofsted AFI) Curriculum Development - defining what all students should learn - precise, graduated knowledge progression: Science</p> <p>QE4 Improve the graduated development of essential skills through introducing the TCS Skills Builder Curriculum (supported by the Skills Builder Accelerate Programme)</p>				

Review & Update Date:				
(RD & Principal)	AUTUMN HT1	AUTUMN HT2	SPRING HT1	SUMMER HT1
	AUTUMN HT1	AUTUMN HT2	SPRING HT2	SUMMER HT2



QUALITY OF EDUCATION					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
QE1	<p>1.1 Complete Staff Training on Pathfinder Award</p> <p>1.2 Undertake promotion campaign with students</p> <p>1.3 Launch Pathfinder Award in Week 6</p> <p>1.4 Evaluate impact using progress metrics, student voice and staff voice</p> <p>1.5 Update Pathfinder Award for implementation with Years 7 to 9 from September 2025 (launch July 2025)</p> <p>2.1 Prepare new Curriculum Map for Humanities (reflecting precise knowledge priorities, knowledge sequencing and intent principles)</p> <p>2.2 Prepare, implement and evaluate new assessment model (including 'baseline' knowledge checks)</p> <p>2.3 Adapt programmes of study</p> <p>2.4 Evaluate impact through formal review</p>	<p>Student accreditation – all students will have progressed re: Skills Builder metrics.</p> <p>Student voice – positive response re: engagement, resilience and positive relationships.</p> <p>Knowledge map produced – understood by all teaching staff</p> <p>Assessment Model produced – understood and implemented by all teaching staff</p> <p>Subject Review/lesson observations - Map/assessment approach impactful in teaching and learning</p>	<p>Dec 24</p> <p>Apr 25</p> <p>Oct 24</p> <p>Dec 24</p>	<p>ST</p> <p>LA</p> <p>CLM</p>	<p>CC</p> <p>SAR</p>
QE2					
QE3	<p>3.1 Prepare new Curriculum Map for Science (reflecting precise knowledge priorities, knowledge sequencing and intent principles)</p> <p>3.2 Prepare, implement and evaluate new assessment model (including 'baseline' knowledge checks)</p> <p>3.3 Adapt programmes of study</p> <p>3.4 Train new teaching staff to deliver new Curriculum expectations</p>	<p>Knowledge map produced – understood by all teaching staff</p> <p>Assessment Model produced – understood and implemented by all teaching staff</p>	<p>Oct 24</p> <p>Dec 24</p>	<p>CC</p>	<p>SAR</p>



QE4	<p>3.5 Evaluate impact through formal review</p> <p>4.1 Undertake Skills Builder training for all staff (with specialist training for BASICS teachers at two points throughout the year).</p> <p>4.2 Engage with external training from Skills Builder</p> <p>4.3 Use Skills Builder to establish a progression framework for Extended Curriculum</p> <p>4.4 Introduce Phase 1, Skills Builder curriculum (one lesson per fortnight, House Teams)</p> <p>4.5 Evaluate the impact of the Skills Builder through assessment metrics, student voice, staff voice and parent voice.</p> <p>4.6 Plan for Phase 2 of the Skills Builder curriculum (PSHE and subject based activities).</p>	<p>Subject Review/lesson observations - Map/assessment approach impactful in teaching and learning</p> <p>Student accreditation – all students will have progressed re: Skills Builder metrics.</p> <p>Student voice – positive response re: engagement, resilience and positive relationships.</p>	Dec 24 Apr 25	CC/ AP LA	SAR CC
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BEHAVIOUR AND ATTITUDES	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
BA1	<p>1.1 Embed new agenda for House Team attendance interventions</p> <p>1.2 Implement termly evaluation of House Team interventions, updating training schedule as appropriate</p> <p>1.3 Update our 'staged response to absence' documents to better reflect our 'support first' response and new DfE WTTISA expectations</p> <p>1.4 Update the attendance page on the school website to reflect updated to 'staged response'</p> <p>1.5 Boost recognition and reward for excellent attendance through House Team competitions and weekly 100Club.</p>	<p>Attendance figures – improved % attendance, improved PA%. Overall Attendance to > 85%, Reduce Persistent Absence to < 40%</p>		CC MGC HD	CC CC



BA2	<p>2.1 Establish weekly Behaviour Briefing to improve coordination of interventions and sharing/development of effective practice.</p> <p>2.2 Introduce 'student of the week' at House Meetings, ensuring that at least one student SPP is reviewed weekly.</p>	<p>Staff Voice – awareness and impact of SPP documents and the effectiveness of interventions.</p> <p>Staff Voice – positive reflections on the range of students supported.</p>	Oct 24	CC	SAR
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PERSONAL DEVELOPMENT	OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
PD1	<p>1.1 Increase and improve the PAL provision, with all students from Year 8+ benefitting from two PAL experiences between September and Easter (including a focus on promoting supported learning destinations).</p> <p>1.2 Work with Trust and LA support to establishing clear 'Pathways into employment' focussing on construction, motor vehicle and catering & hospitality in year one.</p> <p>1.3 Work with Form the Future to ensure that all students in Year 10+ receive Level 6 Careers guidance.</p> <p>1.4 Undertake termly student voice work with KS3 girls in preparation for adaptations to the Careers programme (from Sep 2025).</p>	<p>Audit – all students from Year 8+ (where appropriate) benefitting from two PAL experiences between September and Easter</p> <p>Audit – number of students aligning with 'pathways' into employment</p> <p>Student Voice – positive response to pathway participation and engagement</p>	<p>Apr 25</p> <p>Dec 25</p> <p>Apr 25</p>	CC	SAR	
PD2	<p>2.1 Establish additional staffing capacity to support the current Work Experience coordinator role (from within the current TCS leadership group).</p> <p>2.2 Continue to grow our network of partner employers (building on 2023-24 gains). Prioritise our 'employment pathways' construction, engineering (motor vehicle) and hospitality & catering.</p>	<p>Role established and fulfilled</p> <p>Audit - > 20% increase on available WE placements for Year 10+ students</p>	<p>Oct 24</p> <p>Apr 25</p>	SAR	Trust Review (Careers)	



	<p>2.3 Develop work experience teaching materials and parent communications to better reflect our three character attributes and the essential skills (Skills Builder)</p>	<p>Audit – new teaching materials being delivered as part of PSHE curriculum and regular WE component to TCS Parent Newsletter</p>	<p>Jan 25</p>	
<p>PD3</p>	<p>Student Voice – positive response re: engagement, resilience and positive relationships and Skills Builder progress (via teaching & WE)</p>	<p>Packs developed Training delivered Staff/student voice – demonstrable impact on targeted PD knowledge and understanding</p>	<p>Apr 25</p>	<p>CC SAR</p>
<p>3.1 Create resource packs for AP tutors to deliver a progressive and targeted PD curriculum to students educated off-site (with IAEPs) 3.2 Deliver training to AP tutors 3.3 Evaluate the impact of improvement through routine QA work</p>				

LEADERSHIP AND MANAGEMENT	OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
LM1	<p>1.1 Expand and deepen our use of MS Teams to improve information exchange. 1.2 Regularly allocate directed time to addressing outstanding CPOMS actions and National College training priorities. 1.3 Establish new approach to sharing medical information and personal Risk Assessment information (improving accessibility and the quality of guidance for staff)</p>	<p>Staff voice – improvement in reflections on quality of information sharing (with reference to specific examples of improvement and impact).</p>	<p>Jan 25 Apr 25</p>	<p>CC</p>	<p>SAR</p>	



		Audit (half-terminly) – no lag in CPOMS actions, no gaps in NC training	Each HT		
LM2	<p>2.1 Introduce targeted training courses (building on the 2023-24 pilot) – rationale, knowledge/schema, deliberate practice, evaluation.</p> <p>2.2 Support the development of excellent practice through regular lesson 'support walks'.</p> <p>2.3 Evaluate the impact of training through staff voice and subject based review of student work/progress.</p>	<p>Focussed support work for key staff (including subject changers)</p> <p>Staff voice (and review documentation) – positive impact of training opportunities.</p> <p>Evaluation – review of student work/progress in Science and Humanities.</p>	<p>Sep 24</p> <p>Jan 25</p> <p>Jan 25</p>	<p>ST LA SAR</p> <p>SAR</p>	<p>Trust Review</p> <p>SAR</p>
LM3	<p>3.1 Establish clear expectations and protocols for Annual Review, based on the organisational gains made in 2023-24 (including a new staffing structure).</p> <p>3.2 Agree and implement a new 'student voice' approach, supported by MS Forms</p> <p>3.3 Ensure that Annual Reviews of all likely 2025 leavers are completed before mid-October 2024.</p>	<p>Audit – Annual Review completion (for likely leavers) and commencement of LA consultation.</p> <p>Staff Voice – quality of Annual Reviews,</p>	<p>Oct 25</p>	<p>SAR</p>	<p>Trust Review (SEND)</p>
LM4	<p>4.1 Establish new protocols for the use of MS Teams to improve information sharing and reduce email traffic (staff workload)</p> <p>3.2 Establish new email protocols to reduce staff workload.</p>	<p>Staff voice – improvement in reflections on use of email and workload (with reference to 2023-24 staff survey)</p>	<p>Jan 25</p> <p>Apr 25</p>	<p>CC</p>	<p>SAR</p>

VOCATIONAL PATHWAY					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY



SF1	<p>1.1 Prepare new Curriculum Map for Sixth Form Vocational Programme (reflecting PFA priorities, knowledge sequencing and intent principles)</p> <p>1.2 Adapt programmes of study</p> <p>1.3 Train new teaching staff to deliver new Curriculum expectations</p> <p>1.4 Work in partnership with LA PFA to develop teaching resources and to train on key topics (including digital literacy)</p> <p>1.5 Evaluate impact through formal review</p>	<p>Knowledge map produced – understood by all teaching staff</p> <p>Assessment Model produced – understood and implemented by all teaching staff</p> <p>Subject Review/lesson observations - Map/assessment approach impactful in teaching and learning</p>	Jan 25	SAR/ AP	CC
SF2	<p>2.1 Explore further development of Gateway qualifications</p> <p>2.2 Increase outcomes in cooking and the farm</p> <p>2.3 Ensure students who require a CSCS card gain one</p>	<p>Students will leave with an increased range of qualifications</p> <p>The CSCS card will enable students to move onto employment</p>	Nov 24	ST	SAR
SF3	<p>3.1 To decide on an underpinning philosophy: <i>Why are we doing it?</i> <i>What are we hoping to achieve?</i> <i>What are we wanting it to do?</i></p> <p>3.2 To plan the development of the Award using the document to underpin.</p> <p>3.3 Publicise the document</p>	<p>The Gold Award will be a reflection of a student's progress throughout TCS.</p> <p>All stakeholders will be a clear about the Award and what it means.</p>	Nov 24	ST	SAR

Appendix 6 - RD Visit Feedback

School:	The Centre School		
Date(s):	15 th October 2024		
Principal:	Catherine Cusick	Regional Director:	Jo Myhill-Johnson
Area(s) of Focus			
Focus for the Visit: <ol style="list-style-type: none"> Year 7 onboarding The Science Curriculum 		Links to Academy Development Plan: <ol style="list-style-type: none"> Year 7 Onboarding: The Science Curriculum: Quality of Education priority 3 Links to Secondary priorities: Priority 2: Behaviour & Culture Priority 3: Curriculum	
Activities undertaken			
<ul style="list-style-type: none"> Tutorial visits Meeting with Leaders-Science Lesson Visits Observation of social times Scholar Voice: Years 7 & 8 			

Activities Undertaken:

Area of Focus	STRENGTHS	AFI
Morning Tutorial	Green House: <ul style="list-style-type: none"> It is evident that this is a long-established House group. Pupils worked on their Personal Engagement and their weekly cards-goals for next week. It was very a warm atmosphere and celebratory-the top scorers of the week. Pupils celebrated each other's success by applauding. Behaviour and attitude to learning were good from all pupils. Behaviour curriculum work 	Green House: <ul style="list-style-type: none"> Nothing observed required improvement.

	<p>Blue House:</p> <ul style="list-style-type: none"> • This is a newer House group created due to increased NOR. • There was a celebratory atmosphere. • Explanation and guidance of how to complete the overview sheets and cards. <p>Orange House:</p> <ul style="list-style-type: none"> • Pupils were actively engaged and took part in the discussion. • Pupils were able to work independently. • Behaviour and attitude to learning were good from almost all pupils. • Some cold calling was used. • Behaviour curriculum work <p>Purple House:</p> <ul style="list-style-type: none"> • Pupils were well engaged, well behaved and focused on their learning. • Some cold calling was used. • Behaviour curriculum work <p>Pink House:</p> <ul style="list-style-type: none"> • The end of the tutorial was seen. • Pupils behaved appropriately. • They worked in groups well, supported by adults. • Behaviour curriculum work 	<p>Blue House:</p> <ul style="list-style-type: none"> • Routines and expectations are not as well embedded in this group as observed elsewhere. • This group was not as settled as others. The group was quite noisy. • One pupil was on their phone and another sucking on a lollipop stick. Unsure if challenged or tactically ignored. <p>Orange House:</p> <ul style="list-style-type: none"> • There was one exception to the good behaviour and engagement displayed by others. One girl sat on her phone throughout. <p>Purple House:</p> <ul style="list-style-type: none"> • Nothing observed required improvement.
<p>Summary</p>	<p>Summary</p> <ul style="list-style-type: none"> • Pupils are evaluated in each lesson against the core expectations to be engaged, to be resilient and to build positive relationships. Pupils understand this and engage with the rewards system well. • There is consistency in what was observed across all of the groups. • All tutorials were warm and celebratory. 	<p>Summary</p> <ul style="list-style-type: none"> • Adults in the room to support the House team leader in dealing with any inconsistencies observed.

Area of Focus	STRENGTHS	AFI
Observation of Social times	<p>Observation of Lunchtime:</p> <ul style="list-style-type: none"> • Leaders reported that the new catering company are more responsive to the needs of TCS pupils. The food is also of a better quality. • The lunch system-getting food seems to work well. • The areas of the Atrium are zoned for different year groups. CC reported that this is a work in progress. • Pupils are generally well behaved during the lunch break. • Some staff sit in particular areas to support the children. 	<ul style="list-style-type: none"> • Not all children sit to eat. Some walk around, lean on post etc. Good practice of sitting to eat needs to be modelled by all staff. Not all staff sit. • Some children do not eat at all. There is an awareness that some find this social time difficult. • Strategies to consider-more particular zoning; vulnerable pupils go to lunch first. Assigning particular staff to certain groups.
Summary	<p>Summary</p> <ul style="list-style-type: none"> • As above 	<p>Summary</p> <ul style="list-style-type: none"> • As above. • Possible strategies discussed with the SLT during the feedback session at the end of the visit. SLT to consider how to improve this time further for younger pupils.

Area of Focus	STRENGTHS	AFI
Lesson Visits	<p>Year 9 Science-CC: The lesson focused on Chemical Equations There were only 4 students in the group at the start of the lesson.</p> <ul style="list-style-type: none"> • There was some knowledge retrieval at the start of the lesson with the whole group. References were made to the students' folders and the periodic table. • Some cold calling in the retrieval task. Some students responded well to this and demonstrated their recall of prior learning. • Positive encouragement used throughout. <p>Year 9 Science-HF: Level One</p> <ul style="list-style-type: none"> • The lesson focused on Concepts and Techniques for Chemistry. • All students were engaged and on task. • Students had to identify from a list-metals and non-metals, using the definition for each. • Circulation was excellent-checking for understanding; support was provided where needed. • Some live marking took place. 	<p>Year 9 Science-CC:</p> <ul style="list-style-type: none"> • Where there are gaps in the folder, how do you ensure that this work is caught up so there are no gaps in knowledge. • The assessment grid in the folders did not match the unit of work being studied. The assessment grid related to 'Biology and our Environment'. Therefore, no assessment had taken place to date. • CC had to work very hard in the retrieval task. Is there any way this could have been a written retrieval task-Do Now? <p>Year 9 Science-HF:</p> <ul style="list-style-type: none"> • Could there be an increased level of challenge for some students?

	<ul style="list-style-type: none"> • Folders reflected where students had been assessed in terms of outcomes for the unit of work. <p>Year 7/8 English-CF: The Hunger Games There were only two students in the class at the time of the lesson drop-in. The lesson focused on characterisation</p> <ul style="list-style-type: none"> • Students demonstrated that they understood some key terminology such as ‘Protagonist’ • Students were engaged in their work. <p>Year 7/8 English-RJ: The Hunger Games</p> <ul style="list-style-type: none"> • Students were creating their own deadly insect-linked to the Hunger Games. They had to consider attributes which would cause injury to the enemy. • Students were engaged and on task. They were enthused by their work. • Appropriate support was given. <p>Year 7/8 Performing Arts:</p> <ul style="list-style-type: none"> • Students were engaged in a warm-up games-focused on team building. • Students worked collaboratively on the task. The most reluctant student joined the activity. <p>Year 7/8 DT:</p> <ul style="list-style-type: none"> • Recall task at the start of the lesson. • Students were engaged and able to recall some previous learning. • Later in the lesson, students were able to explain what they were doing and the process they were working through for their design. <p>Vocational DT Group: Gateway Qualification</p> <ul style="list-style-type: none"> • Students were working on the recycling of wood from previous projects, breaking it down into individual pieces. • Tyler was able to explain how TCS and this class was supporting him in preparing for work. He explained what he had already achieved, his CS Card. He is required to have achieved this before he would be allowed to work on a building site. 	<p>Year 7/8 English-CF: The Hunger Games</p> <ul style="list-style-type: none"> • Questioning was simplistic. This could be extended much further, • A concern regarding the over reliance on the film. How much of the text is used? <p>Year 7/8 English-RJ: The Hunger Games</p> <ul style="list-style-type: none"> • A concern regarding the over reliance on the film. How much of the text is used? There was lots of work in folders but many references to the film rather than the text. <p>Year 7/8 Performing Arts:</p> <ul style="list-style-type: none"> • Warm-up drama game/activity should be kept to a few minutes at the start so that it does not detract from the main learning of the lesson. <p>Year 7/8 DT:</p> <ul style="list-style-type: none"> • Pace to the lesson. The lesson was only just getting underway when we first dropped into it. <p>Vocational DT Group:</p> <ul style="list-style-type: none"> • How much of the lesson would be spent on this task? Would there be any learning or development of skills taking place rather than a job being completed.
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	<p>Year 7/8 Art:</p> <ul style="list-style-type: none"> • Yayoi Collage-Abstract Art • Students are exposed to a range of artists and their works. • All students were engaged in their collage work. The work clearly linked to the ideas used by the artist. • Cold Calling was used during the lesson as a means of checking for understanding and knowledge retrieval. 	<p>Year 7/8 Art:</p> <ul style="list-style-type: none"> • Students were not quite as enthused as I have always previously seen in Art lessons at TCS. They were not as eager as usual to show their work proudly.
Summary	<p>Summary</p> <ul style="list-style-type: none"> • Students are engaged and enthused in their learning in most lessons. • Where cold calling is used, this works well and students respond well. 	<p>Summary</p> <ul style="list-style-type: none"> • Questioning could be developed further to challenge students more. • Some lessons require more pace to ensure the main learning is the key priority.

Area of Focus	STRENGTHS	AFI
<p>Scholar Voice</p> <p>Please refer to the separate scholar voice record for further details.</p>	<ul style="list-style-type: none"> • Students feel safe in their lessons and feel well supported in by their teachers. • Most of them know who to go to if there is a problem. • Students enjoy their lessons and they like the extended curriculum in particular. • They feel the Year 7 visits prior to joining helped them to settle into school. • They like the smaller classes. 	<ul style="list-style-type: none"> • They do not feel as safe at social times as they do in lessons. Some report not feeling like they can stand up or walk around. • Not all students would speak to teachers if they were being bullied or saw someone being bullied.
Summary	<p>Summary</p> <ul style="list-style-type: none"> • Students feel safe and they feel well supported. • They enjoy the curriculum they have at TCS. 	<p>Summary</p> <ul style="list-style-type: none"> • Social time arrangements need to an area to improve upon in order for all students to feel safe at these times.

Meetings with Leaders

<p>Meeting with Leaders: Development of the Science curriculum</p>	<p>Overview of discussion:</p> <p>Ofsted AFI: In some areas of the curriculum, the school has not identified the specific knowledge that pupils need to learn. This can prevent pupils from securing the knowledge they need to aid in new learning. The school should ensure that it identifies, with precision, the knowledge that pupils should learn across all areas of the curriculum.</p>
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Q: What changes have been made to the curriculum in light of the inspection?

- Science has always been weak previously.
- Students did not know much science due to the lack of engagement and significant copying of information.
- Last year, tried to start changing this to focus more on knowledge and what would be most useful to students.. For example a focus on practical chemistry.
- Started looking at stage progression and qualifications. This was started last year but a mixed bag. During the inspection, students were not able to recall.

Q: What progress has been made so far towards the priorities and actions identified on the AIP?

- Year 7 and 8 Fundamentals.
- Looked at research into science education.
- Looked at themes and layered on what they know.
- Redesigned the curriculum into 6 topics.
- Created curriculum maps to identify what key knowledge is in each topic.
- Using a narrative to get students interested.
- There two pathways-Year 7-pathway B; Year 8-pathway A.
- The pathways is through to KS4.

Q: How are you using assessment?

- Currently developing the new model of assessment: how we started and how we're going. Students are quizzed on what they should know from previous study and then they have a How we're going Quiz-to measure how knowledge has progressed. What do they know now that they didn't know before.
- It is based on a progression model now.
- End of unit assessment will take place after the half term holiday.
- This will be modelled at the start and end of each term.

Q: How do you ensure you fill the knowledge gaps seen in some students' folders?

- Sometimes the gaps are easy to fill. Support within lessons can be used.
- When teaching is missed-will catch some up while others do additional work.

Q: How well is the new curriculum working so far?

- Don't know yet. Only anecdotal.
- There will be some training

Q: As a leader, after 6-7 weeks of teaching, there should have been some QA conducted.

- Not yet
- Will look at folders on 4th November.
- Co-marking on 19th.
- Work sampling on 3rd December

	<p>Q: Why so long before any QA is completed?</p> <ul style="list-style-type: none"> • CC felt this was a reasonable time period. <p>Q: What training has been put in place for staff on the new curriculum? There are two non-specialists teaching science.</p> <ul style="list-style-type: none"> • We have some training in November. • Co-marking on 19th. • There was training at the start of term and there will be further training in November. <p>Q: How have you made decisions regarding the sequencing of the curriculum?</p> <ul style="list-style-type: none"> • Sequencing has been considered. • Currently considering putting some of the biology content into the PE curriculum-elements of healthy living for example. <p>Q: Have you used the NL to support with the development of the new curriculum?</p> <ul style="list-style-type: none"> • CC said he has not seen SC since the Ofsted inspection. • CC has discussed a review SR. This will be conducted through the RD formal visits and through SC. <p>Q: What are your next steps?</p> <ul style="list-style-type: none"> • Some units still require further development. These are being written as the year progresses.
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Overall Summary of Visit: Areas of Focus

Area of Focus:	STRENGTHS	AFI
The Science Curriculum	<ul style="list-style-type: none"> • Leaders have started to develop a science curriculum which identifies the core knowledge that students should learn. • There is some sense of sequencing to the curriculum. • Students are engaged in lessons. • Some strategies are used effectively to recall knowledge in lessons. 	<ul style="list-style-type: none"> • The development and implementation of the new science curriculum has not yet been completed and so it is difficult to see its impact so far. • Robust Quality assurance processes need to be developed and implemented by leaders. • SC to conduct a review of the new curriculum and to work with CC on its further development. • Leaders need to consider more how to fill gaps in students' knowledge.

Area of Focus:	STRENGTHS	AFI
Year 7 Onboarding	<ul style="list-style-type: none"> • Students feel safe and they feel well supported. • They enjoy the curriculum they have at TCS. • Students feel that the visits they had in the summer term when they were the only students on site were helpful to settle into school. • Students are engaged in their lessons and tutorials. • Pupils are evaluated in each lesson against the core expectations to be engaged, to be resilient and to build positive relationships. Pupils understand this and engage with the rewards system well. 	<ul style="list-style-type: none"> • Social times and organisation. SLT need to consider how to improve this time further for younger pupils so they all feel safe at these times. SLT to consider strategies discussed and pan how to improve the experience. • Some lessons require more pace to ensure the main learning is the key priority.

