THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 1 October 2024

To be held at 6.00pm

At The Centre School

Membership:

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

In attendance: Jo Myhill-Johnson; Chris Cassidy (Vice Principal); Annabel-Croxon (Item 1)

Clerk: Melanie Basson.

Minute Reference	Summary of action required	Responsible	Status
25.06.24	Light touch template to be shared with the committee	HD	1 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	1 October 2024

Agenda

Item	Timings	Subject	Format
1	20 mins	Safeguarding training	Presentation - AC - DSL
2	2 mins	Election of Chair	Oral item - Clerk
3	2 mins	Introductions and apologies	Oral item - Chair
4	2 mins	Annual Self Declarations of pecuniary interests and declarations of interest	Oral item - Chair

5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 25 June 2024	Papers attached (pp3-6) - Chair
6	40 mins	Principals Update and questions	Papers attached (pp 7-59) - Principal
7	2 mins	Confirmation of LGC meeting dates 2024-25 • 1 October 2024 • 3 December 2024 • 28 January 2025 • 25 March 2025 • 24 June 2025	Oral item - Chair
8	2 mins	LGC member training	Oral item - Chair
9	5 mins	Risk	Oral item- Chair
10	2 mins	Future agenda items and confirmation of forthcoming dates	Oral item - Chair
11	2 mins	Any Other Business Governor support with Panels - Clerk	Oral item - Chair

The Centre School

Local Governance Committee Meeting

Tuesday 25 June 2024

at The Centre School

MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Alex Davies; Kate Lees; Stuart Taylor; Richard Watson.
In Attendance:	Hannah Douglas (Clerk); Chris Cassidy (TCS Vice Principal).

Minute Reference	Summary of action required	Responsible	Status
26.03.24 Item 5	Follow up online safety restrictions with IT colleagues and the rolling program for the replacement of scholars IT equipment at TCS.	CC	Complete
26.03.24 Item 6	Publish/share accordingly: - TCS Safeguarding adults at risk policy - TCS Prevent action plan and risk assessment - Supporting pupils with medical conditions policy	MCr	Complete
25.06.24	Light touch template to be shared with the committee	HD	1 October 2024
25.06.24 Item 10	Pass on thanks to JD for valued membership of TCS LGC	Clerk	September 2024
25.06.24 Item 10	Link Leads to define roles of monitoring TCS objectives	All	1 October 2024

1) Introductions and Apologies

The meeting started at 6.00pm.

Apologies for absence were received from Judith Davies and Alison Jones and these were accepted by the committee.

2) Declaration of interests

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

3

3) Minutes, Actions and Matters Arising

The minutes of the previous meeting held by TCS LGC on 26 March 2024 were approved on 22 April 2024 and adopted as a fair and accurate record of the meeting.

Matters arising.

Regarding the issue raised by staff reporting not being able to access online resources consistently on the IT network. IT has confirmed the resources TCS work with on a regular basis are accessible in school on the network, if staff want any access additional resources IT can enable this by whitelisting. Staff have been informed when they rejoin the network, they may need to reboot the computer.

Regarding the availability of a group set of laptops for the next academic year, a business case was presented to the Trust to purchase 15 laptops to support curriculum delivery and digital literacy. Mr Cassidy reported it is not going to be possible for TCS to get funding centrally for this as funding has been prioritised differently for the next academic year. The funding is going to cybersecurity infrastructure and updating staff laptops where they're not able to deliver the cybersecurity that we require going forward for the next academic year. TCS will need to consider the impact on elements of our curriculum delivery within its budget.

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

4) Principal's Update and questions

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

- Safeguarding
- Teaching and Learning
- Behaviour and Culture
- Attendance
- Personal Development
- Curriculum: KS4 & KS5
- CPD Planning for September
- HR, Operations and Site Update
- NOR Update and Projections for September 2024
- Any other academy matters: to include enrichment and community

The Principal expanded on their report:

Safeguarding

Judith Davies is visiting TCS this week to carry out a safeguarding governor visit.
The Principal reported that Ofsted inspectors met with the Principal, Rosie Hart – Trust Head of Safeguarding and Annabel Croxon – TCS safeguarding Lead and was satisfied with TCS safeguarding arrangements.

Staffing

When asked how structured the light touch support is structured, the Principal explained light touch intervention process is clearly defined in a document is being followed by TCS.

The Regional Director explained the light touch intervention process is to highlight the concerns with the member of staff and focus on what coaching is to be provided to them, over a two week period to help them to improve. At the

end of that two weeks, progress is reviewed and can be extended if necessary. Where no progress is made, staff may move to informal support, in line with the capability process.

When asked if the light touch document template could be shared with the committee, the Principal agreed to arrange this.

When asked whether TCS are applying the sickness absence policy consistently for all staff, the Principal confirmed TCS are.

Curriculum

The Principal reported the Ofsted went well around curriculum as detailed in the Principals report. Science and Humanities were highlighted as areas to work on around the impact of building on students knowledge. The Science curriculum needs to focus on suiting TCS students.

Behaviour and Culture

The Principal reported Year 7 and 8 present the biggest challenge around behaviour but on the whole, behaviour is well managed and stable.

The Principal reported the Suspension reduction plan is being implemented as required.

The Principal reported TCS extended curriculum is underway offering a clear focus on how this is delivered and impact measured.

Mr Taylor informed the committee that mini-busses are well utilised, in offering students off site extended curriculum opportunities but face challenges of driver availability. On occasion this results in limitations on delivering some opportunities such as Fishing. That said, variety of students get the opportunity to work with different members of staff which is proving successful.

Noting positive improvements in the number of incidents for Year 10 cohort moving into in Year 11, Mr Davies questioned whether this was as a result of planned intervention. The Principal reported TCS has worked closely with families bringing about the positive improvement and achieved some good results.

The committee noted TCS expect to have 130-135 students on roll from September 2024.

Mr Gerrard-Croxon informed the committee TCS raised almost £100 at TCS Farm Fest. Congratulations and thanks was given by the Chair to all staff involved in the event.

Ofsted visit – 21 and 22 May 2024

The Principal reported inspectors visited TCS Farm, students participating in fishing activity and a maths lesson. The Ofsted Inspectors triangulated curriculum plans, students learning experience and work output. Overall the visit was a success.
The Principal reported the visit validated the bespoke way TCS works in providing students with valuable experiences which have a positive impact on learning and outcomes for SEN students.

Mr Cassidy added the visit felt pretty comprehensive, and inspectors were keen to recognise the progress TCS has made, the improvements that have been put in place and noted TCS aspirations for how things are going to be in the future. It will help TCS to focus on a few areas mentioned and keep on getting better in the future.

Mr Gerrard-Croxon explained inspectors understood what TCS were really about. The report is very friendly and warm towards TCS and Mr Taylor agreed it was a positive experience.

Ms Myhill-Johnson agreed the process was fair and inspectors worked well with TCS to conduct the visit in providing the necessary documentation evidence required. Although Ofsted reports are often formulaic, the inspectors are very restricted in actually what they can write. The reports for the Centre school reflected what the Centre school is like and didn't feel as formulaic as you sometimes get with the mainstream secondary schools.

The committee recognised the Ofsted report was an accurate reflection of TCS.

Attendance

The committee noted this academic year's attendance for TCS students to the end of Summer term 1, overall was 78.8% compared to this time last year at 75.8%.

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

The Principal was thanked for their report.

5) Link Lead visits

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

6) Policies

No policies were presented.

7) LGC Proposed meeting dates 2024-25

The committee agreed LGC meeting dates for the next academic year 2024-25:

- 1 October 2024
- 3 December 2024
- 28 January 2025
- 25 March 2025
- 24 June 2025

8) Risk

There were no risks identified by the committee.

9) 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 **1 October 2024**

10) Any other business

The Chair informed the committee that Judith Davies has resigned from the LGC. The committee acknowledged that Judith will be missed and has been a valuable member of the LGC. **Action: The Clerk was asked to pass on thanks to Judith on behalf of the LGC.**

The committee discussed Link Lead roles and <u>asked the</u> **Clerk to add an agenda item at the first meeting of the academic year and how this links to TCS objectives.**

The meeting closed at 6.55 pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 24 September 2024

Principal's Report

Autumn Term One

2024-2025

The Centre School

Sue Raven

Contents

Agenda Item	Contents
1	Safeguarding
2	Examination outcomes 2024: analysis and review Including an overview of KS4 (and KS5) headline results
3	Teaching and Learning
4	Behaviour and Culture
6	Attendance Including an updated attendance action plan
7	AIP for 2024-25
8	SEF 2024-25
10	HR, Operations and Site Update
11	NOR Update
12	Any other academy matters: to include enrichment and community

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:

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	Designated Teacher for LAC training still to be completed – 16.9.24 Student AUP updated for 24/25 Prevent Action plan updated for 24/25	Visitors Acceptable Use Policy to be added to visitor information (awaiting final version in conjunction with CVC)	
Ofsted Qualifying Complaints	0		

Welfare Profile (at the start of academic year 24/25):

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 (Summer term 2)	This time last year
Number and % of PP	76	78	67
Number and % of LAC	2	1	3
Number and % of young carers	2	2	2
Number and % of scholars privately fostered	0	0	0
Number and % of scholars with CP plan	5	4	0
Number and % of CIN	5	12	2
Referrals made for early help	1	1	0
Family support assessments conducted	n/a	n/a	n/a
Proportion meeting threshold	n/a	n/a	n/a
CP meetings attended	9	6	0
Number and % of scholars with an EHCP	134	133	124
Number and % of scholars with serious medical conditions	0	0	0
Number and % of scholars receiving external support: CAMHS	4	4	2
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 Training – Child Criminal exploitation. Inhouse FNS and safeguarding updated	25.6.24	Staff team	DSL
Astrea Refresher Safeguarding Training	3.9.24	Staff team	Astrea Safeguarding Team
Astrea Advanced DSL Training	10.9.24	1 - DSL	Astrea Safeguarding Team
Designated Teacher for LAC	16.9.24	1 -DDSL	LA

Bullying (end of year comparisons):

Aspect	2022-23	2023-24
All Bullying Incidents	10	16
Racist Incidents	3	14
Cyber Bullying	3	2
Homophobic Bullying	1	1
Transphobic Bullying	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	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
Physical Sexual Harassment	3	1	1	1	0	1
Sexual Violence						
TOTAL	**3**	**7**	**1**	**1**	**0**	**1**
Analysis and Next Steps						
Incidents are followed up with students and parents Understanding of sexual harassment is being gathered with all years 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 PHSE 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:

Provide a summary of next steps to improve the quality of teaching and learning in your school.

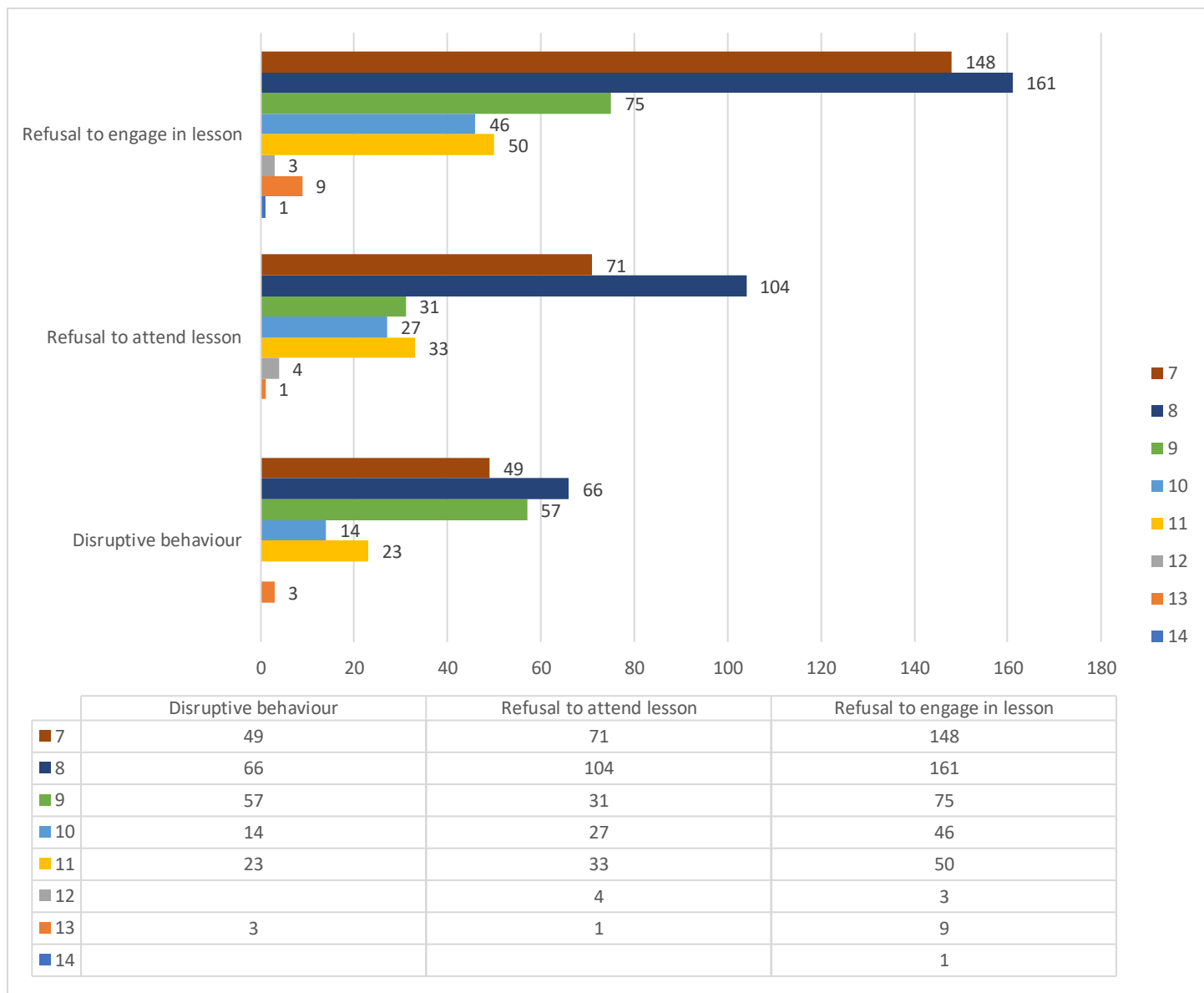As identified in the Ofsted report and the AIP, our focus will be on Science and Humanities. There has been a considerable amount of work that has already happened in science and the team have got off to an excellent start.

Humanities will be a focus going forward.

Behaviour and Culture

Behaviour Data:

Top 3 behaviour events for 2023-2024

	Disruptive behaviour	Refusal to attend lesson	Refusal to engage in lesson
7	49	71	148
8	66	104	161
9	57	31	75
10	14	27	46
11	23	33	50
12		4	3
13	3	1	9
14			1

Total behaviour events per year group

	Total
■ 7	404
■ 8	455
■ 9	287
■ 10	172
■ 11	165
■ 12	23
■ 13	19
■ 14	3
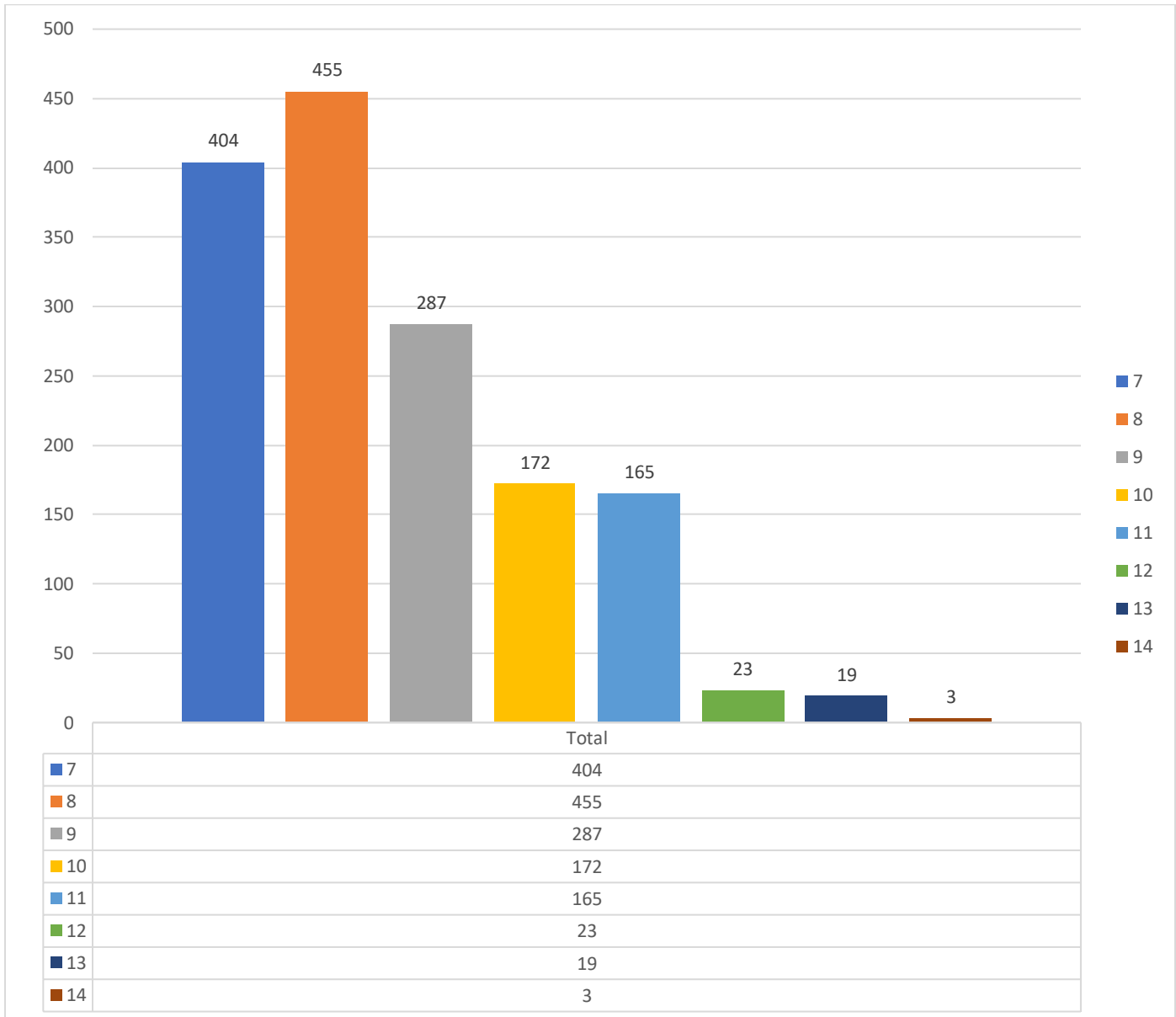
The vast majority of students attend lessons and behave well. They may have occasional blips, but this is an SEMH school.

There are a few students with whom we struggle. Some have sporadic episodes when they find attending lessons difficult, but then manage to turn things around. There are 2 or 3 key players with whom we are struggling, and we have gone through the appropriate channels i.e. emergency annual reviews. One of these high offenders is now attending AP this academic year.

Suspensions:

Please provide an overview in the table below of suspensions for the for the last **academic year 2023-24** and compare

2022-2023	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12+
Number of Suspension Events	63	39	63	6	8	19	25	4	1
(PP students)	-	18	18	4	3	6	5	0	0
Number of students (ALL)	28	18	28	4	5	7	10	1	1
% Of Cohort	47.01	13.43	47.01	14.81	35.71	25.93	55.56	6.67	10.00
Total Days	99	67	99	7	10	25	49	6	2
Permanent Exclusions									

this with the previous 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	121	75	121	17	22	39	24	19	0	0
Number of Students	43	34	43	10	9	14	13	8	0	0
No in Cohort	139	82	139	18	31	22	33	24	6	8
% Of Cohort	30.94	41.46	30.94	55.56	29.03	63.64	39.39	33.33	0	0
Total Days	171.5	126.5	171.5	21	28.5	56	38	28	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Suspension analysis and commentary:

We had a slight increase in the last half term. There was an incident with a knife, and we had some new students start.

No other identifiable trends or particular students.

We are determined that the education of all students is the priority, and no young person has the right to take that away. Our lessons are good, well taught, and appropriate. We aim to give some flexibility with regards to options to ensure that all young people can participate in lessons they can do. Hence the requirement to stick to boundaries is not unreasonable.

Behaviour and Culture Analysis Next Steps:

What actions will you be taking this next half term in light of your data and analysis within your academy for 2024-25.

There are several new students this term: 17 year 7 students (one of whom is year 6), 1 year 8 students, 1 year 9 student, 2 year 10 students, and 1 year 11 student.

The new year 7 is a mixed bunch ranging some students with reading abilities of age 5 and below to some fairly able students. Some have had difficulties understanding boundaries and this is a work in progress.

All new students have had touch base calls with home to ensure that feedback given from both sides. These have been positive; we have dealt with any issues that have arisen promptly and to parental satisfaction.

Attendance

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

	Key Attendance Target for 2023-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole School %		79.3%	78.9%	77.8%
Individual Student %				
Pupil Premium %		77.5%	76.5%	75.4%
SEND %		79.3%	78.9%	77.8%
% of pupils who are PA:		51.5%	52.5%	57.9%
% of PP pupils who are PA:		50%	53.7%	56.8%
% of SEND pupils who are PA:		51.5%	52.5%	57.9%

Attendance for Year 11: Class of 2025

	Key Attendance Target for 203-24	End of Autumn Term 2023	End of Spring Term 2024	End of Academic Year 2024
Whole School %		59.7%	60.3%	60.6%
Individual Student %				
Pupil Premium %		52.4%	49.7%	49.1%
SEND %		59.7%	60.3%	60.6%
% of pupils who are PA:		88.0%	84.0%	88.0%
% of PP pupils who are PA:		72.7%	81.8%	90.9%
% of SEND pupils who are PA:		88.0%	84.0%	88.0%

Comparison of students who have only ever been at the academy and those who have joined as In Year Admissions

2023 – 24	Cohort size	Attendance %	100%	97%	90-96%	PA	Severely PA
Student numbers							
Non mobile students	141	76%	4	14	42	51	30
All students	145	77.8%	4	14	43	52	32
Mobile students	4	52.9%	0	0	1	1	2

IYA since 23/24	15	68.3%	0	0	3	8	4
Percentage of cohort							
Non mobile students	97%	76%	2.8%	9.9%	29.8%	36.2%	21.3%
All students	100%	77.8%	3%	9.7%	29.7%	35.9%	22.1%
Mobile students	3%	52.9%	0%	0%	25%	25%	50%
IYA since 23/24	10.%	68.3%	0%	0%	20%	53.3%	26.7%

2022 – 23 TOTAL	Cohort size	Attendance %	100%	97%	90-96%	PA	Severely PA
Student numbers							
Non mobile students	134	74.8%	4	12	39	58	21
All students	140	73.8%	4	12	40	60	24
Mobile students	6	50.6%	0	0	1	2	3
IYA 22/23	22	79.7%	0	2	11	7	2
Percentage of cohort							
Non mobile students	95.7%	74.8%	3.0%	9.0%	29.1%	43.3%	15.7%
All students	100%	73.8%	2.9%	8.6%	28.6%	42.9%	17.1%
Mobile students	4.3%	50.6%	0%	0%	16.7%	33.3%	50%
IYA 22/23	15.7%	79.7%	0%	9.1%	50%	31.8%	9.1%

Please also provide details of:

- The attendance for students at AP – 43.3%

Attendance Next Steps:

Provide details below of your updated Attendance Action Plan. **Attach as Appendix 4**

Academy Improvement Plan for 2024-25

Academy Improvement Plan for 2024-25

Provide attach a copy of your AIP for 2024-25 as **Appendix 5**

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

AIP objectives not met from 2023-24 have been carried forward to this year.

SEF for 2024-25

Updated SEF for 2024-25

To be updated

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

Please provide details of any current site improvements and current projects. Please provide an update on the summer works.

We are aware that there are significant difficulties within the site team. However, we have a number of access locks that need repairing.

Any other site or operational matters

Please provide details of any further site or operational matters relevant to your academy.

NOR Update for September 2024

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
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**
4th 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
1st 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 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**
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**

EOY leavers - 13x year 11, 1x year 12, 8x Year 13+

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
EHE Spring term 2024								0
EHE Summer term 2024								0
Total EHE 2023-24								**0**

	2022-23		2023-24	
	Number	**% of cohort**	**Number**	**% of cohort**
Total number of EHE in the academic year				
Of which did **not** join the academy at the start of Year 7				

Home visits were really successful (90% attended), and staff provided good feedback.

Two residential trips this half term - 7 and 8 students attending Grafham (3 days) and a lower school trip to Brenscombe (5 days).

Initial SLT Roles and Responsibilities - to be reviewed at half-term

SAR - Principal	CC - Vice Principal
- Performing Arts - Humanities - PD/PSHE - Gold Award - Staffing - Finance - Work Experience - Careers - CPD - Annual Reviews - Vocational Offer - Principal's Report	- Science - Maths - Cooking - Pathfinder Award - Skills Builder - House Heads - Attendance - AP - Careers - CPD
LA - Assistant Principal	**ST - Assistant Principal**
- English (Literacy and Reading) - Basic skills - Data - Bungalow - Pathfinder - Skills Builder - Art - Access Arrangements - Student Planning and Progress	- DT/Construction - Farm - PE - Gold Award - Pathfinder - Skills Builder - QTLS application - Extended Curriculum
To be decided: Family liaison, Reporting and Newsletter	

Year 11 Exam Results 2023-2024

- 50% (11) of students started at TCS in year 9 or after.
- 36% of PP students started in year 9 or after
- 36% (4/11) of year 11 **PP** students were educated off site with an Alternative Provider.
- 32% (7) of students were assessed with at least one area of reading and / or spelling that can be described as Severe Difficulty all of these students are PP students.

OUTCOMES	2019	2020	2021	2022	2023	2024
NON PP	5	6	7	10	7	11
Maths GCSE or Equiv	40%	50%	43%	27% 2	29% 2	45% 5
English GCSE or Equiv	40%	33%	14%	41% 4	29% 2	45% 5
Entry Level 3 Maths or higher	40%	50%	57%	59% 6	57% 4	82% 9
Entry Level 3 English or higher	60%	67%	71%	59% 6	43% 3	64% 7
5 or more GCSE's	0	0	0	0	0	0
Average Qualifications / pupil	6.2	4.33	4.33	6.22	5	5.4
Further Education or Employment	60%	67%	100%	100% 10	57% 4 3 NEET	100%
PP	8	16	13	12	11 x1 student on roll for 1 month	11
Maths GCSE or Equiv	38%	56%	54%	8% 1	0	27% 3
English GCSE or Equiv	50%	50%	31%	25% 3	9% 1	27% 3
Entry Level 3 Maths or higher	63%	56%	69%	58% 7	46% 5	36% 4
Entry Level 3 English or higher	50%	63%	62%	50% 6	36% 4	36% 4
5 or more GCSE's	0	0	31%	0	0	0
Average Qualifications / pupil	5.3	6.2	4.1	4.1	6.4	4.2
Further Education or Employment	63%	94%	100%	83% 10 2 NEET	73% 8 3 NEET	100%

- 67% (4/6) students started at TCS in year 7 or year 8

21-22 Year 11: Total 22 students, 12 PP.

41% (9/22) of students started at The Centre School in year 9 or after.

32% (7/22) of students started at The Centre School in year 10 or 11

36% (8/22) of students who baselined with severe difficulty in 1 or more areas of reading and or spelling, were assessed with a reding / spelling age of 7 years or less than.

English
7 (32%) students achieved an English GCSE (1-9), 9 (41%) students achieved a L1/2 or GCSE in English.
Previous year 11 20-21: 5 (25%) students achieved an English GCSE (1-9), 9 (45%) achieved a L1 or GCSE in English.
4 (18%) students improved upon their English Grade from year 10-11.
Previous year 11 20-21: 3 (15%) students improved upon their English Grade from year 10-11
Maths
7 (32%) students baselined with Entry Level 1 in maths.
6 (27%) students achieved a Maths GCSE (1-9)
Previous year 11 20-21: 10 (50%) students achieved a Maths GCSE (1-9).

2 (9%) students improved upon their Maths result from year 10-11
Previous year 11 20-21: 6 (30%) of students improved upon their Maths result from year 10-11

English and Maths
6 (27%) students achieved EL3/L1 or GCSE in English and Maths.
Previous year: 10 (50%) students achieved EL3/L1 or GCSE in English and Maths.
 6 (27%) students achieved a GCSE in both Maths and English.
Previous year: 6 (30%) students achieved a GCSE in both Maths and English.
15 (68%) students are leaving with both English and Maths qualifications
Overall
6 (27%) students achieved 3 or more L1 or GCSE qualifications,
Previous year: 9 (45%) of students achieved 3 or more L1 or GCSE qualifications
 6 (27%) students achieved 5 or more L1 GCSE qualifications, 9% of students achieved 8 or more GCSE qualifications.
Previous year: 4 (20%) students achieved 5 or more L1 GCSE qualifications, 5 % of students achieved 8 or more GCSE qualifications.
Reading and Spelling Intervention
Those receiving intervention for reading made on average 1.6 months progress for every month that passed. Those receiving intervention for spelling made on average 1.4 months progress for every month that passed. Closing the gap between reading age and chronological age. (12)
PP
8% (1/12) of Pupil Premium students achieved a GCSE (1-9) in both English and Maths.
Previous Year: 31% (4) of Pupil Premium students achieved a GCSE (1-9) in both English and Maths.
50% (5/10) of Non PP students achieved a GCSE (1-9) in both English and Maths.
Previous Year: 29% (2) of Non PP students achieved a GCSE (1-9) in both English and Maths.
58% (7) of Pupil Premium students baselined with 1 or more areas of reading/spelling that were assessed as 7 years or less than.
Compared to 1 non PP student who baselined with 1 or more areas of reading/spelling that were assessed as 7 years or less than.

Destinations:

PP: 92% *of students have gone onto further education, employment or training*, 8% (1) NEET.

2020-21 PP: 100% of students have gone onto further education, employment or training, compared to 94% last year.

Non PP: 90% (9) of students have gone onto further education, employment or training. One receiving Support from Additional Needs Advisor.

2020-21 Non PP: 100% of students have gone onto further education, employment or training compared to 67% last year.

Work Experience:

41% (9) of students completed a Work Experience placement. Most of these placements were ongoing.

PP/NON PP

58% of PP students completed a work experience placement, compared to 24% of NON PP students who completed a placement

OUTCOMES 23-24 Total students	2024 Year 13 6	2024 *Including years 14+ 15* 8
Maths GCSE or Equivalent	83% 5	88% 7
English GCSE or Equivalent	50% 3	63% 5
Entry Level 3 Maths or higher	100% 6	100% 8
Entry Level 3 English or higher	83% 5	88% 7
5 or more GCSE's or Equivalent	0	13% 1
Average Qualifications / pupil	9.8	11.9

Further Education or Employment		

Year 13:

- 67% (4/6) students started at TCS in year 7 or year 8
- 50% *(3/6)* of **year 13** started at TCS with at least one area of reading that was assessed at 7 years or less than

Year 14 student started at TCS in Year 12   **Year 15** student started at TCS in year 7

OUTCOMES 23-24 Total students	2024 Year 13 6
NON PP	3
Maths GCSE or Equiv	67% - 2
English GCSE or Equiv	67% - 2
Entry Level 3 Maths or higher	100% - 3
Entry Level 3 English or higher	67% - 2
5 or more GCSE's	0
Average Qualifications / pupil	6.3
Further Education or Employment	
PP	3
Maths GCSE or Equiv	100% - 3
English GCSE or Equiv	33% - 1

Entry Level 3 Maths or higher	100% - 3
Entry Level 3 English or higher	100% - 3
5 or more GCSE's	0
Average Qualifications / pupil	13.3
Further Education or Employment	

Appendix 3

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
DH1 Embed new attendance coding for Sep 2024, ensuring appropriate training and monitoring.	**HT1** Implement new 'agenda' for House Teams with a focus on engaging with families to address emerging/lower-level attendance issues.	**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).	**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).	**RR1** Introduce a recognition letter from House Teams to reflect excellent attendance and improving attendance.
DH2 Develop 'zoning' strategy to support student 'assuredness' during break and lunch (quiet zones, restricted zone).	**HT2** Introduce half-termly House Leaders strategic review of 'best practice' and improvement commitments (reflecting on guidance/resources shared at Trust Partnership Meetings).	**TS2** Adapt the curriculum post-Easter to create 'destinations' pathways, with purposeful bespoke programmes to support transition/access to employment, college and sixth form.	**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.	**RR2** Establish 100Club prize draw, recognising students with 100% attendance over 5 days (Mon to Fri).
DH3 Ensure that Social Workers and Youth Justine Workers are routinely informed of unauthorised absences.	**HT3** Introduce termly review of the impact of House Team interventions (with House Leader, Principal & Vice-Principal).		**WP3** Establish fortnightly updates meeting with LA SEND Casework Officer (Julie Rutterford) to review attendance priorities.	**RR3** Ensure that all House Teams are regularly participating in attendance-based competitions (e.g. 'Triple Threat').
			WP4 Establish a protocol (with the LA) for Notice to Improve/Fixed Penalty Notices.	

BASI Behaviour/Attendance/Safeguarding/Inclusion

Meeting Notes	Date	**11/7/24**	Attendees	Chris Cassidy (VP) Hanna Douglas (Attendance Officer) Annabel Gerrard-Croxon (DSL) Hannah Meadows (Inclusion Administrator)

Attendance Updates:

Attendance (to-date) is reported from the end of previous day (Wednesday).

Preparation ahead of this BASI Meeting:

Attendance updates (Summer term)

Notes ahead of next BASI Meeting:

Next CWO Updates Meeting: Wednesday 22 July2024

Appendix 3

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	TCS VOCATIONAL PATHWAY (including post-16)	SUMMARY - KEY AREAS OF IMPROVEMENT (drawn from the SEF and trust QA)
QE1 (**Ofsted AFI**) Enhance the design of the Extended Curriculum to support the progression of students towards key personal development outcomes and essential skills. 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.	BA1 Improve student attendance, reducing persistent absence, by developing the role of House Teams	PD1 Further improve the TCS Careers Programme, including the introduction of Career Pathways from Year 10+	LM1 Continue to develop our high-profile Safeguarding culture, including the evolution of student Risk Assessments	SF1 Curriculum Development: Continue to develop our vocational/'preparing for adulthood' curriculum	
QE2 (**Ofsted AFI**) Curriculum Development – defining what all students should learn - precise, graduated knowledge progression: Humanities	BA2 Continue to develop an effective range of interventions in support of students at risk of multiple suspensions	PD2 Further Develop our work experience provision, including greater employer engagement and improved alignment with Career Pathways	LM2 Teaching Development: improve the effectiveness of low-stakes feedback and improvement activity, through targeted training and evaluation	SF2 Increase the range of outcomes offered to enhance life chances for students.	
QE3 (**Ofsted AFI**) Curriculum Development - defining what all students should learn - precise, graduated knowledge progression: Science		PD3 Improve the personal development provision for Alternative Provision students	LM3 Improve the effectiveness of our Annual Review process, including the development of student voice and the use of Student Planning and Progress Documents	SF3 To review the TCS Gold Award so this it better acts as a detailed record of achievement.	
QE4 Improve the graduated development of essential skills through introducing the TCS Skills Builder Curriculum (supported by the Skills Builder Accelerate Programme)			LM4 Reduce staff workload and 'sludge' through more effective use of communication technology (primarily MS Teams)		
Review & Update Date: (RD & Principal)	AUTUMN HT1	AUTUMN HT2	SPRING HT1	SPRING HT2	SUMMER HT1	SUMMER HT2

QUALITY OF EDUCATION					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
QE1	1.1 Complete Staff Training on Pathfinder Award 1.2 Undertake promotion campaign with students 1.3 Launch Pathfinder Award in Week 6 1.4 Evaluate impact using progress metrics, student voice and staff voice 1.5 Update Pathfinder Award for implementation with Years 7 to 9 from September 2025 (launch July 2025)	Student accreditation – all students will have progressed re: Skills Builder metrics. Student voice – positive response re: engagement, resilience and positive relationships.	Dec 24 Apr 25	ST LA	CC
QE2	2.1 Prepare new Curriculum Map for Humanities (reflecting precise knowledge priorities, knowledge sequencing and intent principles) 2.2 Prepare, implement and evaluate new assessment model (including 'baseline' knowledge checks). 2.3 Adapt programmes of study 2.4 Evaluate impact through formal review	Knowledge map produced – understood by all teaching staff Assessment Model produced – understood and implemented by all teaching staff Subject Review/lesson observations - Map/assessment approach impactful in teaching and learning	Oct 24 Dec 24	CL M	SAR
QE3	3.1 Prepare new Curriculum Map for Science (reflecting precise knowledge priorities, knowledge sequencing and intent principles) 3.2 Prepare, implement and evaluate new assessment model (including 'baseline' knowledge checks). 3.3 Adapt programmes of study 3.4 Train new teaching staff to deliver new Curriculum expectations 3.5 Evaluate impact through formal review	Knowledge map produced – understood by all teaching staff Assessment Model produced – understood and implemented by all teaching staff Subject Review/lesson observations - Map/assessment approach impactful in teaching and learning	Oct 24 Dec 24	CC	SAR
QE4	4.1 Undertake Skills Builder training for all staff (with specialist training for BASICS teachers at two points throughout the year). 4.2 Engage with external training from Skills Builder 4.3 Use Skills Builder to establish a progression framework for Extended Curriculum 4.4 Introduce Phase 1, Skills Builder curriculum (one lesson per fortnight, BASICS).	Student accreditation – all students will have progressed re: Skills Builder metrics. Student voice – positive response re: engagement, resilience and positive relationships.	Dec 24 Apr 25	CC/ AP LA	SAR CC

	4.5 Evaluate the impact of the Skills Builder through assessment metrics, student voice, staff voice and parent voice. 4.6 Plan for Phase 2 of the Skills Builder curriculum (PSHE and subject based activities).				

BEHAVIOUR AND ATTITUDES

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
BA1	1.1 Embed new agenda for House Team attendance interventions 1.2 Implement termly evaluation of House Team interventions, updating training schedule as appropriate 1.3 Update our 'staged response to absence' documents to better reflect our 'support first' response and new DfE WTTISA expectations 1.4 Update the attendance page on the school website to reflect updated to 'staged response' 1.5 Boost recognition and reward for excellent attendance through House Team competitions and weekly 100Club.	Attendance figures – improved % attendance, improved PA%. Overall Attendance to >85%, Reduce Persistent Absence to <40%		CC MGC HD	CC
BA2	2.1 Establish weekly Behaviour Briefing to improve coordination of interventions and sharing/development of effective practice. 2.2 Introduce 'student of the week' at House Meetings, ensuring that at least one student SPP is reviewed weekly.	Staff Voice – awareness and impact of SPP documents and the effectiveness of interventions. Staff Voice – positive reflections on the range of students supported.	Oct 24	CC	SAR

PERSONAL DEVELOPMENT

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
PD1	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).	Audit – all students from Year 8+ (where appropriate) benefitting from two PAL experiences between September and Easter	Apr 25	CC	SAR

	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. 1.3 Work with Form the Future to ensure that all students in Year 10+ receive Level 6 Careers guidance. 1.4 Undertake termly student voice work with KS3 girls in preparation for adaptations to the Careers programme (from Sep 2025).	Audit – number of students aligning with 'pathways' into employment Student Voice – positive response to pathway participation and engagement	Dec 25 Apr 25		
PD2	2.1 Establish additional staffing capacity to support the current Work Experience coordinator role (from within the current TCS 'leadership group'). 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. 2.3 Develop work experience teaching materials and parent communications to better reflect our three character attributes and the essential skills (Skills Builder)	Role established and fulfilled Audit - >20% increase on available WE placements for Year 10+ students Audit – new teaching materials being delivered as part of PSHE curriculum and regular WE component to TCS Parent Newsletter Student Voice – positive response re: engagement, resilience and positive relationships and Skills Builder progress (via teaching & WE)	Oct 24 Apr 25 Jan 25 Apr 25	SAR	Trust Review (Careers)
PD3	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	Packs developed Training delivered Staff/student voice – demonstrable impact on targeted PD knowledge and understanding	Sep 24 Sep 24 Jan 25	CC	SAR

LEADERSHIP AND MANAGEMENT

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
LM1	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)	Staff voice – improvement in reflections on quality of information sharing (with reference to specific examples of improvement and impact). Audit (half-termly) – no lag in CPOMS actions, no gaps in NC training	Jan 25 Apr 25 Each HT	CC	SAR
LM2	2.1 Introduce targeted training courses (building on the 2023-24 pilot) – rationale, knowledge/schema, deliberate practice, evaluation. 2.2 Support the development of excellent practice through regular lesson 'support walks'. 2.3 Evaluate the impact of training through staff voice and subject based review of student work/progress.	Focussed support work for key staff (including subject changers) Staff voice (and review documentation) – positive impact of training opportunities. Evaluation – review of student work/progress in Science and Humanities.	Sep 24 Jan 25 Jan 25	ST LA SAR	Trust Review SAR
LM3	3.1 Establish clear expectations and protocols for Annual Review, based on the organisational gains made in 2023-24 (including a new staffing structure). 3.2 Agree and implement a new 'student voice' approach, supported by MS Forms 3.3 Ensure that Annual Reviews of all likely 2025 leavers are completed before mid-October 2024.	Audit – Annual Review completion (for likely leavers) and commencement of LA consultation. Staff Voice – quality of Annual Reviews,	Oct 25	SAR	Trust Review (SEND)
LM4	3.1 Establish new protocols for the use of MS Teams to improve information sharing and reduce email traffic (staff workload) 3.2 Establish new email protocols to reduce staff workload.	Staff voice – improvement in reflections on use of email and workload (with reference to 2023-24 staff survey)	Jan 25 Apr 25	CC	SAR

VOCATIONAL PATHWAY (delete table if not applicable)					
OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY

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

TRUST SUPPORT

AREA	AUT 1	AUT2	SPR 1	SPR 2	SUM 1	SUM 2
QE	• • •	• • •	• • •	• • •	•	•
BA	• • •	• • •	• • •	•	•	•
PD	• • •	• • •	• • •	•	•	•
LM	• • •	• • •	• • •	•	•	•
SF	• • •	• • •	• • •	•	•	•