



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 25 June 2024

To be held at 6.00pm

At The Centre School

Membership:

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

In attendance: Jo Myhill-Johnson, Chris Cassidy **Clerk:**

Hanna Douglas.

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	
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

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 26 March 2024	Papers attached (pp3-7) - Chair
4	40 mins	Principals Update and questions	Papers attached (pp8-41) - Principal

5	10 mins	OFSTED feedback and Report	Papers attached (pp42-48) - Principal
6	2 mins	LGC meeting dates 2024-25	Oral item - Chair
7	5 mins	Risk	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 26 March 2024
at The Centre School

MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees.		
In Attendance:	Melanie Basson (Clerk); Chris Cassidy (TCS Vice Principal).		
Minute Reference	Summary of action required	Responsible	Status
14.11.23	Identify LA Section 106 funding allocation in relation to local building developments in relation to TCS	Clerk	Complete
14.11.23	Publish TCS Behaviour policy 2023-25 and RSE policy 2023-25	MCr	Complete
23.01.23 Item 4	Principal Report format for governors	Clerk	Complete
23.01.23 Item 6	Publish TCS First Aid policy	MCr	Complete
23.01.23 Item 9	Ascertain Trust provision for central team support for academy fundraising.	Clerk	Complete
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	
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	

1) Introductions and Apologies The meeting started at 6.08pm.

Apologies for absence were received from Stuart Taylor, Alex Davies and Richard Watson and these were accepted by the committee.

2) Declaration of interests

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

3) Minutes, Actions and Matters Arising Matters arising.

The Clerk fed back a response from Julie Carles, Regional Operations Manager regarding the committee's enquiry of Section 106 LA funding allocation in relation to local housing developments. The committee were informed a multi-use games area (MUGA) is planned for Cottenham, funded by Section 106 funding. The committee acknowledged TCS would benefit from a MUGA as scholars would not need to travel as far to use the facilities.

The minutes of the previous meeting held by TCS LGC on 23 January 2024 were approved on 13 February 2024 and adopted as a fair and accurate record of the meeting.

Mr Gerrard-Croxon informed the committee that TCS funding for the farm is almost spent but is planning to submit a further bid to potentially fund a post for a Farm Manager.

The committee were informed the central Head of Fundraising post is not being replaced.

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
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- Personal Development
- SEP and AIP Updates
- HR, Operations and Site Update
- Any other academy matters: to include enrichment and community

The Principal expanded on their report:

Safeguarding

The Chair questioned what impact the increase of Child Protection cases has had on staff.

The Principal confirmed this presents a challenge where more staff resources are utilised to attend Child Protection meetings organised by the LA.

Curriculum

TCS Curriculum Model 2024-25 was presented to the committee in advance of the meeting. The Principal explained there has been no change to TCS Curriculum model since last year.

The Principal explained groupings may change, dependant on scholar cohort and numbers.

Teaching and Learning

The committee noted TCS action plans around Teacher and Department gradings.

Dr Jones questioned what TCS can do to improve support and development opportunities for staff.

Mr Cassidy informed the committee that TCS offers teaching development opportunities and provided a CPD programme.

The committee recognise TCS offers a unique curriculum which suits scholars needs, which is challenging to benchmark within other academies in the Trust.

Behaviour and Culture

The committee reviewed TCS behaviour data, and noted currently suspensions are low.

Attendance

The committee noted this academic year's attendance for TCS students to the end of Autumn term 2, overall was 79% compared to this time last year at 76.7%. Year 11 attendance was 58.3% compared to this time last year at 65.7% for the same period.

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

Mr Cassidy presented an overview of the challenges faced by TCS in managing attendance to include:

- Transport
- Peer issues
- Scholars choosing what lessons and days they prefer to attend

Mr Cassidy explained TCS continue to work with families and carry out attendance visits covering a large demographic area. This helps provide a better understanding of home life and what may be affecting attendance and engagement.

In school attendance profile remains a focus, acknowledging recognition of scholars whose attendance improves. Scholars who have 100% attendance (100% club), go into a reward draw every week. TCS promote the benefits of attending TCS, i.e. Future employability, staff who support, offer a purpose and friendship groups. Mr GerrardCroxon stated the PHSE curriculum includes MH support to encourage students to attend and reach their full potential.

Personal Development

Mr Gerrard-Croxon informed the committee that TCS Personal Development audit was carried out in February 2024. National Lead for Personal Development, Charlotte Cooper met with scholars, observed lessons and visited TCS Farm and feedback was reported on page 18 of the Principals Report.

Careers

Careers Education Review & Next Steps (2023-24) was shared with the committee in advance of the meeting, page 26 of the Principals Report.

Mr Cassidy informed the committee of TCS recent progress and next steps with regards to Gatsby benchmarking:

Actions noted:

- TCS Website is up to date
- Morrisby introduced as a means of tracking TCS careers programme
- Introduced Job Explorer Database into curriculum activities and 1:1 guidance
- Pathways advisor
- Introduced the Skillsbuilder eight Essential Skills for Employability
- Extended Curriculum – Careers Fair
- Work experience options

- Undertaken Provider Access legislation
- Remaining Annual Reviews scheduled

The Chair questioned whether TCS has capacity to contact organisations who could offer work experience placements.

The Principal recognises the challenge of offering a variety of work experience placements for TCS scholars due to some scholars individual needs.

Mr Cassidy explained the challenges for scholars opportunity to take part in suitable work experience include travelling to and from a place of work. Transport services must be contracted and can only collect scholars from TCS for safeguarding reasons. Supportive organisations are required to meet scholars needs, where risk assessments are undertaken and require staff resources to manage placements.

Academy Development Plan

The committee noted RAG rated TCS Academy Development Plan.

The Principal was thanked for their report.

5) Membership and LGC Link Lead visit reports

The Chair agreed to take Link Lead responsibility for Careers.

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

Ms Davies Link Lead Safeguarding visit report from 7 February 2024 was shared with the committee and questions were invited.

Ms Lees Link Lead Sixth Form, Basic Skills and PHSE visit report from 7 March 2024 was shared with the committee and questions were invited. Ms Lees added the Therapy dog offering MH support for scholars was successful in calming scholars.

The committee recognised additional laptops to replace the tablets which have been taken out of commission. IT needs identified as a priority.

Mr Gerrard-Croxon informed the committee that TCS experience poor WIFI connection within the building and red flags on keywords and inability to share lesson resources by way of interactive clips, can hamper lesson delivery. Mr Gerrard-Croxon informed the committee that iPad devices used by scholars in lessons were de-commissioned, but not replaced.

Ms Lees enquired whether Trust funding was available for IT equipment used by scholars.

The Principal confirmed this funding would need to come from TCS budget.

Action: Mr Cassidy took an action to follow up online safety restrictions with IT colleagues and the rolling program for the replacement of scholars IT equipment at TCS.

Ms Davies and Ms Lees were thanked for their reports.

6) Policies

TCS Safeguarding adults at risk policy, TCS Prevent action plan and risk assessment and the Supporting pupils with medical conditions policy were circulated in advance of the meeting, the committee ratified changes as reviewed by TCS, and the policies were adopted. **Action: Academy to publish accordingly.**

7) Risk

- IT equipment for scholars

- Ofsted readiness

8) Future agenda items and confirmation of forthcoming dates

The committee were informed the date scheduled for TCS Farm fete is 15 June 2024.

Mr Gerrard-Croxon informed the committee of plans for a Plant stall, Cake stall, dog show, bouncy castle, among other activities.

The committee acknowledged the date of the next TCS LGC meeting is scheduled to take place on **25 June 2024. 9)**

Any other business

The meeting closed at 7.37pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 22 April 2024



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Summer Term Two

2023-2024

The Centre School

Sue Raven

Contents

Agenda Item	Contents	Page
1	Safeguarding	3
2	Teaching and Learning	5
3	Behaviour and Culture	8
4	Attendance	10 & Appendix 1
5	Personal Development	10
6	Curriculum: KS4 & KS5	11
7	CPD Planning for September	11
8	HR, Operations and Site Update	12
9	NOR Update and Projections for September 2024	13
10	Any other academy matters: to include enrichment and community	15

Safeguarding

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	Online Safety Policy approved at governors. Weekly CPOMS outstanding actions sheet continues to be shared with staff, new system of only sending to staff that have outstanding actions appears to be improving actions being recorded more timely LAC training booked for 4.7.24 for Designated Teacher for LAC	Visitors Acceptable Use Policy to be added to visitor information (awaiting final version in conjunction with CVC)	
Trends in School	No noticeable new trends observed		
Update on significant cases (anonymised)			
Summary of referrals made	No referrals made to social care		
Ofsted Qualifying Complaints	None		

Welfare Profile:

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

Children at risk and children in need:	Current	Previous Report (Summer term 1)	This time last year
Number and % of PP	78	79	75
Number and % of LAC	1	1	1
Number and % of young carers	2	2	2
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	4	4	0
Number and % of CIN	12	11	6
Referrals made for early help	1	1	4
Family support assessments conducted	n/a	n/a	0
Proportion meeting threshold	n/a	n/a	n/a
CP meetings attended	5	6	0
Number and % of students with an EHCP	133	133	137

Number and % of students with serious medical conditions	0	0	0
Number and % of students receiving external support: CAMHS	4	4	2
Number and % of students receiving external support: behaviour support	0	0	0
Number and % of students receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned. **To be completed on 11.6.24**

Statutory Requirements:

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

Type of training	Date	Number of Attendees	Provider
Supporting Bereaved Children and Young People	15.4.24	All staff	Winstons Wish
Young Carers Champion Training	23.4.24	DSL	Centre 33

Bullying:

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

Analysis and Next Steps
Bullying behaviour has been followed up by staff with students and parents. School will continue to monitor. Bullying has been explored in Student voice sessions with younger students and DSL. Student opinion is that bullying behaviour is dealt with by staff. Students could identify trusted adults they would talk to.

Sexual Harassment:

	Number of Incidents							
	22/23 HT 2	23/24 HT 2	22/23 HT 3	23/24 HT 3	22/23 HT 4	23/24 HT 4	22/23 HT 5	23/24 HT 5
Verbal Sexual Harassment	0	6	0	0	0	0	0	0
Physical Sexual Harassment	2	0	0	1	0	0	0	1
Sexual Violence	0	0	0	0	0	0	0	0
TOTAL	2	6	0	1	0	0	0	1

Analysis and Next Steps

Year 7/8 PSHE has addressed sexual harassment, consent, healthy relationships, this is predominantly where incidents have been occurring.
Each incident has been followed up with conversations 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

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	2	5%
UPS	2	5%
MPS	7	17.5%
ECTS	0	0%
ITT	0	0%
UQTS (not part of ITT) delivering (tutoring, leading, and extended curriculum)	28	72.5%

'Light Touch' support is support provided before moving to the 'Informal Support Plan' stage. This 'Light Touch' support could be line management support and challenge, coaching support and additional CPD. Clear targets and a timeline for improvement are required in a similar way to an informal support plan. The above process should also apply to staff in their probationary periods. Probationary Hearings would then be held if required.

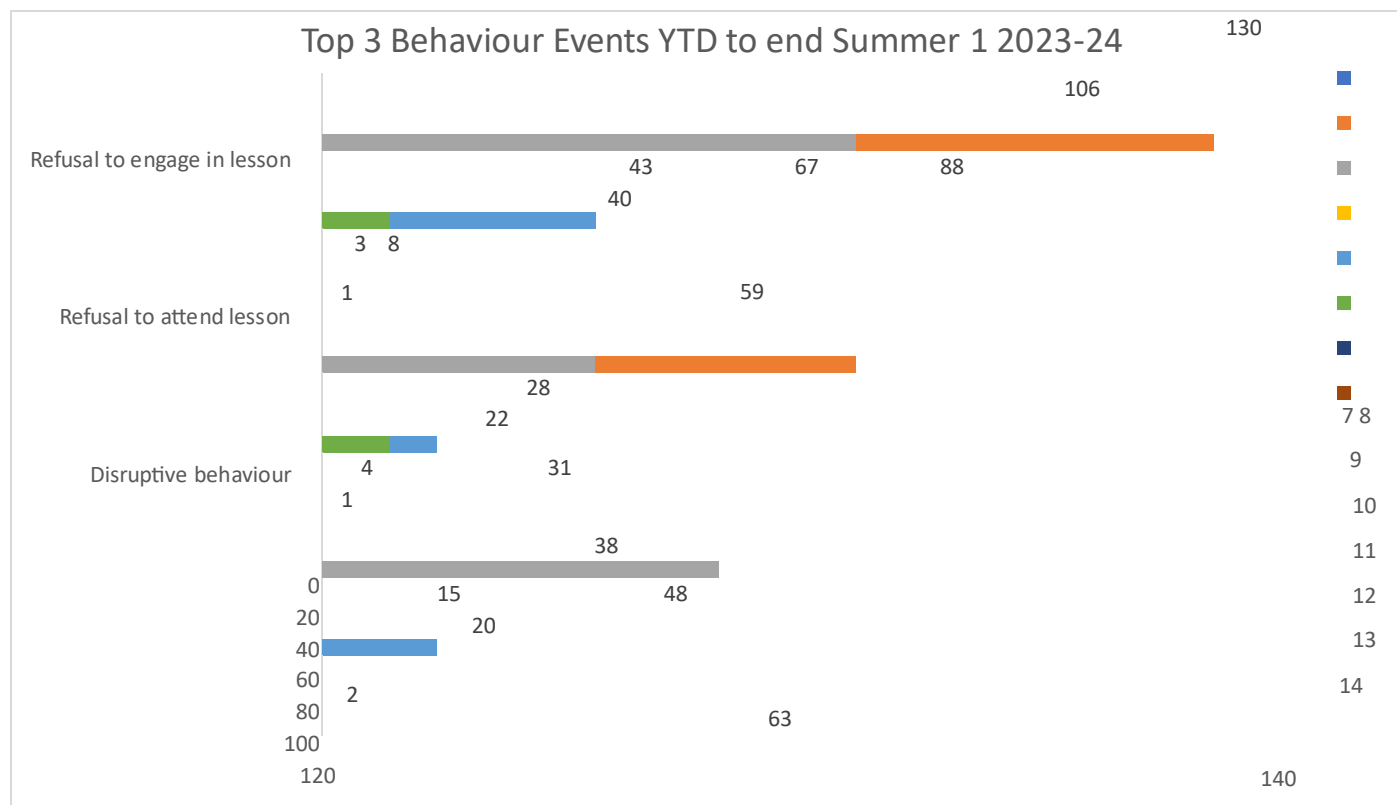
Next Steps:

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

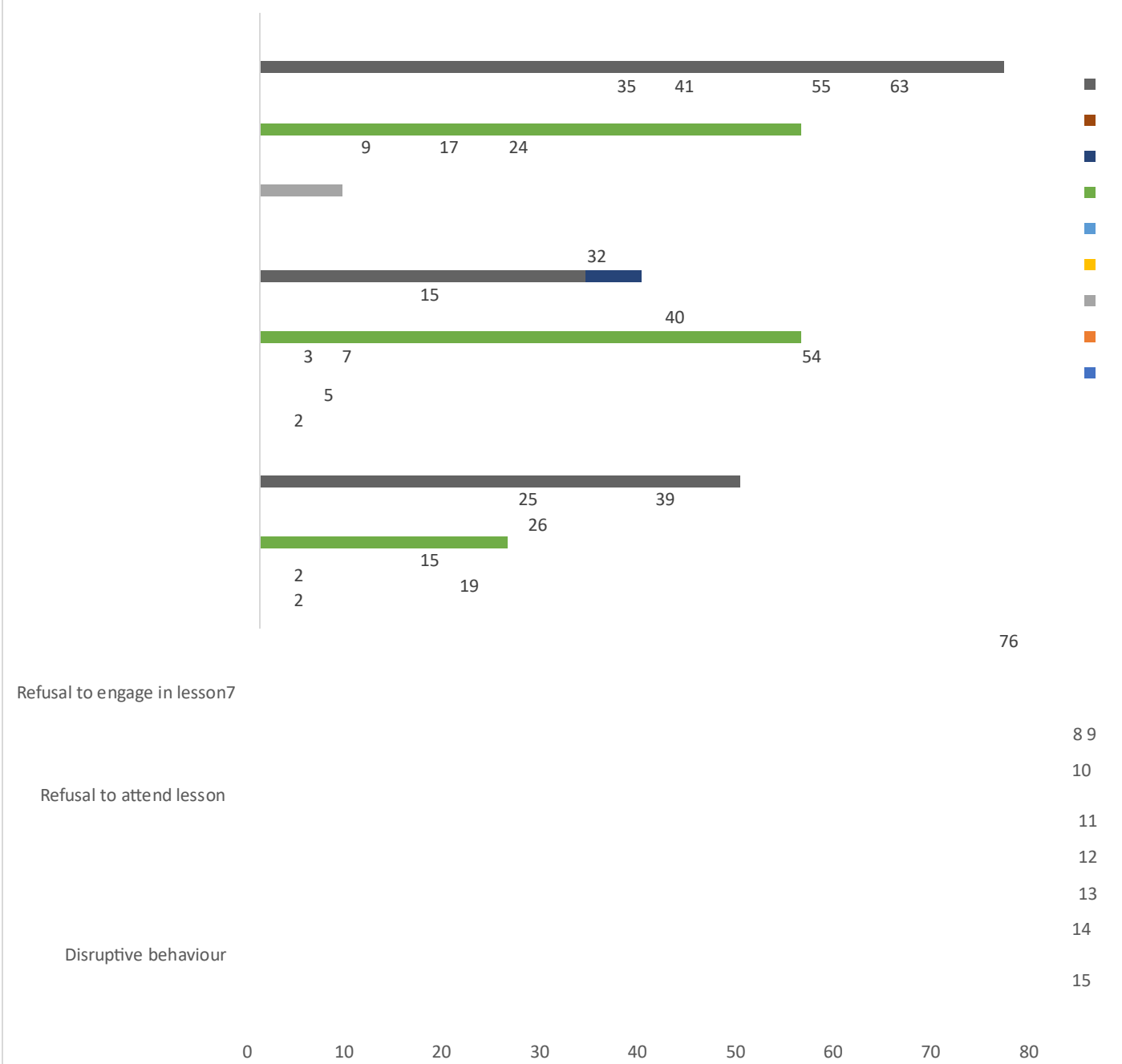
- Continue ongoing work:

- Phonics
- Spelling
- Reading
- Trauma-informed practice
- Zones of regulation
- Delivering an SEMH curriculum

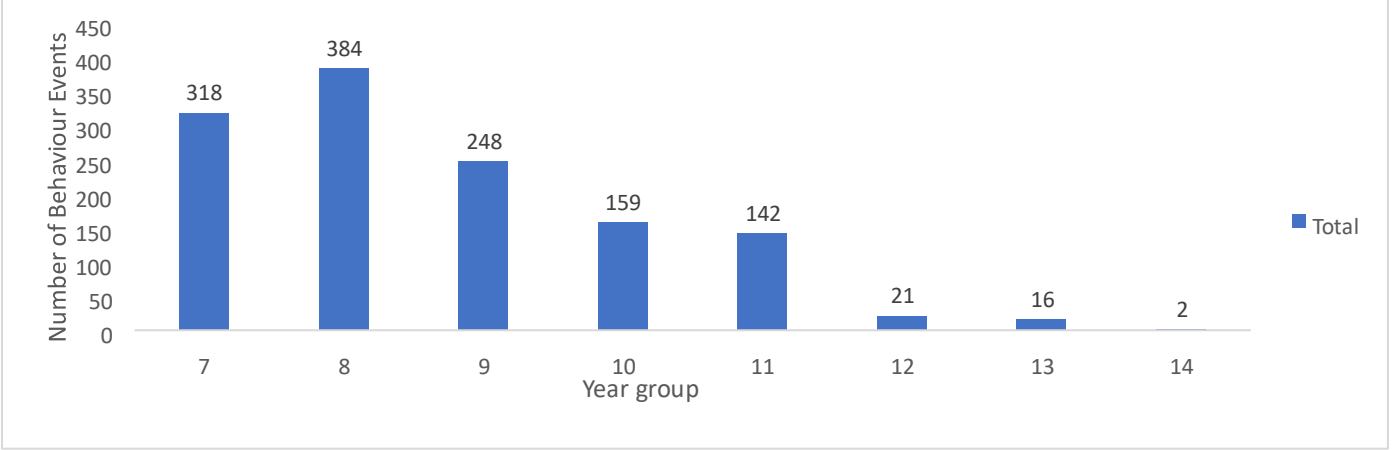
Behaviour and Culture

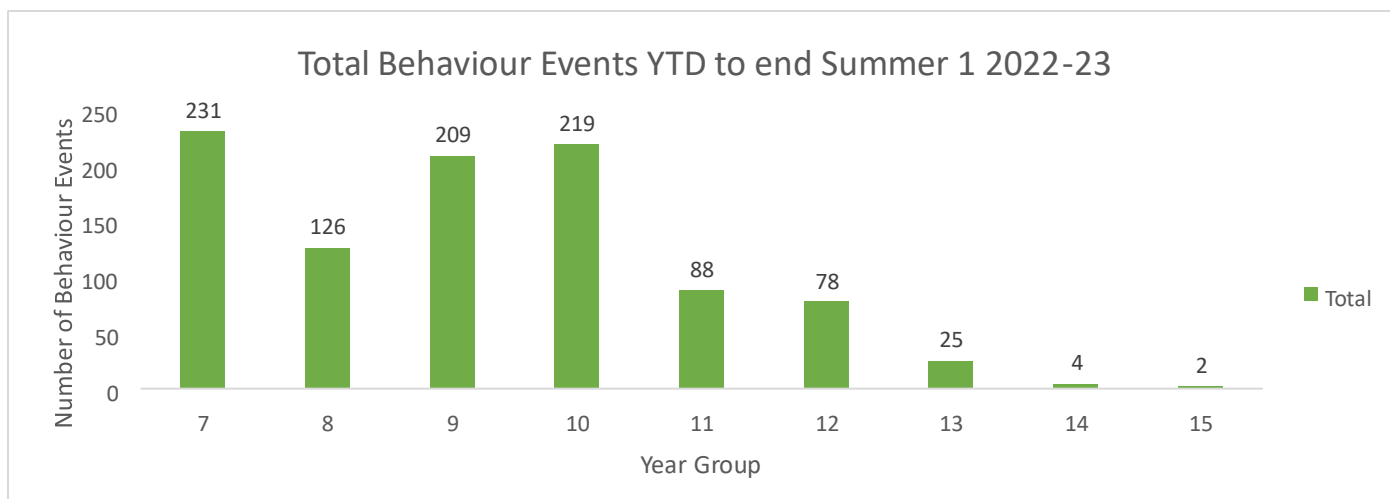


Top 3 Behaviour Events YTD to end Summer 1 2022-23



Total Behaviour Events YTD to end Summer 1 2023-2024





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.

3 or 4 year 11 students are finding it difficult to manage their behaviour in the last few weeks of term.

Suspensions:

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

Sept 2023 to May 2024	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Number of Suspensions	80	43	80	8	13	25	17	17	0	0
No of Students	43	34	43	8	9	12	7	7	0	0
No in Cohort	139	82	139	17	28	22	33	24	6	8
% Of Cohort	26.12	33.75	26.12	29.41	29.63	47.62	15.63	30.43	0	0
Total Days	109.5	76	82	9.5	16	33	27	24	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Sept 2022 to May 2023	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Number of Suspensions	75	36	75	4	7	13	25	16	10	0
No of Students	30	16	30	3	4	4	9	6	4	0
No in Cohort	137	64	137	27	14	29	24	17	15	0

% Of Cohort	21.90	25.00	21.90	11.11	28.57	13.79	37.5	35.29	26.67	0
Total Days	126.5	57	126.5	5	8	24	42	33	14.5	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

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

Whilst suspensions are slightly higher this academic year, we do have a reduction in 15 days.

Last academic year we had 6 suspensions with 4+ days whereas this year we have had none to date. This is a major improvement.

There have been 20 suspensions this term totalling 27.5 days with three repeat offenders. 9 of the students involved have previously been suspended during this academic year.

The highest number of exclusion days was 2.

There were two common themes to the exclusions this period: abuse (physical or verbal) against another (adult or student) and persistent/general disruptive behaviour. As we are a SEMH special school, we expect to face these issues.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School		75.8%	78.8% (+3%)
Individual Student		-	-
Pupil Premium		73.4%	76.5% (3.1%)
SEND		75.8%	78.8% (+3%)
Maximum % of pupils who are PA:		58.5%	48.9% (-9.6%)
% of PP pupils who are PA:		56.6%	48.8% (-7.8%)
% of SEND pupils who are PA:		58.5%	48.9% (-9.6%)

Please also provide details of:

- the attendance for students at AP – 44.5 % YTD
- the number of students moving off roll to EHE - 0

Personal Development

We will hopefully be in a position to share the Ofsted report which is very positive about Personal Development.

Curriculum Planning and Model for 2024-25

The curriculum model for 2024-25 will remain the same as this year. The changes will be made to groupings, and year groupings. This cannot be put in place until we know what students we have.

TCS Curriculum overview:

English 3 lessons per week	Maths 3 lessons per week	Basic Skills 3 lessons per week
Science 2 lessons per week	PSHE (including RSE) 1 lesson per week	
Options - Humanities (including RE), PE, Public Service, Cooking, Art, DT and Construction 3 chosen subjects each having 2 lessons per week		

Lesson times 35/45 minutes

CPD Planning for September

Please provide:

- details of your draft staff onboarding and reboarding plans.
- Your draft plans/calendar for CPD, deliberate practice and intellectual preparation for 2024-25.

To be completed.

HR and Staffing Update

	Details
New Appointments for 1 st June 2024	1 - agency
New Appointments for 1 st September 2024	0
Leavers for 31 st May 2024 (any updates further to previous report)	1 UQT
Leavers for 31 st August 2024	0
Current vacancies not filled	1

Please provide updates below of current NOR.

Current NOR PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
June 2024	17	28	20	32	22	6	8	133
March 2024	17	28	20	32	23	6	8	134
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 22 Census	19	12	27	21	15	14	11	119
1 st September 22	2	12	22	19	14	13	11	93
October 21 Census	10	19	15	11	22	12	15	104

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
--	--------	--------	--------	---------	---------	---------	---------	-------

Leavers YTDend of HT5 2024	0	0	2	1	2	1	0	6
Leavers-YTD by end of HT5 2023	2	0	1	1	0	0	1	5
Joiners YTDend of HT5 2024	2	5	3	2	0	0	0	12
Joiners-YTD by end of HT5 2023	8	2	3	3	2	0	0	18

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE YTD-end of HT5 2024								0
EHE YTD by end of HT5 2023								0
EHE End of Year 2022-23			1					1

Projected NOR for September 2024

Unable to complete as we have not had the correct information through

Any Other Academy Matters

Event dates:

Farm Fest (in Newsletter) Saturday 15th June 2024.

Centre Celebration Thursday 27th June 2024.

Principal's Report

Welcome to our Easter Newsletter!

The recent Brenscombe trip was a huge success and there are some great pictures both in this newsletter and on our Facebook, Twitter/X and Instagram feeds. Thanks to the staff who made the Brenscombe week possible and of course thanks to Bel who returned for the week to help out.

Those of you that follow us on social media will have seen the regular **#FarmFriday** updates. We have also attempted to find someone that may have a bit of spare time to help us write some bids to charities as we are always looking to further develop the farm. The large donation we received earlier this year been used to provide a mobile classroom and set up an electrical supply amongst other things. Please get in touch if you think you could help.

We have packed a lot into this very short term. Students are achieving Functional Skills qualifications in both English and Maths, and we continue to work on both our Gold Award and the Gateway qualifications.

A range of visits have taken place in order to enable the students to work towards these awards, such as the Art trip to London, twice to Ice Hockey, and to Duxford.

By the time you receive this, we will have met up for the April home visits. I hope you had a very good Easter break, and are ready for a great Summer Term!

Sue Raven



From the **Newsletter Editor**: For operational reasons, it was not possible to get this newsletter to you during the holiday as we have always done in the past. I apologise for the delay, and for the reduced size of this edition. The future of the Newsletter, particularly in regard to the costs of providing printed copies, will be reviewed during the coming term. We will keep you informed!

Chris Lee-McCloud

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

The school website is www.astreacentreschool.org

Whirling Wonders in the Bungalow

Sarah, tutor for the three students who work full-time in our bungalow on site, writes:

This term we have been looking at the landscape of the Fens and learning about how the Fens are drained. Pumping technology has been part of the landscape for centuries and we have studied different ways to keep water off the rich, Fenland soil. Wind power has been a particular feature and we have learned about the transfer of energy through levers, gears and pulleys, utilising the power of the wind to pump water and grind wheat. We also looked at simple ratios, counting gearing teeth and learned some new vocabulary along the way. Who said Maths and Science were boring?!



During the Extended Curriculum in the afternoons, Matthew (and sometimes Sam) have visited several windmills in various states of repair and sometimes disrepair. Matthew said, '**Some mills still work and great examples of that are Wicken, Wicken Fen and Foster Mill in Swaffham Prior**'. Matthew bought some flour from Fosters Mill with CLM, and back at the Bunga we made bread. We also compared and contrasted factory milled flour with wind-milled flour. The results were equally tasty!

Looking at windmills lead us to learn about forces and the work of Sir Isaac Newton. As well as the science we looked at historical accounts and considered if an apple really did fall on Sir Isaacs' head. Matthew thinks the apple did fall on his head and helped him to discover gravity.



We were all very excited to have the Sheep come to visit us for a week. They couldn't stay too long because unfortunately the gardeners cut the grass just before they arrived. We are hoping that once the grass grows back, they will be coming to visit again (**'as long as the gardeners don't cut the grass'**, Matthew added).



Cooking continues to be a regular part of the day with Sam on a mission to perfect his cooking skills. He has now started cooking lunch for other students in the Bungalow and is learning to blend herbs and spices to produce some tasty and exotic dishes. After some over enthusiastic use of chillis, Sam is now careful not to overdo it and adapt chilli heat not only to his own taste but the tastes of his Bunga-mates. Sam has even been heard to say that it tastes better than a takeaway and '**Yummy**' is a word regularly used by the other students!

Centre School Farm

There's always a lot going on down on the Farm, and Spring is a tremendous time! We were lucky enough to receive a grant that helped us with two major upgrades — electrical power is now being laid on, and we have had a fantastic new cabin delivered!

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



We are also hoping for some help to apply for more grants — this advert went out on our social media.

We are an SEMH school based in Cottenham, who are looking for a volunteer with experience of fundraising and admin, to help us grow our farm!
We are now 2 1/2 years in and need a nudge in the right direction to make it even better!
If you are interested in helping us please contact our Principal, Sue Raven on 01954 288810. Thanks!

Finally — make a note of Saturday 15 June — **FARMFEST!!**

www.astreacentreschool.org

THE CENTRE SCHOOL FARM FEST

SAT 15.06.2024

10am-2pm



- Open Dog Show With Prizes!
- BBQ
- Stalls & Much More



Raising money for Drama Studio lighting and further farm projects!

Location

High Street
Rampton
CB24 8QE

///broadens.nosedive.tom

www.facebook.com/thecentreschool



www.astreacentreschool.org

THE CENTRE SCHOOL

DOG SHOW

Start: 10am

Judged by: Mrs B Ridgett

1. Cutest Puppy, Age 6 to 12 months.
2. Prettiest Bitch
3. Most Handsome Dog
4. Best Condition
5. Scruffiest Dog
6. Best Veteran, aged 7 years and over
7. Best Treat Catcher
8. Best Trick
9. Junior Handler aged from 6-12 years old
10. Junior Handler aged from 13-17 years old

BEST IN SHOW

1st & 2nd Places from each class are eligible to enter this will be judged straight after class 10. Amazing Prizes for Best in Show & Reserve.

Bale Retrieve

Start 10am

£1 per entry, to be paid on the day.

The fastest time of the course of the day wins.

Prizes to 2nd and 3rd fastest times.

£2 per entry, to be paid on the day.

Rosettes are awarded 1st - 4th in each class.

Fabulous prizes to be won.



www.facebook.com/thecentreschool

FARM FEST 15.06.2024

Brenscombe March 2024



The Spring Brenscombe trip (usually aimed at the younger students) is not always blessed with good weather, but this year it was much better! Still wet at times, and very soggy underfoot on the coast path, but generally Spring was in the air!

Students got to try all sorts of activities on land, on water and even in the air— high ropes! They learned a lot about team-work, and became very good at supporting each other to overcome their fears and frustrations!

They completed a gruelling 8km walk along the Jurassic coast coastal path, battling through some tough conditions. After many slips, lost shoes and muddy clothes, the students arrived in Kimmeridge Bay where they hunted for fossils. They showed exceptional resilience and should all be very proud of themselves for pushing on.



Brenscombe March 2024

One morning, the Brenscombe group went to Portland where the students took part in rock climbing and abseiling—this showed lots of teamwork and support skills again. That afternoon the group got to play on a mega SUP (very big stand up paddleboard) at sea! Everybody got involved and it was a great experience!



Everybody got involved and it was a great experience!

One evening was spent in Swanage eating chips and playing in the arcades! An amazing week!



Trips to London — Bubbles and Lego



Two groups travelled to London in the Spring Term - one group went to the Lego Store in Leicester Square, and Art students went to Bubble Planet, where they had an amazing time!



St Patrick's Day

The Centre School holds regular House Days, where we spend a morning learning and experiencing more about important subjects. We are currently learning more about different festivals, and most recently we looked at St Patrick's Day. This enabled us to think more about Irish culture, so we made shamrocks, tried horse-racing, and learned about the life of St Patrick in drama sessions.



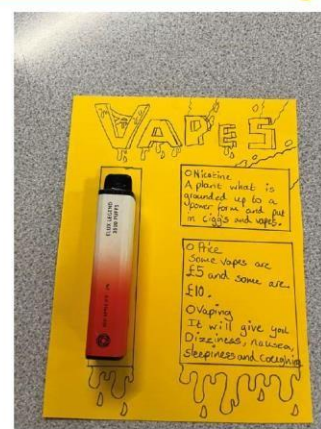
As we approached Easter, some students had the chance to make Easter-themed cup-cakes. Aren't they fantastic?!!



PSHE — learning about issues around Vaping.



In Crox's PSHE lessons during the Spring Term, the students learned about the issues around vaping. They researched and produced displays to explain what they had learned about the possible dangers.



Decoding skills—Rap Battle!

Many of our students come to use missing some essential spelling skills, for a range of reasons. Our Basic Skills sessions are designed to teach the phonic knowledge that should enable them to read and spell much better—and it works.

Laura, Charis and Emily have been trying something new and exciting this term, by getting students to put their decoding skills to the test, in a rap off between two intervention for reading groups at the end of this half term. This was a huge success and showed how far the students have come not only with their ever-increasing phonic knowledge but their confidence around reading. They performed these rap off's to each of the opposing teams. We are hoping to continue this battle next term with the other intervention groups.

Emily's group started with their interpretation of the New Zealand Rugby teams Haka in order to try and strike terror into the opposition and Laura and Charis team with hoods up were able to deliver a powerful rap with a strong message. Both teams performed well and most importantly pronounced their phonic sounds with accuracy and speed!

Laura's group rapped it out with: ee and ea - both long and short sounds

Emily wrapped up the team with a recap of vowel sounds: ay, ee, igh, ow.

This was a fun way of practising essential skills, and it'll definitely happen again!



Annabel is sending — are you receiving?

Annabel Gerrard Croxon (Student Welfare and Safeguarding) has been sending monthly e-mails to parent/carers about various safeguarding issues during this academic year.

If you think you are not receiving these e-mails, please check your spam/junk folder as they may be sitting in there. Information shared this academic year has included:



WhatsApp, online safety websites, Snapchat, mental health support, and vaping.

Annabel is keen to gather **Parent Voice** about any other issues that parent/carers would value having more information or a better understanding of and will be actioning this in the near future.

In the meantime if any parent/carers would like to get in contact regarding any issues, please contact Annabel on **01954 288746** or **annabel.croxon@astreacentreschool.org**

Dates for next term

There is a Training Day at the beginning of the Summer Term, and our staff will be coming out for Home Visits on **Tuesday 16th April**.

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

Training Day: **Monday 15th April 2024 (closed to students)**

Parent Visits: **Tuesday 16th April 2024 (closed to students)**

Term Starts: **Wednesday 17th April 2024**

Bank Holiday: **Monday 6th May 2023**

Half-term: **Monday 27th May to Friday 31st May 2023**

Centre Celebration: Thursday 27th June 2023

Training Day: **Friday 28th June 2023 (closed to students)**

End of term: **Tuesday 23rd July 2023**

Inspection of The Centre School

High Street, Cottenham, Cambridge, Cambridgeshire CB24 8UA

Inspection dates: 21 and 22 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

The principal of this school is Sue Raven. This school is part of Astrea Academy Trust, which means other people in the trust also have responsibility for running the

school. The trust is run by the chief executive officer (CEO), Rowena Hackwood, and overseen by a board of trustees, chaired by Benjamin Brown.

What is it like to attend this school?

Pupils are happy and feel safe at The Centre School. Most pupils join having experienced challenges in education elsewhere. This means that they start with gaps in their knowledge and lack the behaviours they need to learn well. The school helps pupils quickly develop the knowledge and attitudes they need to make positive choices to be successful.

The school has high expectations for what pupils can achieve. Staff understand the specific social, emotional and mental health (SEMH) needs of pupils. They are patient and caring towards pupils. This creates a warm and welcoming atmosphere throughout the school. This helps pupils, and students in the sixth form, to engage positively with their learning.

Pupils benefit from high-quality personal development. This includes the extended curriculum and a range of other opportunities such as regular residential trips and curriculum visits at home and abroad. These introduce pupils to new experiences and opportunities. Pupils value their personal, social, health and economic education lessons. These help pupils learn how to avoid risks, make safer choices and learn about positive relationships. Pupils readily use opportunities to engage in meaningful debates about a wide range of topics such as democracy and representation.

What does the school do well and what does it need to do better?

The school has designed a bespoke curriculum offer that is well adapted to meet the needs of pupils. Across many subjects, the school has identified the knowledge that pupils should learn. This knowledge has been sequenced in a well-structured curriculum that builds on pupils' varied starting points. Here, pupils secure their understanding of important knowledge. This enables them to produce work of a high quality. In some subjects, the school has not yet identified the important knowledge pupils need to learn as precisely. In these areas, pupils' knowledge is less secure.

Teachers show a passion for their subjects and have strong subject knowledge. They check pupils' understanding with precision and use these checks to adapt their teaching. This helps them to address any misconceptions or gaps in knowledge that pupils have.

With the support of the trust, the reading curriculum has been strengthened in recent years. This includes effective phonics teaching. Reading is prioritised across subjects and in basic skills lessons. Those pupils who require support with their reading get effective help. This enables them to read well and learn the curriculum successfully.

The school focuses on pupils building positive relationships with staff and each other. This creates a culture of mutual respect where pupils feel valued. As a result, lessons are purposeful and focused on learning. Staff are well trained and supported by the school to address behaviour that falls short of the school's expectations. Pupils value rewards and other incentives that the school has created to promote positive behaviour. They work hard to achieve these.

Many pupils join the school with low attendance. The school uses tailored approaches to help support pupils and their families in securing good attendance. This is helping most pupils to attend regularly. The school regularly reviews and adjusts its approaches to help pupils improve their attendance.

The extended curriculum greatly contributes to pupils' personal development and wider skills. Pupils are enthused by the wide range of activities and other opportunities that feature within this programme. This includes working on the school farm, fishing, cooking and visits to a local gym. The school is working to increase the number of accreditations that pupils can achieve through this programme.

The school has made significant changes to the careers curriculum this academic year to strengthen the advice and guidance that pupils receive. This is leading to greater opportunities for pupils to engage with employers and gain experience of the workplace.

The small but growing sixth form is an integral part of the school. Sixth formers and pupils in the main school work alongside each other in many areas of the curriculum. The school ensures that students in the sixth form benefit from visits to local colleges and interactions with different employers. This is helping students make informed choices about their next steps into further education or employment.

Staff feel valued and well supported by the school. The school helps staff to manage their own workload. The trust understands the specialist nature of the school. It provides effective support to help the school meet the needs of pupils well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- 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.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137594
Local authority	Cambridgeshire
Inspection number	10323712
Type of school	Special
School category	Academy special converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	132
Of which, number on roll in the sixth form	14
Appropriate authority	Board of trustees
Chair of trust	Benjamin Brown

CEO	Rowena Hackwood
Principal	Sue Raven
Website	www.astreacentreschool.org
Date of previous inspection	20 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of Astrea Academy Trust.
- The school is on the same site as Cottenham Village College.
- The school uses nine unregistered alternative providers.
- All pupils have an education, health and care plan and SEMH needs.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with the CEO of the multiacademy trust, the chair of the local governing committee and representatives from the board of trustees.
- Inspectors carried out deep dives in these subjects: English, physical education, science and the extended curriculum. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also discussed the curriculum in some other subjects and looked at samples of pupils' work from these subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the Ofsted Parent View questionnaire. They also considered responses to the staff and pupil surveys.

Inspection team

Marc White, lead inspector

His Majesty's Inspector

Clare Gammons

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024