



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 8 July 2025

To be held from 6.00pm

At The Centre School

Membership:

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

In attendance: Chris Cassidy (Vice Principal).

Clerk: Melanie Basson.

Minute Reference	Summary of action required	Responsible	Status
01.10.24 Item 1	Follow up potential candidate to join TCS LGC	Principal/ Clerk	Summer 1
28.01.24 Item 4	Share updated Gatsby benchmark (gold standard of careers standards in education)	CC	Summer 1

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 25 March 2025	Papers attached (pp2-5) - Chair
4	30mins	Principals Update and questions <ul style="list-style-type: none"> Designated Teacher for LAC and PLAC Annual Governors Report 2024/25 	Papers attached (pp 6-44) - Principal
5	10 mins	TCS Careers Program	Oral item - CC
6	10 mins	Policies	Papers attached separately

7	2 mins	Proposed TCS LGC meeting dates 2025-26: TBA	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 25 March 2025

At The Centre School

MINUTES

Members Present:	Pri Pinnaduwa (Chair); Kate Lees; Sue Raven (Principal); Richenda Jaggard; Alison Jones; Stuart Taylor.		
In Attendance:	Melanie Basson (Clerk); Jo Myhill-Johnson; Lauren Ward.		
Minute Reference	Summary of action required	Responsible	Status
01.10.24 Item 1	Follow up potential candidate to join TCS LGC	Principal	Summer 1
28.01.24 Item 4	Share updated Gatsby benchmark (gold standard of careers standards in education)	CC	Summer 1

1) Introductions and apologies

The meeting started at 6.00pm.

The committee accepted apologies for absence from Richard Watson and these were accepted by the committee.

2) Declarations of interest

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

3) Minutes, Actions and Matters Arising

The minutes of the previous meeting held by TCS LGC on 28 January 2025 were approved on 14 February 2025 and adopted as a fair and accurate record of the meeting.

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

4) Principal's Update and questions

The committee acknowledged TCS annual Safeguarding audit was carried out on 29 February 2025.

Staffing

The committee discussed TCS staffing arranging in terms of staff absence, staff leavers and maternity leave. The Principal stated TCS utilise reliable agency staff to cover, and staff are coping well.

The committee welcomed the appointment of Hannah Meadows as TCS Engagement Officer.

Finance

When asked, Ms. Myhill-Johnson reported no concerns regarding TCS 2025-26 budget.

Teaching and Learning

When asked about the Humanities department, the Principal reported TCS Humanities department has been divided up for upper and lower school cohorts, and the quality of teaching is improving.

The Principal reported improvements to TCS Humanities provision is proving successful.

The Principal highlighted TCS' focus around ongoing review of repeated suspensions, as reported on page 11-12 of the Principals report.

3G pitch.

The committee acknowledged progress of CVC Sports pitch, whereby construction has started. The Principal informed the committee there was a change to access routes to reduce disruption to students. As a result, TCS students are unaffected by the disruption during construction. The Principal reported the project is due to be completed by mid-July 2025.

Mr Taylor informed the committee he has emailed local football clubs to source football boots suitable for use on the new 3G pitch. The aim is for TCS to keep a supply of boots to loan to students who do not own a suitable pair of boots.

PAN

The Principal informed the committee around TCS admissions process, which is administered by the LA electronically. The Principal explained TCS has welcomed 27 new starters and refused around 25 applications due to TCS not in a position to meet need.

Leadership and workload and job satisfaction survey report

The Principal presented the outcome of the Leadership and workload and job satisfaction survey, which was completed by 33 members of TCS staff. Overall, the outcome was positive.

Questions were invited.

When asked whether the survey results have been shared with TCS staff, the Principal reported not yet, but they will be.

When asked whether all staff will see the comments as presented to the committee, the Principal confirmed they would be.

When asked whether TCS has planned actions as a result of the findings of the survey, the Principal reported:

- Staff reported they receive too many emails, the Principal recognises this, but this is how TCS communicate so as it is as expected.

- TCS plan to continue working with external coaching provider Ivor DeSousa, which has proved successful with staff. Support and strategies have offered staff a toolkit to meet their goals and achievements in converting to Qualified Teacher Status. TCS recognise this good for staff development and staff retention.
- Regarding what make TCS a better place, the Principal explained TCS has limited influence on the suggestions reported in the survey. i.e. staff ratios and improvements to the site and its buildings.

5) TCS Careers Program

This item will be moved to the next meeting.

6) Link Lead visits

Ms Lees Safeguarding Link Lead visit report from her visit to TCS on 17 March 2025 was circulated to the committee in advance of the meeting. Questions were invited.

The committee discussed the process of logging safeguarding incidents and its functionality.

Ms Lees was thanked for her report.

7) 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 **8 July 2025**.

Future agenda item:

- TCS Careers Program

8) Any other business

The Principal informed the committee TCS multi-functional device (MFD) contract has come to an end, resulting in copiers and scanners being recovered by the supplier. A new contract will be in place from 2 July, in the meantime staff have the use of CVC printing facilities as well as a loaned photocopier. Ms Myhill-Johnson agreed to establish how this gap in access to MFD happened and feedback to the Principal.

When asked about TCS farm animals, Ms Jaggard informed the committee TCS farm has three new lambs with two more expected.

Committee members were invited to attend TCS Farmfest, taking place on 28 June 2025, further details to follow nearer the time.

The committee recognised the significant contribution of Peter Dunkley with his support and hard work at TCS farm and discussed options to acknowledge this at TCS FarmFest

The committee acknowledged TCS residential trip to Brenscombe for ten TCS students with four staff.

The meeting closed at 7.06 pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 28 April 2025.



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Spring Term Two

2024-2025

The Centre School

Sue Raven

Contents

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Safeguarding

Introduction and contextual information about the school:

The Centre School is an SEMH Special School providing education for students between 11 and 19. The students come from all over Cambridgeshire and beyond.

As of 26th June 2025, the school has 140 students on role. Two were admitted in June and one in May. Over the academic year 2024/25 the school has received over 300 placement requests. There are 20 year 7 students expected in September 2025, although this is changing on a daily basis. In addition we have 10 offers pending. There is no doubt we will be back up to 140 and above by the end of September. We have 22 students staying on for our Vocational provision - an increase on this year. We hope to be fully staffed in September, and if funding allows, we expect to be able to employ at least 1 extra UQT.

The school aims to provide a stimulating and exciting curriculum, under-pinned by Functional Skills and Gateway qualifications, whilst allowing young people to grow and develop so that they can progress onto next steps successfully. This year, we have some young people moving on to Cambridges Regional College, and others moving on to local provisions, e.g. New Meaning.

The national funding around SEN funding is a particular issue for Cambridgeshire, who are struggling with the safety valve situation.

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	<p>Visitors Acceptable Use Policy has been added to Visitor Information.</p> <p>CPOMS multi category review identified need for improvement in recording of actions for child on child incidents</p> <p>Staff member identified to be responsible for Medical Care Plans</p> <p>Health and Safety</p>	<p>CPOMS multi category re review to be completed on 26.6.25 by Astrea Safeguarding</p> <p>DSL and staff member (Rose Greener) to meet to review updated policy and procedures.</p> <p>Operations Manager to take responsibility once appointed.</p>	

	All Governors have completed Safeguarding Training for 24/25		
Trends in School	Child on Child Physical Abuse	School to continue to monitor trend, some incidents are related to different students, one student repeat offender. Management Plan to educate offsite/AP. TCS follows up with students/parent/carers following incidents to allow opportunity to reflect on behaviour	
Update on significant cases (anonymised)	CONFIDENTIAL		
Summary of referrals made	CONFIDENTIAL		
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 (End of HT3)	This time last year (end of summer term 1)
Number and % of PP	89	87	79
Number and % of LAC	3	3	1
Number and % of young carers		2	2
Number and % of scholars privately fostered	0	0	0
Number and % of scholars with CP plan	1	1	4
Number and % of CIN	3	3	12
Referrals made for early help	4	2	1
Family support assessments conducted	n/a	n/a	n/a
Proportion meeting threshold	n/a	n/a	n/a
CP meetings attended	4	12	6
Number and % of scholars with an EHCP	138	137	133
Number and % of scholars with serious medical conditions	0	0	0
Number and % of scholars receiving external support: CAMHS	0	2	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
Prevent Awareness Refresher	March 25	Staff Team	Gov.uk
Sharing Nudes and Semi Nudes	4.3.25	Staff team	Astrea, delivered by DSL
Young Carers training	13.5.25	Staff team	DSL
Beginner Senior Mental Health Lead	10.3.25 and 31.3.25	DSL	Anna Freud Centre
Level 3 Award in Supervising First Aid Mental Health	7.5.25 and 8.5.25	DSL	Nuco Training
DSL Training	28/29.4.25	DDSL	Cambridgeshire Education Safeguarding Training

Bullying (end of year comparisons):

Aspect	2022-23	2023-24	2024-2025 YTD (end of summer term 1)
All Bullying Incidents	10	16	11
Racist Incidents	3	14	11
Cyber Bullying	3	2	4
Homophobic Bullying	1	1	1
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 PSHE curriculum and in informal conversations between staff and students.

All incidents of bullying behaviour are followed up with students and parents

23-24 racist incidents are significantly higher as associated with the behaviour with one student over a short period of time and some of the logged incidents were not directed at students but where students have exhibited racist behaviour when in the community.

Discussions with PSHE Lead regarding Issue of racism and racist language (focus on younger age groups, Yr 7-9 where incidents happening more frequently)

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

	Number of Incidents					
	22/23 Term 4	23/24 Term 4	24/25 Term 4	22/23 Term 5	23/24 Term 5	24/25 Term 5
Verbal Sexual Harassment	0	0	0	0	0	2
Physical Sexual Harassment	0	1	0	0	1	0
Sexual Violence	0	0	0	0	0	0
TOTAL	0	1	0	0	1	2

Analysis and Next Steps
<p>Incidents are followed up with students and parents</p> <p>23/24 Term 1 figures were higher due to incidents within the Year 7/8 cohort. PSHE lessons were targeted to address this increase in incidents. 24/25 term 2 figures related to a peer group and 1 young person not understanding what is appropriate, since follow up with the student there have been no further incidents.</p> <p>Term 5 incidents relate to incidents happening online via messaging or social media. Online safety and healthy relationships are incorporated within the PSHE curriculum.</p> <p>Each incident has been followed up with conversations with students and parents.</p> <p>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</p>

Curriculum

The focus in this report will be curriculum planning for 2025-26.

Include:

- a copy of your **final** curriculum model for 2024-25 for all key stages. (Attach as Appendix 2)

Teaching and Learning

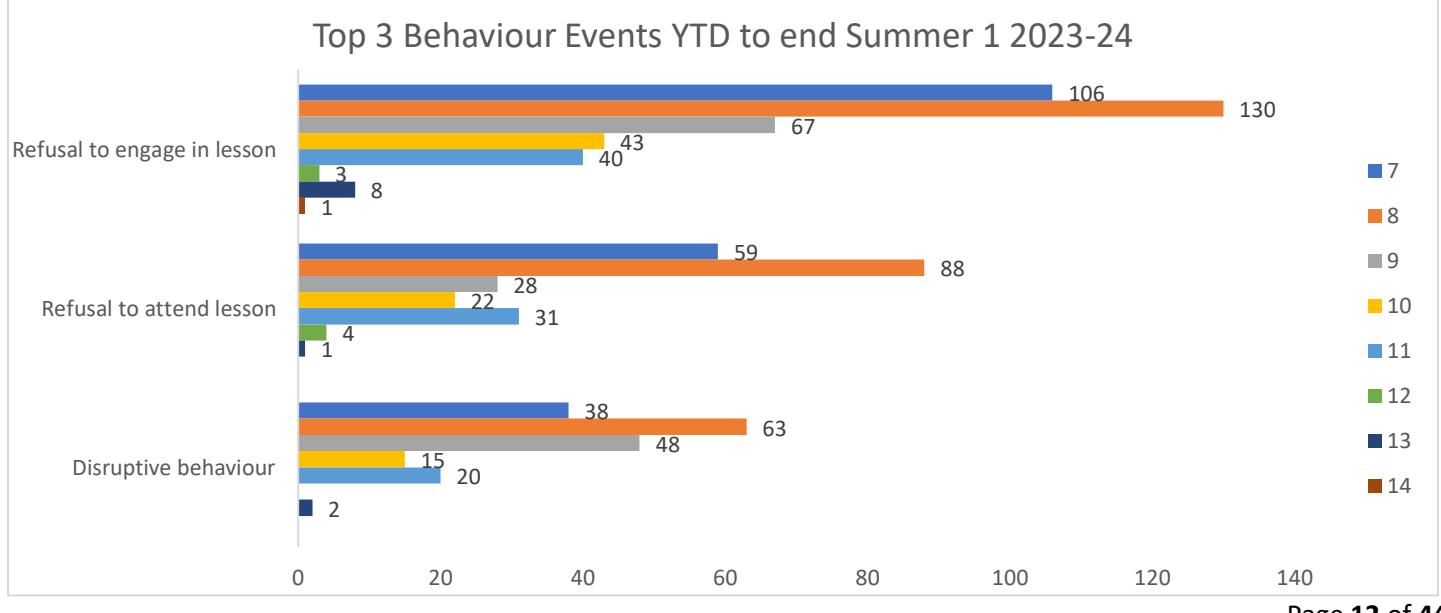
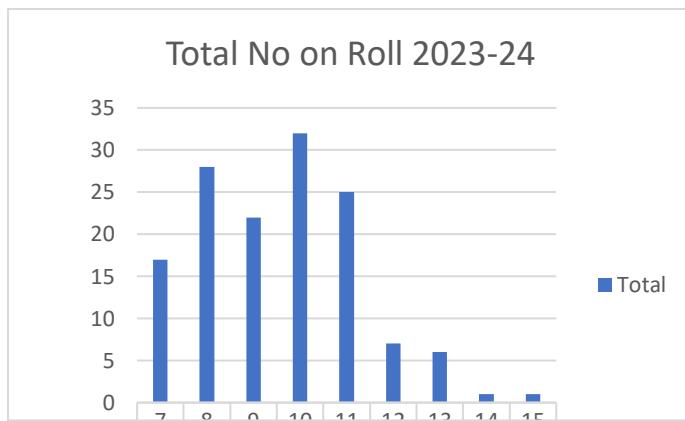
Teaching Profile of the Academy:

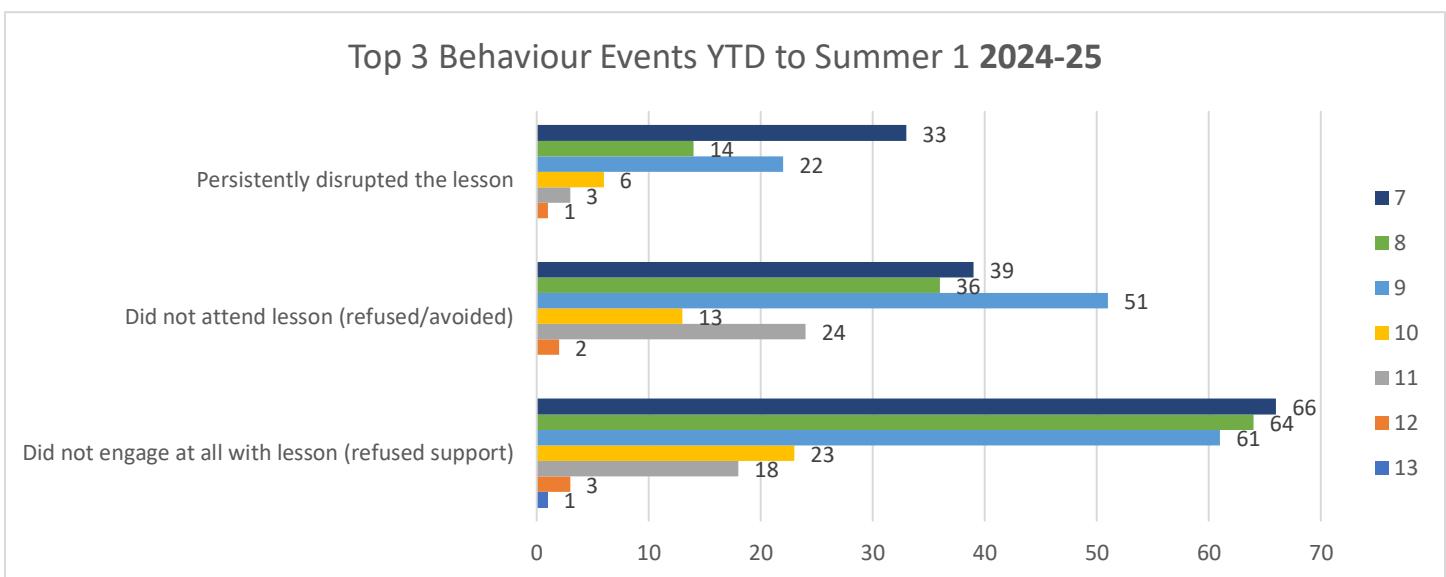
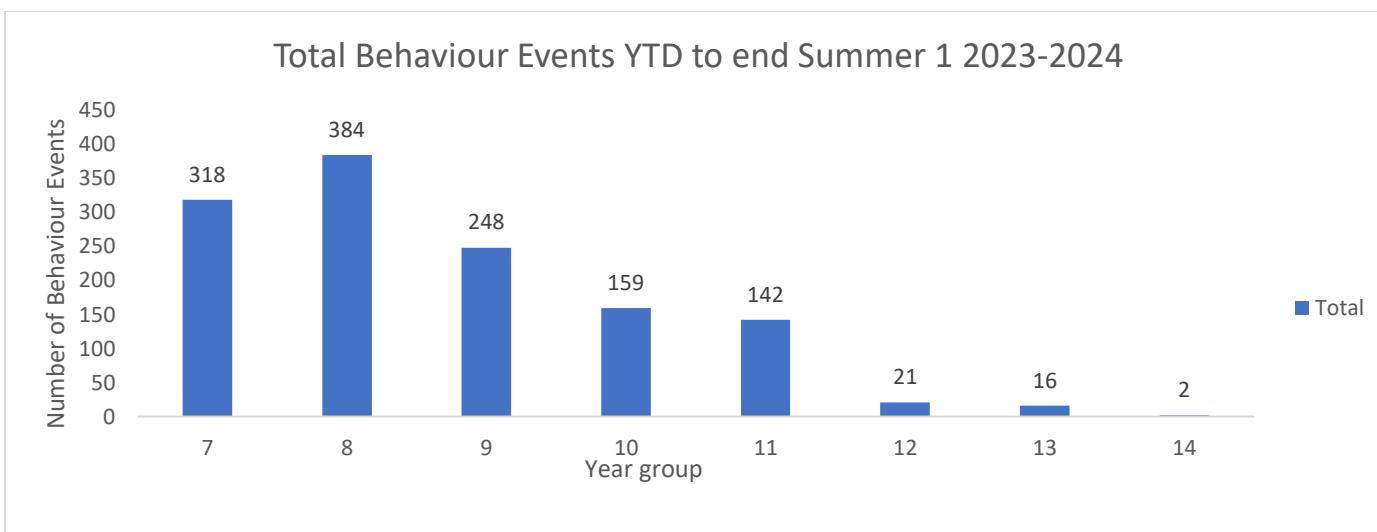
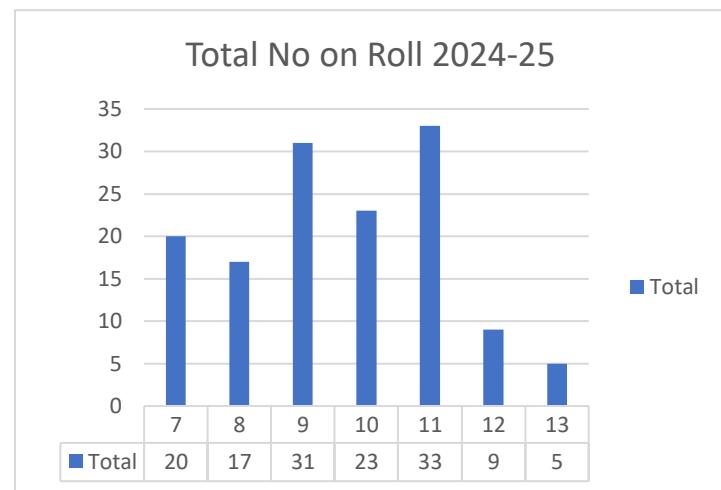
Total Number of Teachers in the Academy: FTE Equivalent:

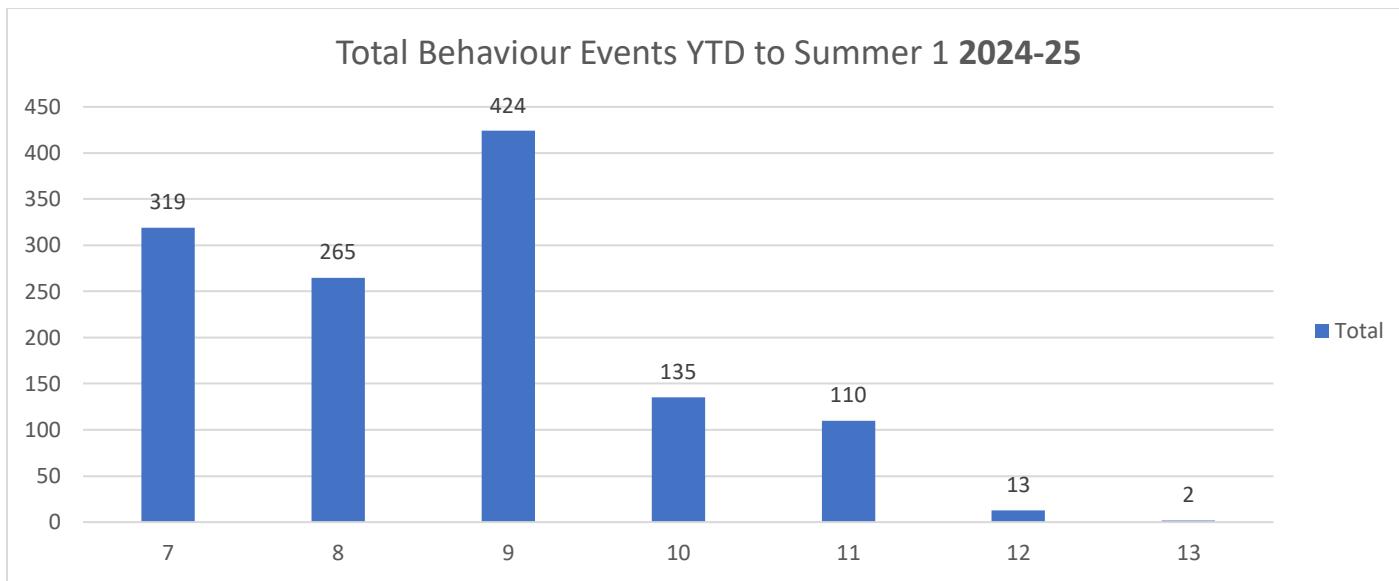
	Number of Teaching Staff	% of Teaching Staff
SLT	4	11.43
UPS	3	8.57
MPS	4	11.43
ECTS	0	0
ITTs	0	0
UQTS (not part of ITT)	24	68.57

Behaviour and Culture

Behaviour Data:







Suspensions:

Please provide an overview in the table below of suspensions for the **YTD-end of half term 5**.

<u>Sept 2023 to May 2024</u>	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

<u>Sept 2024 to May 2025</u>	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Number of Suspensions	125	102	125	32	24	36	21	12	0	0
No of Students	47	38	47	9	8	12	10	8	0	0
No in Cohort	138	89	138	20	17	31	23	33	9	5
% Of Cohort	34.06	42.70	34.06	45.00	47.06	38.71	43.48	24.24	0	0
Total Days	215	166	215	54.5	42	58.5	39	21	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Suspension analysis and commentary:

During the school year the Behaviour Event Descriptors were changed in order to streamline our system. Therefore, the 'number of events' data isn't of true reflection as events are now listed under different names. This has not affected the 'total events' data.

We have made every attempt to keep suspensions down but will put a suspension into place when the actions warrant it. For the vast majority of students (and parents/carers) this has worked; suspension is viewed very seriously. However, we are aware we have a couple of students for whom this is not working.

Like any school, we have our share of difficult days, but generally the school is calm; students are in lessons and behaving. The House Teams are having a significant impact on this through their intervention work. This involves regular contact with home, monitoring the score cards, and liaising with colleagues where necessary. This has allowed us, for example, to change/re-organise teaching groups where they have not been working well.

In September, if I have the capacity within the budget, I would like to add to the team so that we have more capacity within the off-site team and to provide more targeted in-class support.

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of summer term one
Whole School		78.8%	76.9%
Individual Student		-	-
Pupil Premium		76.5%	76.4%
SEND		78.8%	76.9%
Maximum % of pupils who are PA:		48.9%	57.9%
% of PP pupils who are PA:		48.8%	61.1%
% of SEND pupils who are PA:		48.9%	57.9%

Please also provide details of:

- the attendance for pupils at AP – 52.3%

Insert any key points to note-e.g. the impact of IYT

Attendance for Year 11: Class of 2025

	Key Attendance Target	This time last year	Year to date: End of summer term one

Whole School		60.7%	71.4%
Individual Student		-	-
Pupil Premium		49.8%	67.5%
SEND		60.7%	71.4%
Maximum % of pupils who are PA:		84.0%	63.6%
% of PP pupils who are PA:		81.8%	75.0%
% of SEND pupils who are PA:		84.0%	63.6%

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.

Please attach as Appendix 5

Transition Update

We have started 4 new students this term.

We have begun a series of transition visits for year 6 offering a range of activities, and also trying to complete baseline testing.

Post 16 Transitions in Appendix 2

HR, Operations and Site Update

Site maintenance/improvements and any site works projects

The work and funding have been agreed for the new porch in The Centre. This work will be completed during the summer holidays. There is also work planned for the girls' toilets in The Centre, although funding is yet to be agreed as this requires significant input.

The Senior Leadership Team will work with the Site Manager to ensure the use of the £4000 (given by the Trust for general upkeep) will be used adequately.

NOR Update

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
2 nd June 2025	20	17	31	23	33	9	5	138
March 2025	19**	17**	31	23	33	9	5	137
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 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 2024	0	0	0	0	0	0	1	1
Leavers in spring term 2025	0	0	0	0	0	1	1	2
Leavers in summer term 2025 to date	0	0	0	1	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 2024	2	0	1	0	1	0	0	4
Joiners in spring term 2025	0	0	0	1	0	0	0	1
Joiners in summer term 2025 to date	1	0	0	1	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
Total EHE 2023-24	0	0	0	0	0	0	0	0
EHE Autumn term 2024	0	1	0	0	0	0	0	1
EHE spring term 2025	0	0	0	0	0	0	0	0
EHE Summer term one	0	0	0	0	0	0	0	0

	2022-23		2023-24		2024-25 YTD (end of summer term one)	
	Number	% of cohort	Number	% of cohort	Number	% of cohort
Total number of EHE in the academic year	1	0.75%	1	0.72%	0	0
Of which did not join the academy at the start of Year 7	0	0	0	0	0	0

Analysis and Commentary:

2 students - CO/NS - Parental choice due ethnic background.

Any Other Academy Matters

School Trips



Derbyshire

4 students stayed at Ilam Hall in the Peak District for a residential trip. Students enjoyed activities such as climbing Dovedale Mountain, walking over the stepping stones on the river, visiting an underground cave at Poole's Cavern with a tour guide, and visiting Peak Wildlife Park where we stroked wallabies and saw babies in pouches.

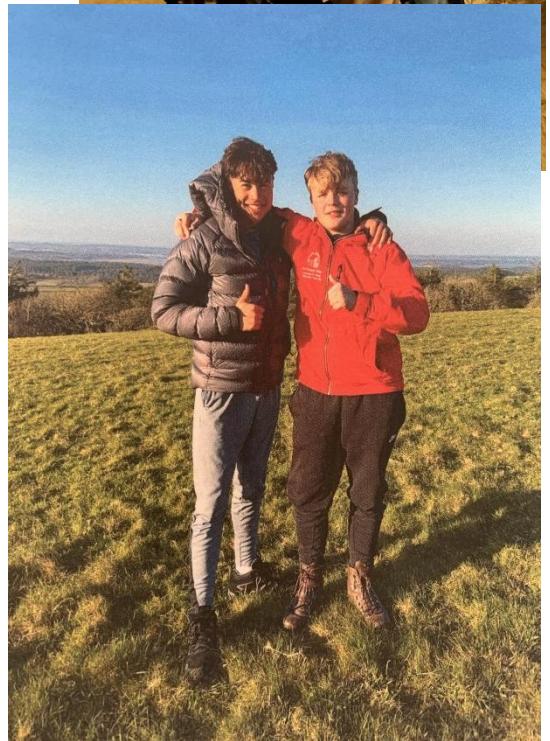
On the return journey home, students visited Tropical Birdland where they held and fed various tropical birds.



Brenscombe Residential

This year's residential in Dorset went exceptionally well.

We took a split group this year, with older students and some of our new starters in school.



Support from the older students helped many of the younger group to face their new challenges. This led to them having a try at many things they originally doubted they could do.

The resilience that was shown was great and almost of our students

attempted the Rock Climbing and Abseiling at Portland.

All this year's students thoroughly enjoyed the residential and were still talking about it long after we returned.

We also received some great feedback from parents.



Centre Celebration

Whilst it was a hot evening, the event was successful and enjoyed by many. See comments from parents and students below.

Students

What does the Centre School mean to me?

I enjoy the farm
this school is fun because
its make hands on



MIKEY

Students

What does the Centre School mean to me?

It good for me
and for my learning and
people skills.



Students

What does the Centre School mean to me?

I love everything about it's
the best school



Students

Jayden.m

What does the Centre School mean to me?

the Form

at mainstream
schools they don't care
at centre they do



Parents

What does the Centre School mean to me?

Freedom for Dexter, Dexter can be ~~is~~ Dexter
Its an amazing place with wonderful
people



Parents

What does the Centre School mean to me?

The Centre School has been the
best thing that's ever happened for
my son! Everyone is amazing and my
son is finally happy, with 100% attendance
for 2 years!



Thank you
Everyone! ☺

Parents

What does the Centre School mean to me?

a school that understands the needs of my son.

Calm, safe learning.

Good all round education and socialising



Parents

O. Jackson
num.

What does the Centre School mean to me?

Flynn has only been here since Sept 2024 & we think it's been the best place for him. He is doing amazing and that is all down to the amazing teachers here. We can't thank you enough, he leaves the home happy in the morning and he comes home happy from school.

He tells us -

day and he



about his loves to go to the gym, football, farm & fishing.

LAC Report



Designated Teacher for Looked After Children and Previously Looked After Children

Annual Report to Local Governing Committee

Summer Term 24/25

Annual Declaration

- The designated teacher has appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children.
- The designated teacher has appropriate seniority and skills to work with the school's senior leadership and governing body to help ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them.
- The designated teacher has training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN.
- The designated teacher contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting looked-after and previously looked-after children to achieve.
- The designated teacher has sufficient resource available to them to carry out their role.
- The designated teacher knows which expertise to call on within and outside the school such as SENCOs, health and mental health support.
- The Principal undertakes monitoring as appropriate to ensure that the role of the designated teacher is providing appropriate support for looked-after and previously looked-after children on the school roll.

DfE The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018

Agreed by: Sue Raven
Sue Raven (Principal and Acting Designated Teacher for LAC and PLAC)
27/05/2025

School Statistics			
Number of LAC pupils on role (looked after by a local authority)	Number of PLAC pupils on role (subject of an adoption, special guardianship or child arrangements order or having been in the care of the LA for one day or more)	Number of LAC or PLAC pupils who were added to the school roll this academic year.	Number of LAC or PLAC pupils who were removed from the school roll this academic year.
2	5	/	1

1

Report Guidance

- The report content must focus on the actions taken to promote the educational attainment, social and emotional wellbeing of looked-after and previously looked-after children and young people during the school year, and the resulting impact.
- The report must not contain information which could identify any individual child or young person.

Items in the red box are suggested content that the Designated Teacher may wish to refer to. The suggested content is neither mandatory nor exhaustive.

Strategic planning

- Strategic consideration in School Improvement Plan
- Staff professional development
- Inter-agency collaboration
- Examples of use of additional funding

As The Centre School is an SEMH provision, all staff are trauma-informed trained, and there is a regular programme for all staff regarding the management of Social, Emotional and Mental Health needs. This training benefits all students, including those that are LAC.

Additional funding can be spent on extra therapeutic interventions and equipment, particularly for sports.

Raising staff awareness

- Staff LAC/PLAC Training
- Sharing appropriate information with relevant staff
- Liaising with wider staff team to collate a full picture of the school life of a LAC child

As above

Admissions

- Management of LAC arrivals
- Management of transition points
- Welcome and establishing support (staff and peers)

The Centre School manages arrivals and transitions throughout the school year. A LAC child arriving would receive the same level of support as other students – this would be related to the level of need identified. For example, a phased transition may help.

Record keeping and transfer

- PEP and LAC reviews through virtual schools and CPOMs.
- Accuracy of school records of contacts, responsible adults, etc
- Record transfers to new schools

The school attends both PEP and LAC reviews. In view of the distance from the school that most of the students live, school records and contacts are always kept up to date and are extremely accurate.

Home-school communication

- Communication channels between staff in school and between staff and carers/ parents/ Social Workers
- Invitations to parents' evenings and other school events
- Addressing carers/ parents/ guardians' concerns
- Home - school agreement
- Out-of-school opportunities / clubs / experiences

The school communicates regularly with all parents/carers. Every student receives a termly home visit. Parents/carers are made aware of any events through email and the school social media sites. LAC students would be in a house team. The house teams are responsible for communicating with parents and carers – both positive and negative communications.

Curriculum and options

- Consideration of needs in context of the curriculum
- Alternative curriculum
- Personalised learning
- Barriers to learning
- Timetable flexibility
- Promoting high expectations
- Targets (through PEP)
- Revision support
- 16-19 bursary for 6th form

The Centre School curriculum aims to meet the SEMH needs of most students. However, on occasions, alternatives have to be provided. If appropriate, home tuition or attendance at another provider can be used. The targets through the PEP are linked to the EHCP targets and will ensure that appropriate support is given in all areas of need.

Special Educational Needs (SEN)

- Prompt identification of needs
- Information and support setting through documented plans
- Advice and support services for carers / parents / guardians
- carers / parents / guardians / social workers involvement
- child / young person wishes, and feelings considered
- SENCO focus
- Screening tools and support initiated
- CAMHS / EP involvement

All students at The Centre School have an EHCP. They cannot be admitted without. Therefore, most of the above has been done prompt to their arrival at TCS. Annual reviews will ensure all parties are kept fully informed.

Exclusions

- Strategies to avoid exclusion
- Safety Planning if suspended or excluded, including liaison with relevant safeguarding parties
- Accessible and effective reintegration
- External agency support
- Relevant provisions on PEPs

TCS will exclude on occasion, particularly with regards to acts of violent behaviour.

Promoting health (including mental health)

- Consideration for / in programmes and schemes
- Inhouse interventions
- Consideration for / in PSHE and Citizenship topics (eg work on 'family')
- Staff awareness and action on early potential signs of mental health problems

All students participate in a full PSHE programme, and in Extended Curriculum which gives opportunities to be active, and socialise with others.

Pastoral support

- Targeted interventions
- Behaviour support
- Attachment considerations and support
- Carers / parent / guardian involvement
- Positive staff relationships
- Overcoming social barriers

As above

Attendance support

- Transport
- Pastoral Support
- Early Help
- Arrival / Departure times

Transport is provided for all students by the local authority and the school has its own transport system.



Reading Mid-Year Review 2024-2025

Data Fields: Baseline or last assessment to most recent assessment dated within this school year.

Whole School Reading Data (Sept 2024 – March 2025)

Progress Overview:

- Students have made an average of 2.6 months' progress for every month that passes.
- This demonstrates that the TCS intervention program is highly effective, more than doubling expected progress.

Data Summary:

- Includes 24 students (Years 6 to 11) reassessed this academic year.
- Assessments cover Single Word Reading, Read Rate, Read Accuracy, Fluency, Comprehension, Salford Sentence Reading Test, and Spelling.

Historic End of Year Data:

- 2023-24: 2.5 months progress
- 2022-23: 2 months progress
- 2021-22: 1.8 months progress
- 2020-21: 2.2 months progress
- 2019-20: 1.6 months progress

Impact of Intervention:

Year 7:

- Average progress of 2.9 months for every month that passes.
- Data includes 3 students, 2 with a reading/spelling age of 7 years or less.

Year 8:

- Average progress of 2.5 months for every month that passes.
- Data includes 8 students, 5 with a reading/spelling age of 7 years or less.

Year 9:

- Average progress of 1.9 months for every month that passes.
- Data includes 9 students, 5 with a reading/spelling age of 7 years or less.

Year 10:

- Average progress of 2.6 months for every month that passes.
- Data includes 3 students, all with a reading/spelling age of 7 years or less.

Year 11:

- Average progress of 2.9 months for every month that passes.
- Data includes 1 student with a reading/spelling age of 7 years or less.

Context (Jan 2025 Data):

- 55% of students (Years 6 to 11) baselined with a reading/spelling age of 7 years or less (66/120).
- 42% of these students now assess with a reading/spelling age above 7 years (28/66).
- 50% of students (Years 9 to 11) started at The Centre School in Year 8 or later (42/84).
- 13% of students (Years 10 to 11) started at The Centre School in Year 10 or later (7/54).

Breakdown:

Year 6:

- 1 student baselined with a reading/spelling age of 7 years or less (1/1).

Year 7:

- 74% (14/19) baselined with a reading/spelling age of 7 years or less.

Year 8:

- 69% (11/16) baselined with a reading/spelling age of 7 years or less.

Year 9:

- 67% (20/30) baselined with a reading/spelling age of 7 years or less.



Reading Mid-Year Review 2024-2025

Data Fields: Baseline or last assessment to most recent assessment dated within this school year.

- 33% (10/30) started in Year 8 or later.

Year 10:

- 41% (9/22) baselined with a reading/spelling age of 7 years or less.
- 67% (6/9) are now out of the group reading age of 7 years or less.
- 59% (13/22) started in Year 8 or later.

Year 11:

- 34% (11/32) baselined with a reading/spelling age of 7 years or less.
- 91% (10/11) are now out of the group reading age of 7 years or less.
- 59% (19/32) started at The Centre School in Year 8 or later.
- 34% (11/32) started at The Centre School in Year 9 or later.
- 19% (6/32) started at The Centre School in Year 10 or later.

Intent and Implementation:

At The Centre School, we believe that every student can learn to read with the right teaching and support.

Reading and Spelling Intervention:

- Delivered through the Basic Skills program, scheduled three times a week.
- Offers next-step progression for all readers.
- Focuses on developing phonics knowledge, word recognition, spelling ability, and confidence in comprehension skills such as inference and summation.

Targeted Intervention:

- Students assessed with a reading or spelling age of 7 or below will receive more intensive intervention.
- Students with a reading/spelling age above 7 but with severe difficulties or below-average performance will also receive support.

Assessments Used:

- York Assessment of Reading for Comprehension (YARC)
- Graded Word Spelling Assessment
- Read Write Inc. Phonic Assessment
- TCS Phonic Assessment

Early Identification and Phonics Instruction:

- Early and effective identification ensures a strong foundation for decoding.
- Phonics instruction is prioritised in lower-level groups within the Basic Skills program.
- Explicit teaching of sound-spelling relationships, starting with the simplest sounds and building up to patterns, syllables, and whole words.
- Systematic approach with repetition and overlearning.
- Weekly phonics focus for lower-level groups.

Intervention Programs:

- Read Write Inc. program, which progresses to
- The Centre School Phonic program

Robust and Personalized Interventions:

- Interventions are rigorous, engaging, and highly personalised, targeting assessed gaps in learning.

Curriculum Integration:

- Reading intervention strategies are embedded throughout the curriculum.
- All teachers demonstrate how they use phonics and language to promote learning in their subjects.

Reading Strategies:

- Encouragement to read widely and often across the curriculum.
- Modelling and guided practice of decoding strategies.
- Peer-assisted learning (PALS).
- Self-selection of reading materials using the five-finger rule or book level system.
- Shared reading/modelling where teachers read aloud while students follow along in their own books

Work Experience



Work Experience 2024-25 Mid-Year Review(March)

Introducing students to the world of work can help them understand the work environment, choose future careers, or prepare for employment.

Whole School Work Experience Data March 25	(18/03/25)
<p>Participation in Work Experience at The Centre School is high. The school offers a diverse work experience program tailored to students' interests and abilities, while also considering their future career aspirations. Most placements are long-term, with students attending once or twice weekly for at least six weeks, and many continuing for a longer period.</p>	
<p>Whole school Headlines 2024-25:</p>	
<ul style="list-style-type: none"><input type="checkbox"/> 27 students in Year 10, 11 and 12+, have accessed 29 work experience placements.<input type="checkbox"/> Year 11: 50% (16/32) of year 11 students have participated or are currently participating in work experience placements.<ul style="list-style-type: none"><input type="checkbox"/> 44% (14/32) of students have passed the IOSH Health and Safety qualification or are being IV'D for (18.3.25) for the Health and Safety in a Construction Environment which then means they can go onto prepare for the CITB test.<input type="checkbox"/> Year 12+: 60% (9/15) of year 12+ students have participated or are currently participating in work experience placements.<ul style="list-style-type: none"><input type="checkbox"/> Two students have achieved the IOSH Health and Safety qualification. One of these students then went on to pass the CITB test, gaining his CSCS card.	
<ul style="list-style-type: none"><input type="checkbox"/> Working Safely - Institution of Occupational Safety and Health (IOSH) (external provider)<input type="checkbox"/> Health and Safety in a Construction Environment – Gateway (in school) <p><i>The IOSH Working Safely one-day training course, provided by Trebol LTD, meets government guidelines for introductory health and safety training and conforms to the HSE's Passport Scheme syllabus. Upon achieving this certification, students can take the CITB test. Combined with the health and safety qualification, this enables them to apply for the CSCS card. Anyone wanting to work on construction sites in the UK typically needs a CSCS card, which demonstrates that the holder has the necessary training and qualifications for the type of work they will be doing on-site.</i></p>	
<p>Year 11 2024-25:</p> <ul style="list-style-type: none"><input type="checkbox"/> 16 students have accessed 18 work experience placements to date.<input type="checkbox"/> 50% (16/32) of year 11 students completed work experience placements, these work placements were mostly long-term placements lasting several months. 34% (11) of year 11 students did not start at The Centre School until year 9 or after 19% of year 11 students did not start at The Centre School until year 10 or after (6/32)<input type="checkbox"/> 50% of PP pupils (11/22) were able to access work placements, compared to 50% of non-PP pupils (5/10).<input type="checkbox"/> 11 students have completed the Health and Safety in a Construction Environment course and are currently being IV'd for the Gateway qualification. 8 students are currently working towards achieving this qualification.<input type="checkbox"/> 3 Year 11 students have obtained the IOSH Health and Safety qualification and are now preparing to take the CITB test once they turn 16. (all PP students)	
<p>Year 12+ 2024-25</p> <ul style="list-style-type: none"><input type="checkbox"/> 9 students have accessed a work experience placement to date.<input type="checkbox"/> 60% (9/15) of year 12+ students completed work experience placements, these work placements were mostly long-term placements lasting several months. 67% (10) of year 12+ students did not start at The Centre School until year 9 or after, 53% (8) of year 12+ students did not start at The Centre School until year 10 or after.	



Work Experience 2024-25 Mid-Year Review(March)

Introducing students to the world of work can help them understand the work environment, choose future careers, or prepare for employment.

- Two students have achieved the IOSH Health and Safety qualification. One of these students then went on to pass the CITB test, gaining his CSCS card.

Constraints

- You need to be 16 to obtain a CSCS card. This is a high pass mark 45/50 is minimum requirement.
- Regarding work experience in construction, some tradespeople won't accept students until they are 18 years due to insurance requirements.

Historic Data - Comparisons

2023-24

- 27 students from Years 10, 11 and 12+ accessed 34 placements
- 61% (11/18) of year 11 students completed work experience placements
- In 1 student was offered employment at their work experience placement and continues to work there to this day.
- C.S Northstowe bakery
- 3 students successfully passed the CITB exam and obtained their CSCS cards. RM, Yr 12-TM,JF
- 2 students have achieved the IOSH Health and Safety qualification.

2022-23

- 36 students from Years 10, 11 and 12+ accessed 43 placements
 - New Meaning took on large groups of students 4-6 at a time
- 3 students were offered employment from their work experience placements on leaving The Centre School.

Pathfinder and Skills Builder Updates

For June Principal's Report

Supporting Excellent Student Outcomes

In pursuit of a life of choice and opportunity for all our students, we have our TCS Goals.

Our TCS Goals

Wellbeing Goals (PSHE)
You are safe, healthy, happy and independent.

Qualification Goals (BASICS)
You can read, write and use numbers well. You have useful cultural and subject knowledge and have options for your 'next step'.

Character Goals
You can make the very most of your life opportunities and choices.

Essential Skills Goals
You are ready to get and keep a good job.

The **TCS Pathfinder Award** is made up of a carefully selected range of opportunities and experiences which enable our students to achieve these goals. A key element within this is the **Skills Builder framework** of eight essential skills, which teach and train students to develop the attributes required for work and careers.

TCS Pathfinder Award Update

The TCS Pathfinder Award programme continues to gain momentum among students across all Houses. The Level 1 Award has seen a marked increase in engagement and progress, with numerous students demonstrating commitment and interest in meeting the award's criteria. We have also noted a pleasing number of criteria being recognised by staff in Levels 2 and 3.

Level 1 Pathfinder Award

Over the course of the academic year, students have made significant strides toward completing the Level 1 Pathfinder Award. Many have actively participated in a wide range of activities, including community projects, enrichment sessions, and personal

development challenges, which align with the core criteria outlined in the awards framework.

Teachers and support staff have observed a notable improvement in the quality of student reflections, and as time has progressed, staff engagement, indicating not only increased participation but also a deeper understanding of the awards goals. A number of students have already completed the required components and are on track to receive formal recognition for their efforts in the coming weeks.

Orange House Highlights

Particularly commendable is the progress made by students in Orange House, where enthusiasm for the Pathfinder Award has been especially strong. A significant number of Orange House students are now actively working toward completing their Level 1 portfolios and are expected to achieve the full award by the end of the academic year.

This surge in engagement within Orange House can be attributed to a combination of strong peer motivation, effective mentorship from staff, and individual criteria targeted strategies have encouraged consistent progress since Pathfinders introduction this year.

Next Steps

To support students in successfully completing the Pathfinder Level 1 Award, the following actions are being taken:

- Continued mentoring and feedback in house team sessions to support portfolio completion.
- Peer self-evaluation has been used in Orange House with fantastic success. This approach will be introduced to House Heads at the next house head meeting on July 7, in preparation for the new academic year.
- Celebration assembly at the end of the term to celebrate milestones and encourage further participation.

Summary

The TCS Pathfinder Award is fostering a positive culture of growth, teamwork, individual achievement and self-development among students. It's strong links to the Skills Builder framework has been a foundation and strong building block for its success. The programme is set to conclude the academic year on a strong and optimistic note.

Skills Builder Framework Update The Skills Builder Partnership

The Centre School has made excellent progress with the Introduction of the Skills Builder framework over the last academic year (our first year using the framework). As

an organisation we are on course to achieve the Skills Builder Silver Award (going for Gold next year).

During this academic year we have focussed on the essential skills (teamwork, staying positive and aiming high). Next year, we will revisit Aiming High, while also focussing on Problem Solving and Leadership. Students have performed well in House Team sessions where Essential Skills have been taught (and assessed) explicitly and have also demonstrated their ability to engage when reflecting on Extended Curriculum and participating in lessons.

A pilot group of teachers have been working on developing the use of the Skills Builder framework in subject teaching, in an effort to ensure that student appreciation of the essential skills is not compartmentalised to their House experience.

Next Steps

To improve the consistency of student experience (challenge and support) across all House teams.

To increase the influence of the Skills Builder framework in subject teaching (through teacher training, development of classroom displays and recognition of the essential skills in student work).

Appendix 1 - QA Assurance

Quality Assurance will be a key priority in the 2025-26 School Improvement Plan. We are planning several important changes to the school's Quality Assurance processes for the coming academic year. The intended impacts of these changes are:

- More frequent (timely) support (and challenge) for less productive lessons.
- A more impactful Training Programme for colleagues, informed by wider and more diverse observations and insights regarding daily practice.
- Increasingly effective subject based development time, leading to an improved experience in classrooms.

They key changes include:

The grouping of subject teams into 'faculties' to facilitate the sharing of effective practice and to nurture 'critical friendships'.

A new line management structure, making more effective use of the expanded Senior Leadership Team, with half-termly line management reviews linked to subject development plans.

Weekly lesson support walks, by SLT and senior colleagues, focussing on support for lessons across the school (and facilitating the development of the Professional Development programme).



Quality Assurance Form: English End-of-Half-Term Projects

Quality Assurance: End-of-Piece Reflection and Follow-Up Prompt

Purpose:

This isn't a formal plan, but rather a prompt to encourage consistent reflection and quality assurance across all groups. It's designed to help us maintain shared expectations and spot any issues early—especially following some concerns about the quality of final pieces from one group.

Suggested Approach:

Scan and Store Final Work:

A copy of each student's final written piece should be scanned and saved. This provides a reference point for future review.

Initial Review Discussion:

After submission, briefly reflect on:

- What went well?
- What could be improved?
- Are there any concerns or patterns emerging?
- What might need to be monitored going forward?

Follow-Up Review (Between 6–9 Months):

At some point between 6 and 9 months, revisit the original piece alongside a new one. This isn't about detailed tracking, but more about:

- Spotting progress or persistent issues.
- Considering the impact of any support or changes.
- Informing future planning or interventions if needed



Quality Assurance Form: English End-of-Half-Term Projects

Teacher Name: _____

Student Name: _____

Year Group: _____

Date of Review: _____

Date of follow up review(6-9months) _____

Project Title/Theme: _____

Level working at	WT EL1	EL1	EL2	EL3	L1	L2
Expected level next review	WT EL1	EL1	EL2	EL3	L1	L2
Discuss and review current ability referring to Level working at.						



Quality Assurance Form: English End-of-Half-Term Projects

Project Presentation Criteria			Comments
		Needs Improvement	
Project is clearly titled and well-organised			
Work is neatly presented and legible			

Content Quality Criteria		Comments
		Needs Improvement
Demonstrates understanding of the topic		
Shows originality and creativity		
Meets the Assessment Criteria – As outlined to student at start of project		



Quality Assurance Form: English End-of-Half-Term Projects

Language and Literacy Criteria		Comments
		Needs Improvement
Grammar, punctuation, and spelling are accurate		
Vocabulary is varied and appropriate		
Writing is coherent and well-structured		

Feedback and Next Steps

Strengths Identified:

Areas for Improvement for student to achieve expected level at next review:



Quality Assurance Form: English End-of-Half-Term Projects

Suggested Next Steps (Teacher led):

Teacher: Date:	Student 1		Student 2	
	Year group: Name:	Yes	Not Yet	Year group: Name:
1. Unit Overview				
1. Unit Overview links to work completed: Learning objectives met. Unit Overviews to be filed in teacher file.				
2. Organisation of Learning	Yes	Not Yet	Yes	Not Yet
1. Front of folder: Criteria Front sheets for two levels i.e EL1 and EL2 current working level and aspirational target.				
2. Each topic has Cover sheet: Book cover / Film/DVD poster/ blurb				
3. Vocabulary List show progression / challenge for higher level students from one teaching group to next or within a class for differentiation.				
4. Reading extracts. (various forms: <i>linked to worksheets if applicable, reading log, evidence of reading: teacher modelling or student reading</i>)				
5. Functional Skills practice papers filed within work unit. (chronologically)				
6. Reading from a variety of texts				
7. Attempts to close gaps (missed work) discuss				
Development/Actions/Targets for Organisation of Learning:				

3. Assessment/Marking	Yes	Not Yet	Yes	Not Yet
1. Live marking evident				
2. Spelling - Sp / underlined. Spell word correctly				
3. All practice papers to have a completed mark sheet alongside practice paper and marked Pass Fail.				
4. Functional Skills practice papers to be linked on Criteria Front Sheet (PP)				
5. Impact	Yes	Not Yet	Yes	Not Yet
1. Evidence of students using models (worked examples e.g. check list / template)				
2. Evidence of students responding to live marking (support and challenge)				
3. Evidence of progress in student work (couldn't do, can now do): Progression - If full stops have been addressed at start of schooling there is evidence of improvement / challenge.				
Development/Actions/Targets for Assessment/Marking and Impact:				
To be completed by:				
Good Practice:				

Group		Date		Undertaken By		
SCIENCE	Student Sample	Organisation of Learning	Assessment/Marking	Impact		
		<ul style="list-style-type: none"> Topics start with Curriculum Map or Assessment Grid (curriculum intent and sequence of key knowledge) and folder work reflects this. Assessment quizzes completed and stored behind Curriculum Map or Assessment Grid 	<ul style="list-style-type: none"> Live marking evident, with improvement prompts (support and challenge) Y7/8 Assessment Quizzes marked & scored, and reflections completed Y9+ Assessment Grids completed half-termly 	<ul style="list-style-type: none"> Evidence of students using models (worked examples) Evidence of students completing guided independent work Students responding to live marking/support/challenge Attempts to close gaps (missed work) 		
	Student 1 <i>Higher performer</i>	Yes Not yet	Yes Not yet	Yes Not yet	Yes Not yet	
	Student 2 <i>Higher performer</i>	Yes Not yet	Yes Not yet	Yes Not yet	Yes Not yet	
	Student 3 <i>Higher performer</i>	Yes Not yet	Yes Not yet	Yes Not yet	Yes Not yet	
	Development Actions/ Timescale (to include training needs)	For teacher				
		For subject team				
		For school				



Appendix 2 - Post 16 Transitions

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Appendix 3 - Curriculum Planning 2025-26

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, Cooking, Art, DT and Performing Arts 3 chosen subjects each having 2 lessons per week		

English 3 lessons per week	Maths 3 lessons per week	Basic Skills 3 lessons per week
Vocational (Gateway) 2 lessons per week		PSHE (including RSE) 1 lesson per week
Options -PE (Gateway), Cooking (Gateway), Art(inc GCSE), Construction (Gateway inc CSCS card)		
Work Experience		

Appendix 4 - BASI notes - CONFIDENTIAL

Appendix 5 - CPD Planning 2025-26

Continuing Professional Development

Our CPD priority for the Autumn Term has been informed by current self-evaluation and evidence informed best practice (as shared by the Education Endowment Foundation). In their recent years, the EEF have promoted a '5-a-day' set of principles which have been shown to best support the learning of students with additional needs.

Five a day plate



[EEF blog: 'Five-a-day' to improve SEND outcomes | EEF](#)

This set of principles includes 'scaffolding' - a metaphor for temporary support (visual, verbal or written) that is removed when no longer required.

Where teaching & learning at The Centre School is strongest, it is clear that this principle is a key component of the lesson experience. Effective 'scaffolding' can be characterised by the explicit teaching of key vocabulary, providing models of what great work looks like, writing frames to guide student responses, visual clues during a problem-solving activity and impactful verbal cues from teaching support staff (to name a few). Effective 'scaffolding' is essential for both engaging students in learning and enabling them to fulfil their potential.

In 2025-26, we will work to ensure that the best of this practice is evident across all subjects and in all classrooms, beginning on our September training days.