



## The Centre School Local Governance Committee

**Tuesday 2 December 2025**

**To be held from 6.00pm**

**Remotely through Microsoft Teams**

**Membership:** Pri Pinnaduwa (Chair); Sue Raven (Principal); Richenda Jaggard; Alison Jones; Kate Lees and Stuart Taylor.

**Invited:** Melanie Basson (Clerk); Chris Cassidy and Rebecca Ramsden.

### Agenda

ACTION SUMMARY				
Minute Reference	Summary		Responsible	Deadline
Item	Timings	Subject	Format	
30.09.25 Item 1.1	LGC members to return annual self-declarations and DOI to Clerk		PP/KL/AJ	Complete
30.09.25 Item 1.1	Publish annual statutory information.		Clerk	Complete
1	10 mins	Introduction and apologies	Oral item - Chair	
		Declarations of interests	Oral item - Chair	
		Minutes, action tracker and matters arising Minutes of last meeting on 30 September 2025	Papers attached (pp2-6) - Chair	
2	30 mins	Principal's Report	Papers attached (pp 7-20) - Principal	
3	10 mins	TCS Careers program	Oral item - CC	
4	5 mins	Chairs update including risk and matters and questions to the Trust Board	Oral item - Chair	
5	2 mins	Future agenda items and confirmation of forthcoming dates: • Date of next meeting 27 January 2026	Oral item - Chair	
6	2 mins	Any Other Business	Oral item - Chair	

Please read all papers in advance and prepare questions

Any additional business to be notified to the Chair and the Clerk at least 48hrs in advance of the meeting.



## The Centre School - Local Governance Committee (LGC)

**Minutes of Meeting: 30 September 2025 (meeting held at the academy)**

<b>Members Present:</b>	Pri Pinnaduwa (Chair) (remote); Sue Raven (Principal); Richenda Jaggard; Alison Jones (remote); Kate Lees and Stuart Taylor.		
<b>In attendance:</b>	Melanie Basson (Clerk), Chris Cassidy		
<b>Apologies:</b>	None		
<b>ACTION SUMMARY</b>			
Minute Reference	Summary	Responsible	Deadline
30.09.25 Item 1.1	LGC members to return annual self-declarations and DOI to Clerk	PP/KL/AJ	31 October 2025
30.09.25 Item 1.1	Publish annual statutory information.	Clerk	31 October 2025

<b>FUTURE AGENDA ITEMS</b>		
Summary	Responsible	Meeting

Prior to the meeting governors Pri Pinnaduwa, Kate Lees and Alison Jones attended annual Safeguarding training from TCS Designated Safeguarding Lead (DSL), Annabel Croxon.

### **1) Introductions and apologies**

The meeting started at 6.00pm. The Chair welcomed all attendees.

Acknowledging Richard Watson's resignation from TCS LGC, the committee extended thanks to his valued contribution during his tenure.

No apologies for absence were received.

#### **1.1) Annual Declarations of interest and self declarations**

**Action:** LGC members were invited to update annual declarations of interests and inform clerk of any changes no later than 31 October 2025.

**Action:** LGC members were invited to complete annual self-declaration forms and return to the Clerk no later than 31 October 2025.

**Action: Clerk to publish 2025-26 statutory information.**

There were no declarations of pecuniary interest arising from agenda items.

**1.2) Minutes, action tracker and matters arising**

The minutes of the previous The Centre School LGC meeting held on 8 July 2025 were ratified electronically.

The committee reviewed matters arising and acknowledged progress of actions as detailed in the action tracker.

The committee adopted the minutes as a true and accurate record of the meeting.

**1.2) Matters arising**

TCS LGC meeting dates for 2025-26 academic year were noted by the committee:

2 December 2025

27 January 2026

12 May 2026

14 July 2026.

**2) Principal's Update**

**Principal's Report**

The Principal presented anonymised TCS examination results to the committee, which reflected overall positive outcomes.

**2.1) The TCS Development Plan for 2025–26 was circulated to committee members ahead of the meeting for review.**

**2.2) Behaviour**

Incidents of negative behaviour have significantly decreased compared to the same period last year. This is a positive trend and indicates that students, particularly new intakes, have a clear understanding of behavioural expectations.

**2.3) Attendance**

The overall student attendance rate for the academic year to date stands at 81.4%.

**2.4) Start of Year Targets – 2025–26**

The Principal met with Richard Tutt (Director of Secondaries), Rebecca Ramsden (Deputy Director of Secondaries), and Matt Carnaby (Director of Curriculum and Assessment) to agree on the strategic targets for TCS for the 2025–26 academic year, as presented to the committee.

**2.5) Staffing Challenges**

In response to a question regarding key challenges this academic year, the Principal highlighted staff absence as the most significant issue. However, improvements are now being seen. Since the start of the academic year in September 2025, TCS has recorded 36 days of staff absence. The committee acknowledged the additional pressure this placed on staff who remained in work.

### 3) TCS Careers

#### 3.1) Work and Careers Update

Mr Cassidy provided an update on the progress of the Work and Careers programme at TCS. He was pleased to report that, after just one year of implementation, TCS has achieved the Skills Builder Silver Award, a significant milestone. Furthermore, TCS work in this area will be featured in a case study on the Skills Builder Award website.

Mr Cassidy outlined the TCS Pathfinder programme, which focuses on supporting Key Stage 4 students in preparing for adulthood. This includes themes such as independent living, community engagement, general health, and wellbeing, all closely linked to careers education.

To further embed careers provision, a Local Authority job coach is scheduled to visit TCS, providing more support.

Mr Cassidy also elaborated on TCS's alignment with the Gatsby Benchmarks:

- **Benchmark 1: A Stable Careers Programme**  
TCS continues to develop a consistent and structured careers programme.
- **Benchmark 2: Learning from Career and Labour Market Information**  
Emphasis is placed on preparing students for emerging sectors, particularly the green economy, where the East of England is expected to be a national leader. TCS is engaging with local organisations in construction, agriculture, catering, food, and transport to link student experiences to future opportunities.
- **Benchmark 3: Addressing the Needs of Each Young Person**  
Careers advice remains ongoing and tailored to individual student needs.
- **Benchmark 4: Linking Curriculum Learning to Careers**  
This remains the main barrier to achieving the Skills Builder Gold Award, as delivery is currently ad hoc. An audit and development plan are needed to strengthen this area.
- **Benchmark 5: Encounters with Employers and Employees**  
Opportunities such as science technician roles are being explored to inspire students and enhance career readiness.
- **Benchmark 6: Experiences of Workplaces**  
New work experience placements are being developed for Post-16 students. The Local Authority aims to ensure all students due to leave in summer 2026 receive an early review and careers conversation to improve prospects.
- **Benchmark 7: Encounters with Further and Higher Education**  
TCS is working to expand opportunities for students to engage with further and higher education institutions.

#### 3.2) Parliamentary Recognition

The Principal was pleased to report that Charlotte Cane, MP for Ely and East Cambridgeshire, visited TCS at the end of the last academic year. In a Westminster Hall debate on 15 September 2025, she publicly praised The Centre School for its work supporting students with special educational needs and disabilities (SEND). She stated:

“I take this opportunity to thank the specialist schools in my constituency, including Spring Meadow Infant School, Highfield Ely and Highfield Littleport Academies, The Centre School

Cottenham, and Cambridge Regional College for the tremendous work that they do every day to support SEND learners and help them fulfil their potential.”

Ms Cane also raised concerns about:

- The high proportion of pupils with EHCPs in the area.
- Transport challenges due to the rural nature of the constituency.
- The £25 million spent by Cambridgeshire County Council on school transport in 2023–24.
- The need for government approval to build more specialist schools.

She continues to advocate for improved funding, infrastructure, and support for SEND education, with TCS clearly recognised as a key contributor.

### **3.3) Student Engagement and Delivery Risks**

When asked about student response, Mr Cassidy reported that feedback has been positive, with increased enthusiasm for work experience and continued engagement through student voice initiatives.

When asked about career opportunity delivery risks, Mr Cassidy expressed confidence in TCS’s ability to meet its careers education goals. He highlighted the value of external providers in complementing TCS existing offer.

Mr Cassidy was thanked for his report.

## **4) Chairs update including risk and matters and questions to the Trust Board**

**4.1)** It was noted that no Chair’s Briefing had taken place since the last meeting of the LGC.

### **4.2) Pathfinder Local Committees – Briefing Invitation**

Local Committee Chairs have been invited to attend one of two briefing sessions next week regarding the pilot launch of Pathfinder Local Governance Pilot. This initiative offers Local Governing Committees (LGCs) the opportunity to evolve into Academy Community Councils, aligning with Astrea’s 2030 Strategy objectives to foster thriving communities and broaden opportunities.

LGCs interested in participating in the pilot scheme are invited to submit an application by 16 October 2025.

**4.3)** There were no new items to be added to the Risk Register.

**4.4)** There were no matters discussed to be presented to the Board.

## **5) Future agenda items and confirmation of forthcoming dates**

The date of the next meeting is scheduled to take place on 2 December 2025 to be held remotely from 6.00pm.

## **6) Any Other Business**

The committee acknowledged new members were needed.

The meeting closed at 7.25pm

The LGC agreed the above to be a true and accurate record of the meeting on: 20 October 2025.

The above is agreed to be a true and fair record of the meeting.

Pri Pinnaduwa, Chair of The Centre School LGC



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COTTONHAM  
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LEARN THRIVE SUCCEED

## The Centre School LGC: Principal's Report

<b>Date</b>	25/11/25	
<b>Purpose of the report</b>  Please tick and describe the requirement in the opposite column	<b>Decision/Approval</b>	
	<b>Assurance/Information</b>	X
	<b>Feedback from trustees/exec</b>	
	<b>Advice to trustees/exec</b>	
	<b>Legal or policy requirement</b>	
<b>The committee is asked to</b>	<ul style="list-style-type: none"> <li>Consider the updates from the Principal and senior leadership team</li> </ul>	
<b>Key messages</b>	<ul style="list-style-type: none"> <li>Suspension Reduction</li> <li>Improved attendance</li> <li>Good progress made in some areas of the development plan</li> <li>Pathfinder and Skills Builder</li> </ul>	
<b>Communications opportunities</b>	Note any internal or external communication opportunities arising from the report.	
<b>Key risks and mitigations</b>	Where relevant, briefly list any areas of risk discussed in the paper.	
Corporate Confidentiality	No	
Student/Parent Confidentiality	No	
Staff Confidentiality	No	
Other Exceptional Circumstances	No	

NB – this template is intended to run to 6-7 pages, depending on the size of charts, and can be extended to include additional information at the request of the committee or the executive, or as volunteered by the principal, to suit the priorities of the school

## 1. Principal's Summary

- Training days so far have focused on pedagogy - in particular - scaffolding.
- The next training day (5<sup>th</sup> December) will focus on SEMH and our core values.
- Staff survey feedback was positive - an area to discuss is to be workload - both staying on top of, and feeling overworked.
- Ivor De Sousa has begun his coaching programme with 5 staff. This is going well, and feedback is positive.
- Chris Dunkley has continued to expand the variety of activities on offer at the farm. Recently, some students took part in an abattoir session, where the first lambs born at the farm were butchered.
- Things such as the very successful Cambridge United visit underpin our work using the Pathfinder Award.
- We continue to offer prospective parent visits throughout the year; these are well attended.
- Special Heads and the LA have begun to unpick the funding issues which have made it very difficult to have any secure idea of long term funding.

## 2. Academic Performance and Curriculum Updates

One of our focuses for this term has been around scaffolding. Here is the programme from our training day in November, followed by a few slides from our presentation and a list of prompts collated collaboratively by staff.



**TCS Training Days Programme V2.0 Training Day 3, Monday 3 November**

### Theme: Milestones

**Note: Some colleagues (scroll to bottom to view names) to attend First Aid Training as an alternative to the programme described below.**

Event.	Start time	Session	Venue	Lead/Audience
1	From 8.30am	<b>Breakfast</b> Coffee & eats	The Centre	Nat Hawketts/ All staff
2	9.00am 60 minutes	<b>Workshop: T&amp;L Development - Scaffolding</b> <b>What to expect:</b> <ul style="list-style-type: none"><li>• Feedback from Scaffolding Safari and Work Sampling</li><li>• Review of scaffolding opportunities in different lesson scenarios</li><li>• Applying Scaffolding approaches to upcoming lessons/topics</li><li>• Looking ahead to the new Scaffolding Safari (w/c 1 Dec 2025)</li></ul>	Atrium	Chris, All staff

3	10.00am 90 minutes	<p><b>Curriculum Co-Planning: Subject Preparation for Autumn 2</b></p> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>Subject teams work on agenda provided by Subject Leader. This must include a review of progress towards <b>Subject Goals</b> (complete template)</li> </ul> <p>Or</p> <p><b>Extended Curriculum Working Party (with Stu)</b> <b>Staff allocation to follow</b></p> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>Review of 'winter season' EC offer.</li> <li>Identification of new opportunities/training needs</li> <li>Identifying resource demand</li> <li>Provider contacts/bookings</li> </ul>	Subject Bases C17	Subject Leaders, Stu/ All staff
4	11.30am 30 minutes	<p><b>Briefing/Q&amp;A:</b></p> <ol style="list-style-type: none"> <li><b>Pathfinder Award Updates</b></li> </ol> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>Updates to Checkpoint Grid</li> <li>Process for Awarding Checkpoint Certificates (e.g. residential visits)</li> <li>Re-launch to students, Tue 11 November</li> </ul> <ol style="list-style-type: none"> <li><b>Student Network Access/Laptops</b></li> </ol> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>Student login/password reset, One Drive</li> <li>Plans to reset student passwords</li> <li>Laptop access arrangements</li> </ul>	Atrium	Sue, Chris, Stu All staff
5	12.00pm 45 minutes	Lunch	The Centre	Veronica/ All staff
6	12.45pm 45 minutes	<p><b>Briefing: Safeguarding, Student Spotlight</b></p> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>Highlighting our 'trauma informed' approach in the context of one student.</li> </ul> <p><b>Workshop: 'Next level' Bromcom/CPOMS entries</b></p> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>Review of examples of Bromcom/CPOMS entries, highlighting strengths and gaps.</li> <li>Establishing clear expectations for the coming half-term.</li> </ul>	Atrium	Annabel, Hannah, Chris C/ All staff
7	1.30pm 60 minutes	<p><b>Co-planning/Preparation: Specialist Groups</b></p> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>Co-planning activities for Autumn 2/Practical Space Preparation</li> </ul> <p><b>Skills Builder (Year 7/8 Programme) – in C17 with Stu</b></p> <p><b>Festival Friday Preparation (Thanksgiving) – C20 – Laura has previously circulated arrangements</b></p>	Various	All staff

		<b>Preparing of Practical Spaces/Resources – Various</b>		
8	<b>2.30pm</b> 70 minutes	<b>Independent Preparation Time</b> <p><b>What to expect:</b></p> <ul style="list-style-type: none"> <li>• Time to work on student folders, organise resources, ensure that classrooms are ready to receive students on Tuesday 4 November.</li> <li>• Time to plan/prepare for <b>Extended Curriculum</b> activities.</li> <li>• Time to work on National College Training Courses - <b>National College: All Employees Learning Plan</b>. There are nine courses which MUST be completed by 31 December 2025.</li> <li>• If unsure on how to use this time, please check with CC in Room C10.</li> </ul>	<b>Various</b>	<i>All staff</i>
<b>End</b>	<b>3.40pm</b>	<b>End of the Training Day</b>		

#### Annual Reviews

Annual Reviews will take place throughout the day with Harlee and Sue R.

#### First Aid Training Group

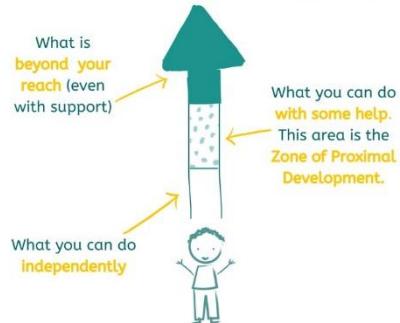
**8.30am Start, Room - Tony Cooper Suite (all day)**

Any queries, please contact: Crox

#### Participating Staff (9)

<b>Sue L</b>	<b>Georgie</b>	<b>Laura</b>
<b>Aaron</b>	<b>Iain</b>	<b>Chris D</b>
<b>James F</b>	<b>Andrea</b>	<b>Helen</b>

### Vygotsky's Zone of Proximal Development



## Scaffolding

Scaffolded supports provide **temporary assistance** to students **so they can successfully complete tasks** that they cannot yet do independently and **with a high rate of success**. Teachers select powerful **visual, verbal and written supports**.

[EEF blog: Scaffolding – more than just a worksheet | EEF](#)



### Purpose -

Acknowledge good Scaffolding practice in relation to:

- a) Planning decisions
- b) Reading (literacy)
- c) In-lesson support





### Ideas for Scaffolding Learning

From Training Day Carousel Workshops (Tuesday 2 September 2025) and Scaffolding Safari (October 2025).

1	Key Words list/display (to support word use, spelling)
2	Scaffolding Mats (on desks) – multiplication squares, unit conversions, key vocabulary e.g. connectives (because, although, instead of...)
3	Checklists (e.g. all the things to include in a piece of writing)
4	Success criteria for a task (e.g. a great piece of work will include these things...)
5	Lists/flow-charts (to help follow the steps of a process in the right order)
6	A 'visual' prompt/checklist: a) pictures representing key features/ideas (e.g. examples, symbols, emojis) b) actions representing key features/ideas
7	Checklists highlighting common mistakes/misconceptions (so that students can check/review their work as they go)
8	Tasks broken down into smaller 'chunks' (to better manage the 'cognitive load' and prevent tasks becoming overwhelming)
9	Use of examples of excellent work (to discuss, pick out excellent features) - could also be showing an example with mistakes/inaccuracies for students to identify.
10	Worked example (a step-by-step guide that students can refer to)
11	Worked example (teacher works with students to 'think aloud' through a problem)
12	Teacher (or video) demonstration of an action
13	Picture prompts (pictures on the board to support student recall of past learning)
14	Writing frames/templates (e.g. An advantage is _____, a disadvantage is _____)
15	Sentence starters
16	Talking it through first - get students to talk through/rehearse what they are going to before they start the task
17	In lesson support: staff writing for the student to help them get started
18	In lesson support: staff asking questions to check for understanding (and following up with reassurance).
19	In lesson support: staff prompting the student with verbal hints/clues
20	In lesson support: staff pointing out an error and asking the student to think again In lesson support: staff asking the student 'stretching questions' to get them to think again

The following notes are from Matt Carnaby's visit:

Summary Overview						
Focus of the Visit:	DLT attended: Rebekah Ramsden (Deputy Director Secondary)					
1. Reading, phonics and basic skills	P1	P2	P3	P4	P5	P6
2. Curriculum Support	Attendance	B&C	Curriculum & Pedagogy	Academic Excellence	Reading	People
3. Maths and scope of potential support						Civic Responsibility
Previous Actions						
N/A						
Standard Visit Practice						
	Strengths			Areas for Development		
Visits to Intervention: Basic Skills	Visits to: Laura, Poppy, Emily. Saw the implementation of the RWI phonics programme & TCS follow-on phonics programme. Children were focused and engaged in choral response for their sounds.			N/A		

	<p>Lovely positive working relationships with staff.</p>	
Visits to English Lessons	<p>Brief tour through various English lessons.</p> <p>Children working on Bend it Like Beckham Venn diagrams or writing.</p> <p>Some lovely focused, calm independent practice in a number of rooms.</p> <p>It was lovely to have the opportunity to discuss with some children their work / understand the progress that they have been making at TCS. They are very polite and, in some cases, very keen to share their understanding!</p>	N/A
Reflections on QA approach	See notes below	

#### Activities undertaken: Reading Meeting

It was a real pleasure to be visit three such positive phonics sessions this morning. The children are clearly bought in to what is happening here and how they are helped to improve by the intervention.

York Assessment of Reading for Comprehension (YARC) is used to measure reading age, fluency and comprehension. The NGRT was trialled, but this was unsuitable – the data it provided required further screening, the online nature of the assessment and motivation were all issues. The Salford Sentence Reading Test is then used to identify children with reading ages below 7 years. The benefit of the YARC is that it measures fluency and comprehension in addition to providing a reading age. This is a useful combination for TCS as it allows for screening and then ensuring that children are getting the right intervention for them.

This data then informs the groupings for the Basic Skills programme. Data is used to allocate children to the roughly streamed Read Write Inc (RWI) groups and then progression to TCS Phonics Programme and then progression to spelling groups. These groups are stage, not age. Movement between groups and progression outside of the phonics groups is data driven, but transitions also must account for behaviour and to the potential of disruption that it can cause. Regular retesting is conducted to ensure an accurate picture for children's current ability.

The focus of the phonics sessions, particularly in TCS programme are based on common errors and more bespoke to the children than the national RWI programme. They are based on overlearning to secure mastery. The phonics approach is reviewed regularly and adapted to children's interests and needs. Basic Skills meetings are held regularly where the teaching team can come together and feedback, refine and improvement the programme.

The RWI and TCS phonics programmes tend to have more robust quality assurance because the teachers here have high levels of expertise and are supported by embedded/external programmes. You are right to consider the more robust quality assurance you want in place for the groups outside of phonics. These groups focus on spelling, but also use other approaches such as immersive reading.

#### Activities undertaken: English Curriculum Meeting

The English Curriculum has been thoughtfully developed, and Laura leads it with high degrees of expertise and understanding. The mapping is useful as it identifies the skill descriptors from Functional Skills and translates these into units. These are paired with the assessment criteria which articulate at different levels what children would need to do to evidence this. For example, 'Write in compound sentences using common conjunctions.'. These knowledge and skills are then taught through the lens of a text. In today's case it was Dhami's *Bend it Like Beckham*. This is an improved approach to what had been in place historically. There is a desire to further improve the assessment criteria too. Functional skills is an important priority focus because of the high levels of mobility into the TCS, but also for children to achieve functional literacy when they leave.

One of the challenges with objectives, especially ones taken from a qualification such as Functional Skills, is that they are an end point. That is to say, this is where the children need to end up. It doesn't provide the road map for getting them there. Additionally, the English faculty focus on assessment criteria is critical as it provides teachers with concrete examples of what an objective would look like in a child's work. However, the objectives and the criteria are not the curriculum. That is to say, the specific journey to teaching a child to write in compound sentences needs particular attention to through the curriculum journey. What is the journey that takes children to effectively write this type of sentence? They would need structure exposure to sentence types (content) until they can mastery them and then use them in their own functional way, such as within an email or within a piece of writing. Although the Step Out shared resources are not the answer here, they do provide a scaffolded approach to how you might arrive at a TCS version. For example, what is the best resource / most effective way of teaching children the difference between compound and simple sentences? How do we want to do that at TCS? What are the misconceptions that children have when they are taught this that we should / could plan for?

The further consideration of the content could provide much needed clarity to support curriculum quality assurance too. At the moment, the team use 'Safaris' to visit lessons. They are used to see how children are progressing, how the programme of study is being implemented and whether teachers are adhering to the approaches outlined by the school. Feedback is discussed with senior leaders with faculty leaders feeding back to individual teachers. This often prompts faculty leaders providing in-lesson support to actively support and coach staff to improve. However, without the same focus on curriculum content it will be more difficult to make even more progress.

#### **Activities undertaken: Science Curriculum Meeting**

Chris outlined the significant gap in subject expertise that he feels is the barrier to the sustainability of science at TCS. A decision has been made to move science in KS4 as an option subject, rather than a core offer as a result of this. There is a fork in the road now about next steps. Should there be significant investment in staffing to ensure that a thorough science offer is in place for TCS that is rooted in technical and practical elements, or should it allow for a more paper-based model which acknowledges the limitations that are in place?

During the last inspection, the science curriculum was felt to be basic built largely from the AQA entry level course. The offer has rebuilt to align with some big concepts, e.g. Cultural Capital, Essential and Practical skills, Work and Careers, Health and Wellbeing, etc. Lessons use storytelling and narrative hooks, e.g. the Year 9 unit titled: 'A Story about Fire'. The big concepts inform the design of the curriculum, but it is driven by the major disciplinary strands. Children have a knowledge map which defines what they must know and experience within each unit and ensures greater conceptual clarity between year groups. Could the approach of using knowledge maps be replicated in English if appropriate?

I think that it would be really helpful for Sam Cottrill to have some time to work with, and support Chris to review the science curriculum and sequence and the fork in the road moment.

#### **Activities undertaken: Discussions about Quality Assurance**

The approach to quality assurance includes 'Safaris' and work sampling. This means that teachers have visits from senior leaders during Safaris and have children's work sampled regularly. This allows for faculty leaders (Laura, Chris & Stu) to check that approaches are being followed and to see whether children are progressing. This is then fed back to the whole of SLT before then allowing for time for feedback to go to teachers. They are supported to improve by having Tuesday sessions which feedback on patterns, e.g. a recent push by all staff on scaffolding.

From discussions today, and from feedback at the end of the day, I wonder whether the quality assurance processes in place (as understood) are attempting to do too much. For example, we discussed a range of different purposes for quality assurance in our English meeting: pedagogical QA (around scaffolding), curriculum QA and compliance QA. All are important and necessary. However, I wonder whether by trying to do all of them at the same time, when it is so new, we might end up not doing in enough depth so as to move the school forwards in the way that you hope. I really recommend that SLT seek clarity on the purpose of QA before considering the best approach to improved implementation.

For example, you might decide that you wish to continue to prioritise the QA of the use of scaffolding in lesson. This means that you can feel confident that the use of your work sampling, safari activity and staff training time on a Tuesday can be focused and not lose its clarity by trying to do too many other things.

In the background, I might also work to ensure that there is clarity in the content of the curriculum. Then the quality assurance of this can be the focus of the next wave of safaris, work sampling and staff training to understand this.

### 3. Attendance Summary

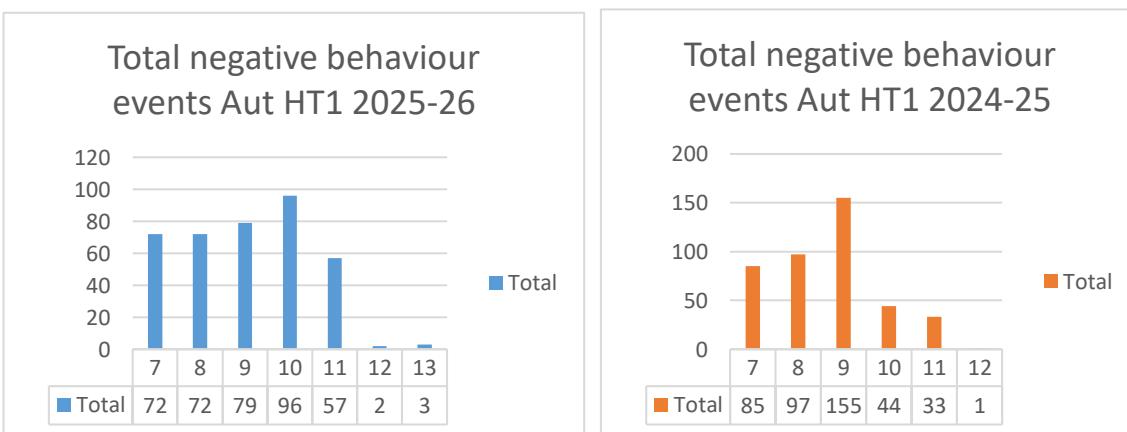
Attendance Data – YTD

01.09.25 – 25.11.25

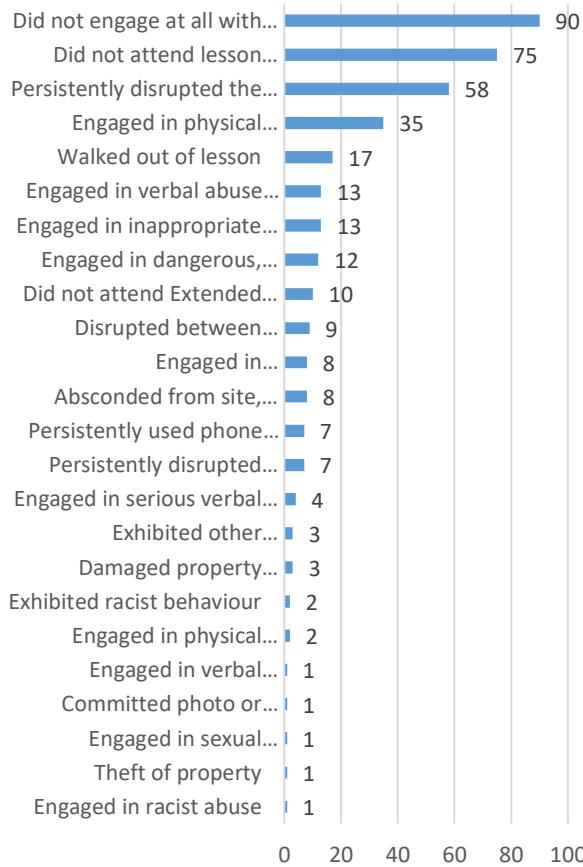
Headline figures (inc post-16)

Attendance	Persistent absence	Severely absent
80.1%	46.4%	18.6% (26)

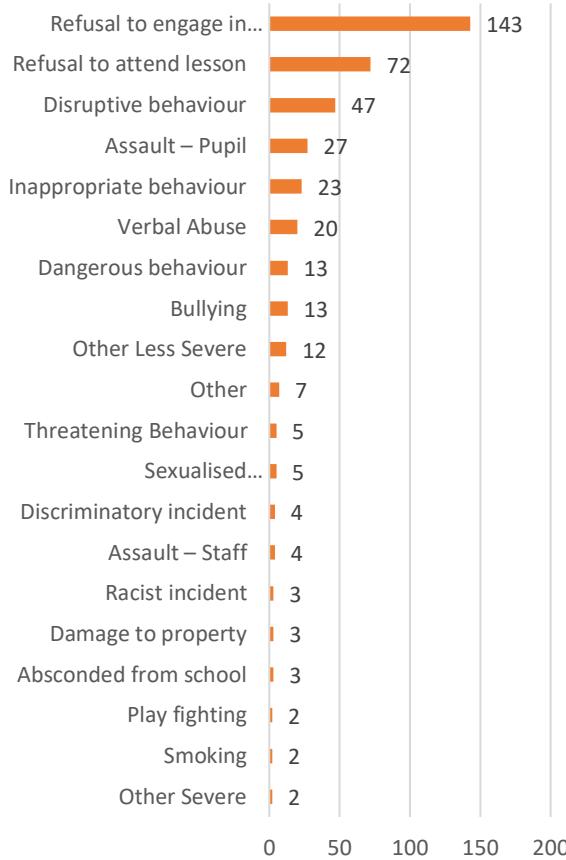
### 4. Behaviour Data



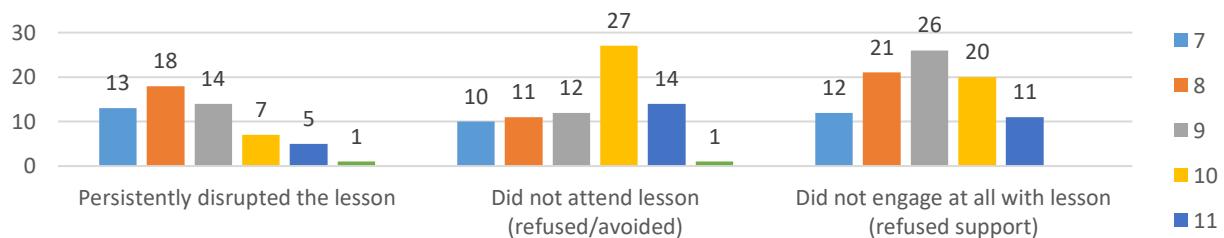
### Negative Behaviour Events Aut 1 25-26



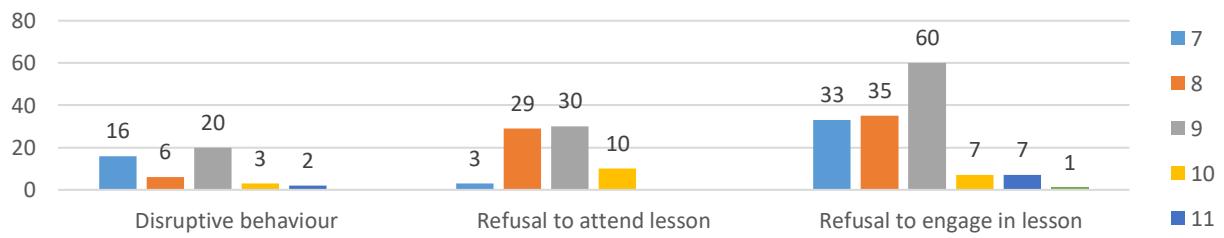
### Negative Behaviour Events Aut 1 24-25



### Top 3 Negative Behaviour Events Aut 1 25-26



### Top 3 Negative Behaviour Events Aut 1 24-25



## Suspensions

2025-26	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	25	18	25	2	2	6	8	7	0	0
Number of Students	21	16	21	2	2	5	6	6	0	0
% Of Cohort	15.00	18.82	15.00	10.53	9.09	22.73	17.65	25.00	0	0
Total Days	37.5	25	37.5	3	3	8	12	11.5	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

2024-25	All	PP	SEND	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	39	30	39	8	9	12	8	1	0	0
Number of Students	24	18	24	4	6	7	6	1	0	0
% Of Cohort	17.78%	21.69%	17.78%	21.05%	35.29%	23.33%	27.27%	3.13%	0%	0%
Total Days	70	55	70	13	20	23	14	1	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Suspensions have decreased significantly in comparison to last year. The total number of days have halved. It's important to note that suspensions have only been accumulated by 15% of our pupils. This is a very small minority and should not detract from the outstanding achievements made by the majority of students.

## Negative Behaviour

Again, negative behaviour events have significantly decreased. This shows students are clear of boundaries and expectations. The work we do in terms of building relationships with our students, is paramount to the engagement in lessons and during the school day.

## Positive behaviour

Whilst behaviour is on the whole good, we would like to highlight some positive events from last term. Following one of the storms, a tree had fallen down, and whilst offsite during Extended Curriculum, two students supported members of the public to clear the fallen tree.

We have also had members of the public comment on how supportive and respectful our students have been to others whilst on Extended Curriculum.

Lastly, it's important to note that the new starters have settled in well. Many have been out of education for long periods of time and can find the adjustment to school life difficult. During the first few weeks, one year 11 student was finding their feet and pushing the boundaries. However, over the last 8 weeks, he has settled in, taken part in all lessons, and formed positive relationships with staff and students.

## 5. Broad Opportunities

Students visited Brencombe in Dorset in October. This is a 4 night residential with various activities taking place.



## 6. Thriving Communities and Parental Engagement

Over the next few months (by Feb half term) TCS will aim to present a video to submit for the Silver Award from Parentkind.

## 7. Safeguarding, Welfare Profile and Elective Home Education

Student Characteristics (Number and %)	Current	Previous Report	This time last year
Pupil Premium (PP)	83	89	76
Looked After Children (LAC)	3	3	2
Young carers	1	2	2
Privately fostered	0	0	0
Students with CP plan (CP)	3	1	5
Child in Need (CIN)	2	3	5
Referrals made for early help	0	4	1
Family support assessments conducted	n/a		
EHCP	140	138	134
Students with serious medical conditions	1	0	0
Receiving external support: CAMHS	1	0	4

Student Characteristics (Number and %)	Current	Previous Report	This time last year
Receiving external support: behaviour support	n/a		
Receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

There has been no update made in Annabel's absence.

#### Elective Home Education

	Yr7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Total
<b>Total EHE 23/24</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total EHE 24/25</b>	0	0	0	0	0	0	0	0
Au term 25/26	0	0	0	0	0	0	0	0
Sp Term 25/26								
Su Term 25/26								
<b>Total EHE 25/26</b>								

## 8. Operational Information

We have issues with the access doors. We are submitting a business case for funding.

Staff absence continues to be an issue for a variety of reasons, several of which are unavoidable.