

1 Pupils

1.1 School population

Sept 2017: out of the 167 pupils on roll, 58 in KS1&2, 82 in KS3&4, and 27 in KS5; 23% of school population are girls.

KS1&2: 58 students by year group

- Year 1: 4 students
- Year 2: 11 students
- Year 3: 8 students
- Year 4: 12 students
- Year 5: 18 students
- Year 6: 5 students

KS3: 48 students by year group

- Year 7: 17 students
- Year 8: 18 students
- Year 9: 13 students

KS4: 33 students by year group

- Year 10: 16 students
- Year 11: 18 students

KS5: 27 students by year group

- Year 12: 16 students
- Year 13: 11 students

We have **five classes in KS1&2**, class sizes of 10 and 11: **eight classes in KS3&4**, class sizes of 11 and 12 in six, and two smaller Nurture Classes of 8/9 students: **KS5 students are split into three groups** of nine students.

Impact of increased population on budget projections: as a result of increase student population and subsequent staff increases we are predicting surplus for 2016/17 and 2017/18 then a deficit in 2018/19: J Vincent working closely with John Turvey (Gateshead Budget Officer) to provide budget models to help determine sustainable future staffing levels.

1.2 Attendance Report for the period 07.09.17 – 01.11.17

When considering the attendance within the school it is important to remember that a considerable number of our students have significant healthcare needs or serious anxiety and/or mental health issues and, for some, this has a marked impact on their attendance throughout the year.

We have developed the role of our Community Welfare Officer to include strategies to improve attendance for targeted pupils; as a result there has been a marked improvement in attendance since the middle of Summer Term 2017, as the table below indicates. The low figure for post 16 is a result of two long term absentees due to physical/mental health issues.

Categories of monitoring	% attendance
Whole school	93.05
KS1/2	95.43
KS3/4	92.24
Post 16	85.73

1.3 Other population data

- Number of students with English as addition language is 10
- Number of students who are Looked After Children (pupils adopted from care) is 5
- Number of Pupils eligible for free school meals is 64 (38%)
- Number of students who are transported to school is 96 (57%); with parents/independent is 71 (43%)

1.4 School population by banding/barrier to learning: Primary Need (Banding Allocation) identified as:

- 10% Sensory, Physical or Medical need
- 15% Social, Emotional and Mental Health need
- 9% Communication, Interaction need
- 33% Autistic Spectrum Condition
- 33% Cognition & Learning need

1.5 Safeguarding and Child Protection

- Looked after Children: 5
- Special Guardianship: 1
- Child Protection: 4
- CIN/Respite: 17
- TAF: 8
- CYPS/CAMHS: 34 Referrals: 4
- Kalmer Counselling: 12
- CAF: 4
- Family Liaison: 26 Families, 30 students
- EHCP: 164 Assessment: 1
- Educational Psychologist: referral, assessment, intervention: 3
- Access to Learning intensive support KS3/4:

1.6 Safeguarding Training Autumn Sept & Oct 2017:

- Whole school: Safeguarding Procedure(s)
- Induction Training 4
- Anti-Bullying Alliance 1

1.7 School Council(s) Update

Cedars Academy aims to be a school where every aspect of a child is focused on and developed, including the area of well-being. As part of our school's aims to promote a happy and successful school, we are working towards the 'Rights Respecting School' Award (RRSA) and hope to achieve Level 1 in Autumn 2017.

Primary, Senior and College Student Councils are firmly established and meet regularly; minutes from meetings are posted on the school website. All three councils have recently met with the Parent Council and will continue to do so on a half termly basis.

2 Staffing

2.1 Staff Structure

TLR restructure Sept 2017: TLR posts reduced to four from seven; this group make up the newly defined Middle Management Group.

Oct 2017 Staff Numbers: total 65

- Teachers: 20; which includes 6 SLG
- TAs: 37, of which 6 HLTA, 30 TAs and 1 apprentice
- Office Staff/Admin: 4
- Kitchen/lunchtime: 4

2.2 TA working hours

Notice to change Working Times for TAs was served Summer Term 2017. This was to enable a reduced staff lunch break from 45 mins to 30 mins for TAs and to allow for 30 mins supervision rota to be built into TA working day. This requires a 15 minute later start time or 15 minute earlier finish time. The new work times have successfully to come into effect from September 2017.

3 Self-Evaluation

We judge ourselves as a **Good School**. This has been **validated by our recent OfSTED inspection September 2017**.

We consider these the main evidence indicators of our evaluation:

- Our Governors and the SLG set a clear, strong direction to provide high-quality education and care for all pupils
- Our staff are motivated and are committed to bringing the school's vision to life through their work

- Our curriculum is well planned; it responds to pupils' needs very well; the planning and delivery for pupils' personal development is highly effective
- Our leaders carefully monitor the quality of teaching and assess pupils' progress to help them plan training and bring about improvement
- Our teaching is effective; teachers and classroom teams work effectively together; this good teaching leads to strong progress across the broad range of subjects, but does not yet result in the same rapid and often outstanding progress as found in mathematics and English
- The post 16 provision is ably led and managed; courses are tailored to students' needs, the wide range of opportunities for work-related learning and good teaching lead to good progress; students are supported and prepared well for the next steps in education, training, and for adult life
- Our pupils are open, welcoming and accepting of others from different backgrounds to their own; they know how to lead healthy lives and keep themselves safe
- Our pupils enjoy coming to school, they feel safe and secure at school, and all groups of pupils attend very well; this enables them to learn well; our pupils behave well in lessons and around the school

4 Outcomes

4.1 Judgement

We (and Ofsted) judge our Outcomes as **GOOD**: the main indicators in this judgement are:

- Across all key stages, including in the sixth form, our pupils make good and sometimes excellent progress, taking into account their very varied starting points
- The progress our pupils make in English and mathematics is particularly strong
- Our highly effective curriculum, coupled with effective teaching, ensures that pupils develop basic skills very well, often from very low starting points
- The vast majority of our pupils meet the school's demanding targets, and a large proportion of pupils exceed them
- Our highly effective phonics teaching means that pupils develop the skills they need to develop their reading and writing skills
- The early work done to secure good basic skills, means that an increasing proportion of pupils are able to succeed and attain well at a range of levels, from pre-entry level to GCSE and occasionally to A level
- The wide range of qualifications, including vocational skills, focus on demonstrating pupils' readiness for the world of work and adult living; it reflects the effective curriculum and teaching which meet pupils' interests and which challenge them at the right level for their ability
- There is no discernible difference between the progress made by disadvantaged pupils and others; boys achieve as well as girls

4.2 Year-End Assessment and Progress Summary July 2017

- Overall in English and maths 97% of students have achieved or exceeded their targets, with good and outstanding progress over the last year; this is a 1% rise on the previous year with the percentage of students making outstanding progress rising from 73% from 53% in the previous year.
- In English overall 96% achieved or exceeded their targets, this is the same figure as in the previous year.
- In Mathematics overall 97% achieved or exceeded their targets, moving up 3 percentage points on the previous year.
- The key reasons for the sustained and improved progress in these subjects is due to the ongoing focus of the school to improve Teaching and Learning. There have been continued focus on approaches to planning, differentiation, assessment and developing practice around effective feedback alongside a newly designed assessment framework and rigorous system of monitoring and professional support. In addition, a significant number of additional support staff were recruited to support targeted groups.
- The introduction of the IPARS (Individual Progress and Achievement Record) this year meant that students were closely tracked and those not making expected progress were identified and interventions put in place.
- The percentage of students in receipt of PPG achieving expected or better progress rose from 94% to 97% in English. This indicates that the gap in English between PP and Non-PP progress has closed to just 1%. There has been a rise of 2% in students in receipt of the PPG achieving expected or better progress in maths compared with a 3% rise for non-PPG students. The gap remains within 5%.

4.3 Summary of Accreditation Offer and Results 2017

GCE Results

AS Level Mathematics: 1 candidate Grade A

GCSE

7 subjects delivered

39 grades achieved

Grade breakdown: Grade 1 - 2 passes; Grade 2 - 4 passes; Grade 3 - 3 passes Grade B-1pass; Grade C-6 passes; Grade D-3 passes; Grade E- 10 passes; Grade F- 9 passes; Grade G -1 passes

Entry Level Certificate

9 Subjects delivered

85 grades achieved

Functional Skills:

7 routes delivered

English Functional Skills: Entry2: 7 passes Entry3: 4 passes; Level 1: 1 pass

Maths Functional Skills: Entry1: 1 passes; Entry 2: 3 passes; Entry 3: 4 passes Level 1: 1 pass

ASDAN

3 routes delivered: 27 passes

Duke of Edinburgh Award Scheme

Bronze Award: 6 passes

Silver: 6 passes

5 Teaching, Learning & Assessment

5.1 Judgement

We (and Ofsted) judge our Teaching, Learning & Assessment as **GOOD**: the main indicators in this judgement are:

- Teacher and classroom teams have high expectations of pupils; teachers establish classroom routines and pay attention to pupils' safety; pupils follow instructions readily and this contributes to the strong progress they make overall
- Teachers have very detailed knowledge of pupils' learning needs and prior achievement; they make use of this information and their own good subject knowledge to plan learning that interests and engages pupils; pupils apply themselves to the tasks teachers set and try hard to learn well
- Planning for learning is particularly strong in English, mathematics and in personal and social development
- Teachers make effective use of resources to support pupils' learning; these include the use of digital resources, such as programmes to support phonics, and classroom assistants both to help pupils learn and to provide emotional support
- The strong sense of purpose and the encouragement that pupils receive consistently from all the adults who work with them generate pupils' positive views about their learning; our pupils are not afraid to 'have a go', and are ready to improve their work wherever they can
- Our staff exemplify the clear expectations of our school in promoting equality and diversity; as a result, our pupils learn to develop highly positive attitudes

5.2 Improving the Quality of Teaching, Learning & Assessment

Key areas for development 2017-2018

- To ensure lesson planning is sufficiently precise to provide for consistent challenge of pupils' progress across all areas, particularly the non-core subjects
- Develop the ROAD Map framework to accurately assess and track progress in non-core subjects
- To ensure that pupils' learning is moved on more quickly, as and when pupils are ready to do so
- Development of refined and responsive curriculum maps and progression routes to meet changing need
- Develop strategic roles by deepening educational understanding, pedagogical methods, to include Research and Development
- Develop our monitoring and analysis system to include ROAD MAP, and to research and develop new and appropriate assessment of non-core subjects
- Develop the role of the Key Person to have clear knowledge of specific T&L targets for their key students
- Develop students' understanding in 'what, how and why' they are learning and the further development of meta-cognition and learning skills

- Develop feedback and follow up methods so that more students are involved in meaningful self-assessment and know their next steps
- Continue to network with local mainstream and SEND schools to extend external moderation opportunities
- Use SITs to develop curriculum enrichment opportunities

5.3 Monitoring of Teaching Standards

Summary of Performance Management Data 2016-17 paper has been presented to the C&P Committee; monitoring of teacher performance indicates areas effective and highly effective practice: a case study of the impact of interventions via T&L on teacher performance has also been produced and presented to governors.

5.4 Staff Development/ CPD Monitoring Calendar

Staff training/CPD is built into Year CPD Briefing Calendar; this is distributed to the Governing Body to allow GB attendance at these training events.

5.5 School Improvement Teams (SITs)

SIT leadership roles have been defined and have been further developed with the TLR restructure; SITs are directly linked to SDP and Gov2Go roles. C&P have discussed the effectiveness of the 'one-page SIP' and how the Governor's roles fit into the individual sections and the advantages of linking SIT action plans so that overlapping targets/foci can be pulled together.

6 16 to 19 study programmes

6.1 Judgement

We (and Ofsted) judge our 16 to 19 Programmes as **GOOD**: the main indicators in this judgement are:

- Provision in our sixth form is well led and ably managed. Our leaders, along with the school's governors, maintain high expectations of students' achievement and personal development.
- The careful curriculum planning which corresponds to students' interests and ambitions is accompanied by effective teaching. This leads to improvements in students' achievement. As a consequence, our students maintain the good progress that they have made in earlier key stages and many accelerate their progress further.
- Our strong and positive relationships between staff and students are effective in promoting students' development, resilience and readiness to leave school and take the next steps in the education or training. As a result, our students almost always complete their courses and with considerable success.
- Our students have frequent and wide-ranging opportunities to gain experience of and insight into the world of work. This brings their 'classroom learning' to life and is an important and effective contribution in helping students achieve well.
- Our teachers use their very strong knowledge of students' needs to plan learning which supports their continuing progress and development. As a consequence, our students enjoy their learning, adapting quickly to the demands of new courses in a new context as they begin study in the sixth form setting some distance from the main site.
- Our leaders and teachers are adept at supporting students in managing this significant change. They use it as part of students' personal development, thus preparing them well for life after school and meeting new people in new contexts.
- Our well-trained staff are vigilant, keeping a sharp eye out for any signs that cause concern about students' well-being. Our PHSE programme provides students with opportunities to learn about risks to their well-being and how to manage them. As a consequence, our students are well prepared for adult life.
- Our staff ensure that pupils continue to receive high-quality independent careers advice and guidance in the sixth form. Our staff work very closely with local colleges and a range of businesses and social enterprises. They ensure that students access well-planned relevant training and education as they leave the school. As a consequence, with the exception of very few students with ill health, all students had a secure place for further education and training in 2016/17.

7 Personal Development, Behaviour and Welfare

7.1 Judgement

We (and Ofsted) judge our impact on Personal Development, Behaviour and Welfare as **OUTSTANDING**: the main indicators in this judgement are:

Personal development and welfare

- Successful partnership between pupils and staff are underpinned by thoroughly relevant learning and detailed planning to develop all our pupils' potential, whatever their starting points; as a consequence, our pupils grow in confidence, both as individuals and in their learning skills; they value their education, and are ambitious and enthusiastic about their futures in training or education and as young adults in society
- The support and encouragement that our staff provide spurs pupils on to achieve very well; as a consequence, pupils are rightly proud of their many achievements, whether reading much more fluently, taking part in school drama productions performed in an entirely different setting, or representing their region or the country in sports
- With sensitivity and maturity, our pupils are able to discuss and debate issues; they listen to others' ideas carefully and respectfully; they show respect towards visitors and the adults who work them
- Our pupils do not only understand right from wrong, they understand that may be less fortunate they are, or might have particular needs; their growing sense of social justice leads them to organise their own charitable events in support of others regionally and nationally
- Careful planning of the PHSE programme supports pupils in developing incrementally their understanding of how to keep themselves safe; our pupils learn about themselves and, over time, how to develop healthy relationships with others; our older pupils learn more directly about the risks of abuse, including the possibility of abuse perpetrated by people of a similar age, and how to get help
- Our pupils have an extensive understanding of how to keep healthy; they also learn how to keep well emotionally
- Our wide range of opportunities to develop resilience and self-reliance makes a strong contribution to pupils' mental well-being
- The close and effective work of our school with other teams and agencies plays an important role in promoting pupils' mental wellness; pupils know they can get effective help if they have an issue

Behaviour

- The behaviour of our pupils is **outstanding**. Pupils typically manage themselves with assured good manners, showing
- consistently deep consideration for others, both pupils and staff; when pupils' individual needs make it very difficult for them to manage themselves properly, they use effectively the techniques staff have taught them
- Our staff are highly skilled at knowing when to intervene with additional support at an early stage to help pupils, when needed, to re-establish their positive behaviours; as a consequence, instances of low-level disruption are rare

7.2 Improving Access to Learning

Key areas for development 2017-2018:

- Continue to develop and extend the pastoral programme and interventions to address the needs of those pupils with mental and emotional health issues
- Develop a consistent and developmentally appropriate rolling curriculum for Digital Literacy/Online Safety
- Improve our understanding of well-being & resilience needs
- Development of strategies to improve well-being & resilience
- Accurate assessment of PSD and Self Perception
- Further promotion of Student Voice
- Improved working relationships with colleagues & practitioners
- Improve understanding of family needs
- Involve more professionals in everyday family support: that families receive the support they need from a range of professionals in an increasingly responsive and holistic approach
- Extend opportunities for families to engage in, find support and strengthen parent voice
- Continue to develop the role of staff and Parent Council to support families

7.3 Tutor Team & Key Person

Tutor Teams, Vertical Groups and Key Person roles established and seen as a positive improvement. However, the Parent Council has requested that more information on the Key Person is provided by the school and that home/school communication could be further improved. We have advised staff and will monitor the situation this term.

8 Leadership & Management

The Leadership Model has a flatter structure, is transformational and distributed across the school; this increases our ability to set and establish new and innovative working practices and to grow leadership of change in others.

8.1 Judgement

We (and Ofsted) judge our Leadership & Management to be **GOOD**: the main indicators in this judgement are:

- We share a well-articulated vision to provide high-quality, relevant learning in a safe environment that promotes pupils' well-being and personal development; leaders and staff share a common determination to do the best for all pupils; they bring the school's vision to life
- Our leaders make effective use of performance management and professional development to improve the curriculum and the quality of teaching, learning and assessment; we value the contribution that staff make to the school's improvement; this motivates staff very effectively
- Our leaders ensure that the curriculum meets the needs of pupils; the work we have done in sharpening the curriculum, especially in English, mathematics and personal development has enabled pupils to improve their learning and progress rates rapidly
- Our leaders in the sixth form ensure that the curriculum takes into account the interests and aspirations of students through a personalised mix of vocational courses, study in core subjects, and a wide range of other relevant courses
- Our leaders ensure that pupils' experience of learning is as rich and varied as possible; they make sure that the range of extra-curricular activities and clubs, educational visits and trips, and visiting speakers provides an effective context for learning
- Our leaders maintain an unerring focus on pupils' safety and how they can best safeguard pupils; policies and practices are kept up to date through regular training; our staff are knowledgeable and vigilant at all times for any sign of abuse or neglect
- Our leaders make effective use of the additional funding for pupils with low attainment on entry into key stage 3; the focused spending plan has led to highly effective investment in additional staffing and resources to improve phonics and reading; as a result, pupils are much better able to access learning across a wider range of subjects
- Additional funding to support high-quality learning experiences in physical education in the primary phase is used effectively; swimming on site and the use of a wide range of sporting facilities locally enrich pupils' learning, and support their physical and emotional health; the success of our primary sport programme is reflected in the increasing number of pupils who represent their region or compete nationally
- Our leaders have put in place additional resources to improve attendance; our AtL pastoral teams, including family liaison staff, work effectively with a range of external teams and agencies; our attendance rates are consistently high, including for disadvantaged pupils

Governance

- Our Governors work closely with school leaders; they have a very good understanding of the school's strengths and areas for improvement; our Governors ensure that there is a coherent strategic plan for the school's future health and development by keeping a sharp eye on how well pupils develop personally and acquire important basic skills; by scrutinising information and through their own visits; by ensuring that the arrangements to safeguard pupils are kept up to date and remain a key focus for the school; by reflecting on the effectiveness of the school's leadership structure and amending it to best promote further growth towards its strategic priorities

8.2 Improving Leadership & Management

Key areas for development 2017-2018

- Developing subject-leaders' skills to improve learning programmes and teaching that support rapid pupil progress across the wider curriculum
- Sharpening senior leaders' and governors' challenge, so that they scrutinise achievement across the full curriculum in the same detail used for English and mathematics
- Continue to develop middle leaders' roles to drive whole school improvement, share best practice and show the impact of their leadership
- To achieve and sustain highest standard of built environment

9 Business Model

9.1 What we want to achieve – Key Actions

To ensure that the business model and partnership development offers support and diversity, attracts more and different funding, improves service delivery, enhances educational opportunities, allows creativity & risk responsibility and allows resources to be distributed equitably:

- Determination of the future provision needs, clarity with commissioning service and the link to strategic plan
- Develop partnership plans re newly developed post 16 provision
- Building Plans & Development CIF application; Sports Hall; Sensory Room; meeting/counselling accommodation
- Development of Enterprise Initiative (Post 16 shop; TV/Radio)
- Development of Marketing Strategy (Cedars Charitable Trust)

9.2 Account Level Revenue Monitoring

Indicative 2016/17, 2017/18, 2018/19 figures given based on increased pupil numbers, reduction in budget (-1.5% pa) and increased staff costs show:

- 2016/17: surplus of £83,374
- 2017/18: surplus £143,341
- 2018/19: deficit £58,999

9.3 Cedars Charitable Trust

- In the process of setting up a charitable incorporated organisation to act as the overarching fundraising body for the trust.
- Application to the charity commission has gone off and initial trustees have been appointed.
- We are awaiting charity no. before printing publicity.

9.4 Grow Cedars

- Campaign to raise funds to support various facility improvements around the school including sports hall, sensory room and fitness suite.
- Presentation to staff held providing information about the campaign and how they and their classes can get involved.
- Proposed class project to compose a fundraising letter to be distributed to local businesses.
- Staff volunteering to take on fundraising challenges as part of the campaign.
- A reminder email will go to staff re pupil/class engagement after the break.

10 Enrichment Activity Programme

As ever, the extensive range of opportunities offered, particularly during out of school hours, demonstrate the massive commitment and dedication of our tremendous staff.

Programme of events since the previous Full Governing Body Meeting up until February 2018:

Keswick KS3&4: 26th – 30th June

Description: 2 groups: 1 group staying in Ambleside Youth Hostel, 1 group Camping at Keswick camp site.

Activities: gorge walking, canoeing, hill walking, problem solving, camp skills

Participants: Group 1; 14 students, 3 staff. Group 2; 12 students, 3 staff

Film Festival: 30th June

Description: Students get the opportunity to write, direct and act in their very own cinematic productions. Each film is screened at a premiere-style event at the Tyneside cinema, Newcastle upon Tyne.

Participants: Whole school

EFDS National Swimming Junior Short Course Championships 2017: 24th-25th June

Description: National gala following successful completion of Regional competition, meeting qualification standards

Participants: 2 students, 2 staff

EFDS National Disability Athletics Championships 2017: 30th June – 2nd July 2017

Description: National Championships following completion of Regional competition, meeting qualification standards

Participants: 20 students, 6 staff

Film Festival: 30th June @ Tyneside Cinema

Summer Production: 6th July @ Cardinal Hume School

Participants: KS3, KS4, KS5

Qualifying Duke of Edinburgh Silver Expedition: 11th-12th July

Description: 2 nights, 3 day walking expedition.

Participants: 7 students, 2 staff

KS4&5 Prom: 7th July @ the Vault

KS5 London Residential: 10th – 12th July

Primary Sports Day: 12th July @ Cedars

School Games Finals: 13th July

Senior Sports Day: 14th July @ Birtley Leisure Centre

Family Fun Day: Saturday 15th July

Senior Student Council Edinburgh Residential: 17th & 18th July

End of Year Assemblies and Summer Fair: 21st July

Summer Play Scheme: 31st July – 4th August & 7th – 11th August

Description: 2 week holiday play scheme held at school. Activities: games; swimming; cookery; arts and crafts

Participants: 30 students, 6 staff, 3 young volunteers

Metrocentre Advertisements - Tuesday 12th September

Pine Class observed a range of adverts/discounts in shop windows as learning about advertisements in English.

MOD Pizza, Metrocentre - Tuesday 19th September

Pine Class: Ordering own pizza and developing social communication and interaction skills.

North Sea Sailing on De Gallant: 21st – 30th September

KS4&5 sailing trip

KS5 France Residential: 1st – 6th October

Penshaw Monument: Tuesday 3rd October

Pine Class: Visit to look at Greek inspired buildings/role-play in Amphitheatre Greek Olympics.

Gold DoE Expedition: 16th – 18th October

Cycling at/around Kielder

Cedars Bake Off: Thursday 19th October

Staff bake cake competition/coffee afternoon/raising awareness of charities.

RSPCA: Friday 20th October

Primary Interactive Science workshop

Bonfire Campaign: Thursday 2nd November

Primary safety workshop to learn about keeping oneself safe round fireworks.

Senior Student Council Halloween Disco: 2:30pm - 3:30pm, Friday 3rd November 2017

Performing Arts Residential: 6th – 10th November

12 students will embark on a 5-day Performing Arts residential in the beautiful surroundings of Wooler, Northumberland.

Night Exercise KS 3,4 & 5: 3:00pm - 9:30pm, Friday 10th November 2017, Herrington Country Park

Anti-Bullying Week: 9:00am, Monday 13th to 10:00am, Friday 17th November 2017

Children in Need Day: 17th November; whole school fund-raising events

Christmas Jumper Day: 15th December

Last Day of Term Assemblies and School Fair: Friday 22nd December 2017

KS4 Careers Week: Monday 15th to Friday 19th January 2018

Ski Residential: Thurs 1st to 8th February 2018: Frabosa Soprana, Italy. Participants: 26 students, 8 staff, 3 young volunteers

M.f

MF November 2017