

# Cedars Academy

## HEAD TEACHER REPORT: Spring 2017

### Website Copy



## 1 Pupils

### 1.1 School population

- January 2017: out of the 146 pupils on roll, 46 in KS1&2, 80 in KS3&4, and 20 in KS5; 26% of school population are girls
- 19% students have difficulties with emotional, social and behaviour development as their primary barrier to learning (banding category); this figure has increased by approximately 4% per year over the last four years
- A growing number of students, 30%, have a diagnosis of autism as their primary barrier to learning (banding category); this figure has increased by approximately 5% per year over the last four years

We currently have five classes in KS1&2 (average class size of 10), four classes in KS3 (average class size of 11), three classes in KS4 (average class size of 11), and three groups (R2I, R2E, R2V) for 20 students.

We are currently in discussions with the LA Commissioning Service with respect to intake for **September 2017**. It may be that we will have a Reception Class (numbers to be determined), five classes in KS1&2 (average class size of 10), five classes in KS3 (average class size of 11), three classes in KS4 (average class size of 11), and three groups (R2I, R2E, R2V) for 30 students.

### 1.2 Attendance Summary

Period: 05/09/2016 to 22/01/2017

Pupils DOB Range: 01/09/2000 - 31/08/2011

Scope: Whole School

Group	Presents	Authorised Absences	Unauthorised Absences	Possible	% Attend
Whole School	18531	1788	46	20564	91.1
Totals	18531	1788	46	20564	91.1

### 1.3 Other population data

- Number of students with English as addition language is 8
- Number of students who are Looked After Children (pupils adopted from care) is 5
- Number of Pupils eligible for free school meals is 59
- Number of students who are transported to school is 96, with parents/independent: 50

The majority of pupils have a moderate learning difficulty combined with specific communication difficulties, and many of our pupils have associated difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, or other specific Learning Difficulties:

Primary Need (Banding Allocation) identified as:

- 13% Sensory, Physical or Medical need
- 19% Social, Emotional and Mental Health need
- 7% Communication, Interaction need
- 30% Autistic Spectrum Condition
- 31% Cognition & Learning need

Ethnicity Profile:

- Any Other Asian Background – 2%
- Other Black African – 1%
- Other Ethnic Group – 1%
- White (British) – 92%

- White Eastern European – 2%
- White Other – 2%

#### 1.4 Safeguarding and Child Protection

- Looked after Children: 4
- Child Protection: 3 Neglect; 1 Section 47
- CIN/Respite: 14
- FIT: 3
- CYPS: 33
- Kalmer Counselling: 10
- CAF: 4
- Referral & Assessment: 1
- Operation Encompass: 1
- Family Liaison: 26 Families, 30 students
- EHCP: 61
- Educational Psychologist: referral, assessment, intervention: 5
- Access to Learning intensive support KS3/4: 4

**LAC:** Looked After Child

**PEP:** Personal Education Plan

#### **Referral and Assessment:**

The Referral and Assessment team is a first point of contact for referrals to children's social care services for children who are in need of protection or support to live safely within their family. The social workers in referral and assessment carry out assessments of children who have been referred for services where this is appropriate. A referral to the team can be made by anyone, including families, members of the public, or professionals such as GPs, health visitors, teachers, or the police.

#### **CIN: Child in Need:**

The Assessment for a Child in Need will gather important information about a child and family, analyse their needs and/or the nature and level of any risk and harm being suffered by the child, decide whether the child is a child in need (Section 17) and/or is suffering or likely to suffer significant harm (Section 47), to provide support to address those needs to improve the child's outcomes to make them safe.

#### **CAF: Common Assessment Framework:**

The (CAF) is a process for gathering and recording information about a child for whom a practitioner has concerns in a standard format, identifying the needs of the child and how the needs can be met.

#### **TAF: Team Around the Family:**

To bring together different agencies into one meeting where there are concerns about a child or a family identified within a Common Assessment Framework.

#### **FIT: Family Intervention Team:**

The purpose of the Family Intervention Team is to provide practical help, advice and support/ interventions to children and families around: home conditions; health and wellbeing; household budgets; parenting; education and family relationships.

#### **CYPS: Children and Young People's Service:**

The Children and Young People's Service provides a single service to all children and young people aged 0-18 years living in Newcastle and Gateshead who present with mental health difficulties. This includes children and young people who may be living in difficult and challenging circumstances.

#### **KALMER: School Counselling:**

Students referred through Cedars.

#### **Safeguarding Training:**

- Whole school: Safeguarding procedure
- Whole school: Tourette Syndrome (intervention/strategies)
- Managing Administration of Medication: 8
- Further Child Protection: 2
- Safeguarding Vulnerable Adults: 1
- Awareness of Prevent Duty: 1
- Designated Safeguarding Lead: 3
- Health and Wellbeing: 1
- Self-Harm: 3
- Domestic Violence – developing good practice: 1
- CAF: 1

### 1.5 School Council 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).

This year we hope to work closely with the Parents Group (League of Friends) and the new Parent Council, to work together and to make our school even better for everyone.

## 2 Staffing

## 3 Achievement and Standards

### 3.1 What we want to achieve – Key Actions

- Develop Literacy, Language & Communication: approaches to raising achievement for young people with Autism and Communication needs; imbed Talk Boost in Key Stages 1, 2 and 3
- Development of Mathematics across the curriculum: early number sense and positional value across the whole school; develop an understanding of Maths Mastery
- Improving our understanding of Cognition and Learning: to continue to develop and embed a whole School approach to Growth Mindset.
- Improving outcomes for learners with ASC: to begin working on gaining the NAS Autism Quality
- Developing the Creative Curriculum: Music, Drama and Film Projects; participation in the Juice Festival; development of a media hub based at Walker Terrace.
- Development of the SMSC Curriculum: staff beginning to confidently use Gridmaker to both guide themes and provide evidence.
- Development of Digital Learning across the Curriculum: to ensure that all staff are aware of the latest updates with regards to online safety via regular briefings and monitoring this across the school
- Improving Outdoor Learning opportunities and programme: to achieve 'Learning Outside the Classroom Mark Bronze Award' and to develop a Forest School Education programme.

### 3.2 School Evaluation Document (SED)

Gov2Go monitoring/evaluation of SED completed this term.

A Muxworthy provided a School Improvement Report (SIR) in Summer 2016. Her judgements:

- Leadership & Management: Very Good
- Teaching, learning & Assessment: Good
- Personal Development, Welfare: Outstanding
- Post 16: Good

### 3.3 School Improvement Plan (SIP)

RAG system in place – judgements made in discussion with SLG and Gov2Go termly. Monitoring sessions with Gov2Go are due this term. SLG to review with Gov2Go February/March 2017.

### 3.4 School Improvement Teams (SITs)

SITs have been further developed since September; they 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. SIT action plans have recently been reviewed and can found on school website.

### 3.5 Teaching alliances/partnerships

Teaching alliances being explored with Epinay School, Durham Johnston, The Dales School, Sunningdale School and Barley Mow. External Moderation visits in February are an opportunity to strengthen links. Hexham Priory have been working with individual staff to access advice about key initiatives at Cedars such as the Reading Intervention Programme. We plan to strengthen cross-moderation activities with named external mainstream and specialist schools focusing on Writing and Using and Applying in Mathematics.

### 3.6 Cedars Assessment Framework: Cedars ROAD Map

AHT (T&L) have completed the Cedars ROAD Map framework based on best bits from other models. The next step is to establish a sample of assessment profiles that map the progress of individual students through their entire school career from entry to time of exit in order to best describe the individual learning journeys of the students.

### **3.7 Outcomes for Students**

We set challenging targets for pupils based upon our comprehensive knowledge of our young people and their very individual learning profiles. Teaching and Learning Leads work closely with class teams to set targets for each child on Classroom Monitor in all strands of English, Mathematics and PSD.

Termly Progress Meetings between teachers and the Leadership Group analyse progress towards end of year and Key Stage targets for individuals. These meetings identify any actual or potential barriers to making progress in order to plan necessary interventions to close the gap.

### **3.8 Progress in English, Maths and PSD - Headlines**

- Numbers of pupils in 2015-16 overall exceeding expected progress was up by 23% from 2014-15 with increases of 48% in English and 30% in maths.
- Overall in all three areas (English, maths and PSD) 94% 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 40% from 17% in the previous year.
- In English overall 96% achieved or exceeded their targets, moving up 5 percentage points on the previous year.
- In Mathematics overall 94% achieved or exceeded their targets, moving up 1 percentage point on the previous year.
- The key reasons for the rise in progress in these subjects is due to the ongoing focus of the school to improve Teaching and Learning. There have been new approaches to planning, differentiation, assessment and developing practice around effective feedback alongside a rigorous system of monitoring and professional support. In addition, a significant number of additional support staff were recruited to support targeted groups.

### **3.9 Monitoring**

School Improvement Plan (SIP)/School Evaluation Document (SED): Governor Evaluation is to become embedded – a monitoring calendar to inform Governors of monitoring opportunities throughout the school year will be circulated to all governors. The SLG are to remind staff to make links with their Gov2Go/Link Governor and the SLG to invite Gov2Go in to discuss their area of the SIP.

## **4 Improving Access to Learning: Personal Development, Behaviour and Welfare**

### **4.1 What we want to achieve – Key Actions**

- Well-being & Safeguarding needs, PSD and Self Perception: Development of Behaviour Support Profiles/Measures; strategies to improve well-being, PSD and Self Perception
- Promotion of Student Voice: achieve Rights Respecting Schools Award: blog/vlog on school website
- Use Pupil Premium to raise achievement and improve outcomes
- Relationships with colleagues, practitioners and parents: Improved working relationships with colleagues & practitioners: Involve more professionals in everyday family support; Extend opportunities for families to engage in, find support and strengthen parent voice; Improve our understanding of family needs

### **4.2 HLTA Family Liaison Role**

DLM's role has been developed to include Family Liaison. A description of the role is posted on website. The role will be reviewed this term.

### **4.3 Counselling**

Review of Kalmer Counselling arrangements and reports are all very favourable; we have received very positive feedback from students, parents/carers. A written report from Kalmer has received for the period September 2016 – December 2016, of good quality. We plan to review the arrangements this term.

#### 4.4 Safeguarding

A CP/Safeguarding Audit is currently in process, for completion full GB. Safeguarding Governor, M Hall to visit school to discuss with EN and the team this term.

#### 4.5 Tutor Team & Key Person

The Key Person role has been distributed and posted on website. Key Person role has been discussed with the Parent Council. We plan to review the Tutor Team and Key Person role in Summer Term 2017.

### 5 Leadership & Management

#### 5.1 What we want to achieve – Key Actions

- A robust, consensual, distributed and transformational leadership model: development of middle Management Layer to increase distribution of leadership further: process to involve Staffing Restructure
- Improved built environment/H&S: Building Extension (Feb – August) CIF application Dec 2016 and Sports Hall fundraising & development plans
- Diversity and values: to promote an appreciation of diversity and values through SC activities, RRSA, PREVENT initiatives

### 6 Business Model

#### 6.1 What we want to achieve – Key Actions

- Employing strategic thinking to all our services: Develop work with the Governing Body to set strategic direction; Clarify with the Gateshead Special Schools Partnership and LA; Marketing and development strategy agreed
- Improving Governor Role: Key academy groups to work in a more engaged & aligned way with the GB to allow creativity & risk responsibility and enables resources to be distributed equitably
- Develop partnership plans and enterprise: develop partnership plans re newly developed post 16 provision;; Enterprise Initiative (Media Hub)
- Development of Marketing Strategy: to ensure that the business model and partnership development offers support and diversity, attracts more and different funding, improves service delivery, enhances educational opportunities; GB to direct role of 'Cedars Trust' to develop marketing/fundraising opportunities.

#### 6.2 CIF Application

CIF Application for around £300k was submitted in December 2016; outcome expected in March 2017.

#### 6.3 Walker Terrace

6th Form are established at Walker Terrace and are well settled:

- Cost of refurbishments: £10,300
- Quote for new entrance/automatic door: £1,500
- Paintwork to be finished and some additional furniture and fittings will be needed for September: cost tbd
- Furniture: £1000
- 3 year lease for IT equipment from Omnicom: £10,000
- Alarm system: £300 for resetting and monitoring.
- Roof and back gate costs to be met by the landlord.
- 6th form have an assigned minibus so no additional costs have been incurred for travel to and from Walker Terrace.

Some transitions beginning for current Year 11s to prepare them. Thursday KS4 STEM group enjoying their time at Walker Terrace.

#### 6.4 Funding/Marketing

Positive response from TESCO bank at presentation by Kestrels in January 2017. We are awaiting to hear if Kestrels will become their chosen charity for the year.

New Communities Fund: Sport – sports hall bid: an application has been made to access funding. KV/SM to pursue.

#### **6.5 Health & Safety**

S Kay met with K Vincent 23.1.17 to go through H&S policies/risk assessments. Fire procedures discussed for Walker Terrace and The Lodge. Individual procedures are documented for both buildings.

#### **6.6 Finance Processes – Agresso (Unit 4) and Agora systems**

Agresso System (Unit 4) now in operation, since December 2016; M Gray to take the lead on administration/processing of purchases.

Agora system (direct payments into school) in operation – parents/carers have been informed of changes to payment processes – J Ramsey/J Stoves to take the lead on administration of Agora.

M.f

MF January 2017