



Website Version

1 Pupils

1.1 School population

1.1 March 2018: out of the 172 pupils on roll, 60 in KS1&2, 83 in KS3&4, and 29 in KS5; 23% of school population are girls. 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/ten students.

Sept 2018 projected numbers:

KS1&2: 65 (six classes)

KS3&4: 78 (7/8 classes)

KS5: 22 (3 groups)

Staffing implications will be considered at F&S Committee for a proposal regarding vacancies to BPDG early Summer Term.

1.2 Pupil Profile

- . Number of students with English as additional language is 10
- . 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%)

School population by banding/barrier to learning: Primary Need (Banding Allocation) 2017-2018 identified as:

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

After banding restructure 2018-2019:

- . 35% ASD
- . 43% Cognition & Learning
- . 22% Social, Emotional and Mental Health

1.3 Attendance Report

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.

Attendance Period: 04/09/2017 - 05/03/2018

Whole School: 90.4%

KS1: 91.6%: Yr1: 93.5% Yr2: 91.1%

KS2: 93.4% : Yr3: 95.8% Yr4: 93.2% Yr5: 91.7% Yr6: 95.5%

KS3: 94.1% : Yr7: 92.7% Yr8: 95.7% Yr9: 94.0%

KS4: 84.0% : Yr10: 90.6% Yr11: 77.7%

KS5: 85.5% : Yr12: 82.2% Yr13: 88.7%

1.4 Other population data

- Number of students with English as additional 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%)

1.5 Safeguarding and Child Protection

- Section 47 Enquiry 6
- Looked after Children: 5
- Special Guardianship: 2
- Child Protection: 2
- CIN/Respite: 29
- TAF: 4
- CYPS/CAMHS: 11
- Kalmer Counselling: 10
- CIN Assessment: 2
- Family Liaison: 26 Families, 30 students
- EHCP: 164 Assessment: 1 (completed)
- Educational Psychologist: referral, assessment, intervention: 3
- Access to Learning intensive support KS3/4: 3

1.6 Safeguarding Training Autumn 2017

- Positive Parenting (2)
- Boys and Men at Risk of Sexual Exploitation (1)
- PEP procedures (2)
- Social Care Provision/Safeguarding Provision in Gateshead (3)

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 successfully achieved the 'Rights Respecting School Silver Award (RRSA) this term.

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 numbers

Numbers: Teacher FTE: 19.2 (includes 6 SLG) Support Staff FTE: 41.2 (includes 6 HLTAS & 4 Office Staff/Admin staff)
Plus 4 Kitchen/lunchtime staff.

New staff: Since Sept new TA's

Resignations:

Contracts:

Absence: procedures have improved and are followed more rigorously. X11 Counselling Meetings triggered with HT.

Capability: no procedures currently

Probationary Period: procedures followed more rigorously, positive impact on performance

3 Self-Evaluation & Improvement Plans

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

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

3.1 Outcomes

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 Self-evaluation identifies the next key steps to achieve Highly Effective Outcomes for Pupils:

- Communication, reading, writing, accessibility to print and numeracy across the curriculum will continue to be at the forefront whole school development focus
- Develop our curriculum to enable consistent progress in non-core subjects
- Development of refined and responsive curriculum maps and progression routes to meet changing need
- Develop and extend the Post 16 curriculum pathways and establish the new Post 16 provision to promote greater independence and preparation for working life

3.2 Teaching, Learning & Assessment

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

Our Self-evaluation identifies the next key steps to achieving Highly Effective Quality of Teaching, Learning & Assessment:

- To ensure lesson planning is sufficiently precise to provide for consistent challenge of pupils' progress across all areas, particularly the non-core subjects
- Enhance and develop the ROAD Map assessment framework to record, track and analyse progress across all curriculum areas and PSD
- Develop strategic roles by deepening educational understanding, pedagogical methods, to include Research and Development
- Developing subject-leaders' skills to improve learning programmes and teaching that support rapid pupil progress across the wider curriculum
- Develop the role of the Key Person to have clear knowledge of specific T&L targets for their key students

This term the SLG (T&L) aim to develop Assessment & Accreditation across school to reflect a number of key initiatives:

- Development of the ROAD Map across all curriculum areas
- Response to Rochford Review
- Response to R&D work (REN & CUREE)
- Changing need and development of life skills/vocation routes emerging at Post 16
- Revised Curriculum Model to reflect outcome of 3.1

A full report on Assessment & Accreditation will be presented Summer Term 2018.

3.3 Monitoring of Teaching Standards

Summary of Performance Management Data 2017-2018 paper to be presented to the C&P Committee Summer 2018; current 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 previously produced and presented to governors.

This term we have introduced 'High Frequency, Low Risk Observations' across the school. A full Review & Evaluation of this initiative will be presented to the GB Summer Term 2018.

3.4 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.

The SIT team leads (TLRs) are currently leading development of SIT Action Plans and SIT R&D projects. We will use these to inform our School Improvement Plan (SIP). This term SIT leads will be arranging monitoring procedures to further involve their link governors.

3.5 Curriculum Developments/Initiatives

We are currently making plans for the development of a number of areas:

3.5.1 Media Hub: the main facilities to include:

- Internet Television Channel - similar to the BBC iPlayer (internal and external filming)
- Community film crew – To include camera operator, sound recorder, director, editor, lighting
- Radio Station – Community Radio Station to include a variety of music genres and shows for all age ranges. Local news items, reporters etc
- Recording Studio – Providing a cost effective service for local musicians and drama groups
- Outreach centre for Community Education, Health & Social Care, Police, each organisation can interact with the local residents to inform them of the latest government initiatives, support groups and contact details
- IT Suite – To include multiple PC's and training apparatus for use in delivering education courses

Currently JMc and RC are writing of funding applications to cover costs of this project.

3.5.2 Forest School Development: ED & CY are currently involved in bid writing, to include orchard development

3.5.3 Farm: KV and AC are currently obtaining plans and quotes for fence erecting and equipment

3.5.4 Primary Outdoor Learning Environment: KV/JC plan to create a dedicated primary area outside new teaching block: bid writing for things like mud kitchen and outdoor library etc

3.5.5 Soft Play area (garage) and Breakout Space (Skills Room): JR is seeking advice re Buildings Regs and Planning

3.6 16 to 19 study programmes

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.
- 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.

Our Self-evaluation identifies the next key steps to achieving Highly Effective 16 to 19 study programmes:

- Embed the Post 16 curriculum pathways and establish the new Post 16 provision to promote greater independence and preparation for working life
- Via SHIP help develop a Transitions Protocol which clearly highlights the responsibilities of our school, Post-16 educational providers (to include Post 19 routes) and other appropriate services and partners during transition and key workflow processes and timescales
- Agree longer term Post 16 provision model

3.7 Personal Development, Behaviour and Welfare

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

- 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 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
- 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

Our Self-evaluation identifies the next key steps to maintaining Highly Effective Personal Development, Behaviour & welfare:

- Continue to develop and extend the pastoral programme and interventions to address the needs of those pupils with mental and emotional health issues
- Improve our understanding of well-being & resilience needs; development of strategies to improve well-being & resilience
- Improve understanding of family needs; Involve more professionals in everyday family support so 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

3.8 Tutor Team & Key Person

Tutor Teams and Key Person roles established and seen as a positive improvement. Vertical Tutor Groups and role of Key Person have been further reviewed and developed this term. SITCV (Community Voice) and Parent Council are working closely together to gauge effectiveness and areas for development.

In January 2018 all staff received training on Parental Engagement. This area will be further developed via SITCV and the Parent Council this, and next, term.

3.9 Leadership & Management

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 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

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

Our Self-evaluation identifies the next key steps to achieving Highly Effective leadership & Management:

- Deepen the understanding of how governors can use data to challenge senior leaders and support them in their role
- 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

3.10 Leadership Qualifications

This month two Senior Leaders have successfully completed their **NPQSL** (National Professional Qualification in School Leadership). During their assessment period the leaders have:

- Developed their knowledge and skills across 6 content areas, which set out what an effective senior leader should know and be able to do
- had the opportunity to develop up to 7 key leadership behaviours, which set out how an effective leader should operate
- have completed a final assessment that evaluates their capability against the knowledge and skills set out in the 6 content areas

The leaders have completed a school improvement project within their team, lasting at least 2 terms, aimed at reducing variation in pupil progress and attainment, and improving the efficiency and effectiveness of teaching.

Congratulations to Julie Vincent and Michelle O'Reilly!

4 Business Model

4.1 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 developing post 16 provision
- Building Plans & Development CIF application; Sports Hall; Soft Play Area, Breakout Room(s) ; meeting/counselling accommodation, recording/media space
- Development of Enterprise Initiative (Post 16/be inspired to....high street shop; Media Hub)

4.2 Cedars Charitable Trust CCT

Our charitable incorporated organisation has had it's first meeting established the aim to:

- act as the overarching fundraising body for the trust
- support the development of a high profile, strong business marketing strategy
- ensure that the business model and partnership development offers support and diversity, attracts more and different funding, improves service delivery and enhances our educational and wider community opportunities

5 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 major events since the previous Full Governing Body Meeting up until Autumn 2018:

Ski Residential – 1st – 8th February

Description: One week skiing residential in Frabosa Soprana, Italy.

Participants: **26 students, 7 staff, 2 adult volunteers**

National Para-Swimming Junior Short Course Championships 2018 - Southampton – 13th 15th April (weekend)

Description: National gala following successful completion of Regional competition, meeting qualification standards
Participants: **5 students, 2 staff**

WinG O.A.A Hexham – 11th – 13th June

Description: 2 groups: 1 group staying inside Walker Walls Hostel, 1 group camping inside Walker Walls grounds.
Activities: gorge walking, canoeing, hill walking, problem solving, camp skills
Participants: **Group 1; 12 students, 3 staff. Group 2; 12 students, 3 staff**

KS2 Kingswood – 18th -20th June

Description: 2 nights and 3 days completing outdoor and adventurous activities
Participants: **30 students, 7 Staff**

Practice Duke of Edinburgh Silver Expedition 25th – 27th June

Description: 2 nights, 3 day walking expedition.
Participants: **7 students, 2 staff**

Qualifying Duke of Edinburgh Gold Expedition 2nd – 6th July

Description: 2 nights, 3 day walking expedition.
Participants: **7 students, 2 staff**

EFDS National Disability Athletics Championships 2018, Warwick University – 6th – 8th July (weekend)

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

Qualifying Duke of Edinburgh Silver Expedition 9th – 11th July

Description: 2 nights, 3 day walking expedition.
Participants: **7 students, 2 staff**

KS4/5 Berlin History/Cultural Visit 7th – 10th July

Description: 3 nights, Concentration Camp/Museum visits
Participants: **7 students, 2 staff**

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MF March 2018