

Cedars Academy

HEAD TEACHER REPORT: Spring 2018

For presentation at Full Governing Body Meeting: Monday 2nd July 2018



Website Version

1 Pupils

1.1 School Population

In June 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. Currently we have five classes in KS1&2, class sizes of 9 - 12: 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: 46 (five classes)

KS2/3: 56 (five classes)

KS3/4: 48 (five classes)

KS5: 22 (three groups)

Total students predicted for Sept 2018: 172

1.2 Student Profile

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

Other Population data:

- 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%)

1.3 Attendance

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 figures Spring/Summer 2018:

91.1% across school/6th Form (up from 90.4%)

Highest: 100%

Lowest: 16.2%

Oak: 5.43% below school average (X attendance 16.2%: complex social, behavioural and emotional needs: CYPS, CNDS, change of placement to be explored)

Rowan: 6.09% below school average (3 pupils complex social, emotional and behavioural needs affecting attendance. 1 pupil extended transition from EC)

Post 16 X : 9.91% below school average

AtL monitoring/intervention of 11 pupils with attendance lying below 90% excluding complex medical, social, emotional and behavioural needs

1.4 Safeguarding and Child Protection

Section 47 Enquiry 6

- Looked after Children: 6
- Special Guardianship: 2
- Child Protection: 2
- CIN/Respite: 29
- Complex child in need 1
- TAF: 4
- CYPS/CAMHS: 11
- Kalmer Counselling: 10
- CIN Assessment: 3
- 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
- CETR reviews 2 attended 1 scheduled
- X1 placement Ferndene 3.05.18

1.5 Student/Community Voice

Student Council for Key Stages 1 & 2

The Primary Council are currently focusing on the outdoor area.

KS3&4 Student Council Report 2018

The KS3&4 Student council have been working extremely hard through all this year. We have had a member from Unicef coming in to give our school an inspection to see what we have been doing as part of our Rights respecting Schools Award (RRSA) work. She was really pleased with the videos and displays students and staff have been doing for this award throughout this year. As a result we have received the Silver Award for this year and hopefully next year we head for Gold Award. The Unicef representative was most impressed with what the student council were doing for this award.

We have been doing lots of fund raising events for our school such as:

- Working with Parent Council on the Abseil in Middlebrough
- 24 Hour Walk
- Disco's/Fairs
- Christmas Jumper Day/Christmas Choir

This is all to go towards a new school sports hall for the school to benefit from it. The 24 hour walk and the abseil was very successful with all students and staff being there at these special events and the support of parents & carers was amazing. The donations for these events was really good to help to go towards the new school sports hall. We raised over £5,000! It was a really lovely 2 days and it was a really good turnout.

We have had some Joint Council meetings this year with the 4 councils and we share any updates and ideas we have for the future and we have all been working together to do these fun raising events and ideas to raise money for our school. We have been doing lots of interviews for new staff for Ivy lane or Walker Terrace and the council interview team were very good at evaluating who was the best and where they could work in our school. They have been really good at being part of the Cedars Ambassadors' team like making Tea & coffee; meeting & Greeting at the door; showing visitors around the school site.

We held an Autism event on the 19th June and some of the student council members were there to help. They have also been there to help when we had the animal corner consultation event on the 13th June; this is to introduce some new animals and pets to the school to make students learn better and help take care of them.

We have an eco-schools award and how to keep our school environment clean and tidy and to not waste any power throughout the school building and Mr Malcolm is running and leading that award with some classes. Mr Malcolm is also helping us put together the school Yearbook and Calendars for distribution at the end of this term.

Could we take this opportunity to say a huge THANK YOU to Ms Parking for all the fantastic support and guidance she provides to the Senior Student Council.

Sixth form Student Council Update

This year Student Council have been heavily involved in decision making within Sixth Form. Choosing the venue for Prom, deciding what activities to do on our upcoming York residential, coming up with ideas for things they'd like improving at Walker Terrace and ways to raise funds such as, a fortnightly tombola, a breakfast club at the end of every term and organising a bag packing at the local Tesco. They are also doing a World Cup sweepstake for Sixth Form with monies going towards Walker Terrace.

Cedars Parent Council Update

The Cedars Parent Council has gone from strength to strength this year with a number of achievements. We have helped to raise vital funds for the school by holding events such as the Sponsored Abseil, the Christmas Party and Raffles at the school fairs. We

have also acted as a forum for parents and carers to share their views on school life, provided feedback to school staff and governors and helped to improve communication between school and home. We have proposed the new primary uniform colour, parent workshops and the Key Worker scheme which have all been successful initiatives.

Next year the Parent Council plans to continue fundraising with more events including a Sponsored Zip Wire. We also want to continue acting as a forum for parents and carers and get more people involved in sharing their views and ideas about life at the Cedars Academy.

Student/Parent Questionnaires

Raw data from the questionnaires has been distributed to the Student Councils and the Parent Council for them to consider their response/actions resulting from discussion of the data.

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.

We are currently seeking x1 teacher and x2 TAs (possible apprentices) for KS1&2 September 2018

2.2 Individual staff

2.3 Other staff Issues

Absence: procedures have improved and are followed more rigorously. X12 Counselling Meetings triggered with HT since January 2018.

Capability: no procedures currently

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

3 School Improvement

3.1 Outcomes for Pupils

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

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

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)
- Revised Curriculum Model to reflect changing cohort
- Changing need and development of life skills/vocation routes emerging at Post 16
- Development of ROAD Map across all curriculum areas
- Consideration of CAT4 as a possible additional assessment/intervention

3.3 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.

3.4 Curriculum Developments/Initiatives

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

3.4.1 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

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

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

3.4.3 Animal Corner: KV and AC to present plans and quotes for fence erecting, equipment and running costs

3.4.4 Primary Outdoor Learning Environment: the creation a dedicated primary area outside new teaching block: to include mud kitchen, allotments and outdoor library etc

3.4.5 Soft Play area (garage) and Breakout Space (Skills Room)

3.4.6 Relocation of Physio Team to Gym area to provide additional teaching room

3.5 16 to 19 study programmes

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

3.6 Personal Development, Behaviour and Welfare

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

3.7 Leadership & Management

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

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:

- Develop partnership plans developing post 16 provision
- Building Plans & Development: Sports Hall; AtL Intervention/Breakout Room(s) ; meeting/counselling accommodation, recording/media space
- Development of Enterprise Initiative (Post 16/be inspired to....outlet/cafe; Media Hub)

4.2 Cedars Charitable Trust CCT

The CCT aims 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

4.3 Simplified Budget Overview

Area	Total Budget Allocation	Year to Date	Year End	Variance	% Total Revenue Income
Teachers	982,148	737,301	983,247	1,100	-36.46%
TAs/Support	872,874	594,008	831,220	-41,654	-32.41%
Admin/Catering	114,038	99,457	137,169	23,131	-4.23%
Other Staff Costs	2,750	1,531	3,237	487	-0.10%
Pension Deficiency Repayment	24,400	0	24,400	0	-0.91%
Utilities	36,500	22,549	36,500	0	-1.36%
Buildings costs	110,057	86,064	116,178	6,121	-4.09%
Transport	12,660	8,766	14,488	1,828	-0.47%
Ed. Equipment/Supplies/ Fees	228,424	164,956	254,134	25,710	-8.48%
SLAs/Professional Fees	124,416	79,234	138,345	13,929	-4.62%
Total Expenditure	2,508,266	1,793,867	2,538,918	30,652	-2,693,595
Total Income	-2,693,595		-2,752,702	-59,107	
Total (Surplus) / Deficit	-185,329		-213,784	-28,455	

Projected Budget Surplus figures:

2018-19: £92k

2019-2020: -£19k

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.

Whilst we do extremely well to have staff willing to provide their time beyond normal school hours, we still have to supplement the additional costs resulting from so many activities. This can be a significant draw on Pupil Premium money in particular. As a result staff are being asked to consider ways to reduce costs wherever possible (i.e. changing venues/accommodation/activities).

Significant residential activities since the previous Full Governing Body Meeting up until Spring 2019:

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: July 9th – 11th

Description: 2 nights, 3 day walking expedition.

Participants: 7 students, 2 staff

Summer Activity Club: First two weeks of Summer Holidays

Post 16 Group (to be determined)

Ski 2019: Proposed 1st – 8th Feb 2019

M.F. 

MF July 2018