

## Cedars Academy

### Governors Curriculum & Pupils (Standards) Sub-Committee Meeting

Monday 14.02.22, 5:00pm at Ivy Lane or via Zoom

Present: G Neale (Chair), M Flowers, J MacCabe, J Vincent, A Thompson, P Hills, M O'Reilly, R Lane, N Kelly

Apologies: G Morton, P Finn, M Hall, J Cairns, S Kay

## MEETING NOTES & ACTIONS

Item	Discussion Notes	Who
<b>1 Pupils</b>		
1.1 2021-2022 Classes, accommodation & distribution	<p><b>1.1</b> School (KSR-3): 161 students in 17 teaching groups at Ivy Lane College (KS4&amp;5): 61 students in 9 teaching groups at 11 &amp; 13 Walker Terrace. Numbers are quite static (as we are full) and we expect to remain as such until the end of summer term.</p> <p><b>Action:</b> Governors to note</p>	FGB
<b>2 Academy Services</b>		
2.1 Therapy Centre Update	<p><b>2.1</b> Paper/presentation (EN/KV)</p> <p><u>2.1.1 Therapeutic Interventions</u></p> <p>Sensory Integration: assessment: Treetops (R Aitken)</p> <p>Individual sensory programmes assessed, delivered, monitored, evaluated KS1-3</p> <p><u>2.1.2 Staff Training</u></p> <p>X12 National Rescue Award for Swimming Teachers and Coaches</p> <p>Therapeutic approach/techniques hydrotherapy pool: Elements (TOPS/YST)</p> <p><b>Action:</b> Governors to note</p>	FGB
2.2 SEMH Interventions	<p><b>2.2</b></p> <p><u>2.2.1 Everyone's Room:</u> expansion of College site has enabled Everyone's Room to become operational allowing greater flexibility in our offer to young people experiencing emotional and behavioural barriers to learning.</p> <p><u>2.2.2 Other Interventions:</u> A range of targeted, specific interventions that include:</p> <p>Individual time-table/increased support: KS2: 5, KS4: 2, KS5: 1</p> <p>Reduced Timetable support for a non-attender at KS3</p> <p>Personalised curriculum incorporating a practical alternative curriculum (Wheels, Work Experience) at KS5</p> <p>Extended transition program to college for some students supporting anxieties at KS4</p> <p>Flexible home college timetables introduced to reintegrate long-term non-attenders</p> <p>Home visits supporting learners and families with attendance.</p> <p>One student having work provided for home learning, with Zoom lessons to support and weekly home visits to check on welfare.</p> <p>Strong links with CYPS, FCAMHS, Social Services</p> <p><b>Action:</b> Governors to note</p>	FGB

2.3 Services Report

2.3 Report distributed prior to meeting (EN/KV)

**Action:** Governors to note

FGB

### 3 Quality of Education

3.1 Curriculum Update,  
Progress & Achievement  
Summary Report

#### 3.1 Paper/presentation (MOR)

Key Points:

Intent: *Fit for Life*

- Successful learners who enjoy learning, making progress & achieve
- Assertive individuals who are able to live safe, healthy & happy lives
- Active citizens who are able to make a positive contribution to society

Implementation

X4 pathways Semi-Formal (explore), Semi-Formal, Formal, Formal +

*Sequencing:*

We have created a curriculum using small steps of sequential learning. Our curriculum maps provide opportunity not only to revisit previous learning in daily lessons, but also throughout the yearly mapping to build upon prior learning and provide regular opportunities to recall and deepen learning.

Impact

All students have a Personal Learning Plan (PLP) which is made of learning intentions from a range of sources and is evidenced on the Evidence for Learning app. PLP learning intentions are updated as and when achieved.

Progress is measured through a RAG system recorded on a Pupil Progress Report each term. Teachers RAG rate the PLP intentions for each child to show whether the child, in their judgement, has exceeded, met or working towards expected progress. They use a range of evidence to make these judgements.

Assessment

Our assessments in December show that more students are making expected or better progress than in the Summer Term in all areas. This is true for our Looked After Children (LAC) and Pupil Premium cohorts too.

Our Reading Specialist developed her role last term and has been delivering Talk Boost Interventions to targeted groups. We are running this as an action research project to see what elements of the intervention work well with children with developmental delay. Our first data review shows that Talk Boost is making a significant impact for the targeted students.

**Action:** Governors to note

FGB

3.1.1 SIP Visit 09.02.22

**3.1.1** SIP visit on 09.02.22. Focus: Communication (Language & Literacy) and Numeracy: Intent, Implementation and Impact

Key findings:

- Our approach to T&L is rooted in evidence and the key elements of effective teaching. Leaders have carefully considered the most important knowledge or concepts pupils need to know and are focused on these

- Our curriculum structure, sequencing and implementation is rooted in a coherent and consensus of our leaders about the knowledge, skills and cultural capital that each of our young people need; it is informed and research led; the six pillars of the curriculum and the focus on Preparation for Adulthood (PfA) drive effective learning across the academy
- Leaders focus on improving staff subject and pedagogical understanding in order to enhance the learning opportunities offered; the practice and subject knowledge of all staff, is continuously building and improving over time
- Leaders are clearly ambitious in their expectations of staff and children and are enthusiastic in their approach to developing the delivery and impact of the curriculum
- PLPs are meaningful, well considered and effective in supporting pupil progress
- Class observation identified calm, meaningful learning environments where pupils are fully engaged and active in their learning
- Therapeutic interventions have been carefully considered and are highly effective in supporting learning intentions
- Key areas have been identified that will be actioned to further enhance the quality of education across the academy

Ann Muxworthy meeting with 10<sup>th</sup> March after 4:00pm (confirmed with AM after the meeting) as a follow up to her visit.

**Action:** Governors to note

FGB

### 3.2 Pupil Premium

#### 3.2 Paper/presentation (SLG)

Key findings: Our progress data and deep knowledge of our school shows that our highly individualised curriculum and commitment to high-quality teaching is highly effective in securing good or better outcomes for all our students, including those in receipt of Pupil Premium funding.

Our aim is to use pupil premium funding to help us to continue to sustain positive outcomes for all of our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see some small variance in outcomes compared to their peers particularly in terms of: Attainment in communication and literacy, Personal and Social Development and Social opportunities.

Our disadvantaged pupils make expected or better than expected progress in most curriculum areas because the pupil premium funding has helped them to access additional support in these areas to reach their potential. It is also impacting on closing the gap in personal, physical, emotional and social wellbeing to ensure more pupils entitled to PP funding can perform at least as well as those not in receipt.

**Action:** Governors to note

FGB

### 3.3 Academy Development Team Plans Update

**3.3** Development Team leads continue to provide updates from the work of their teams and reviewed Action Plans. Hopefully as restrictions ease further governors will be able to become more involved in visits, meetings and learning walks with their curriculum teams.

**Action:** MLG Curriculum Leads to provide ongoing updates with their Gov2Go

MLG

3.4 CPD update: ReSEND Enquiry Focus	<p><b>3.4 Paper/presentation (MOR)</b></p> <p>Re:SEND has begun to coordinate our school-based enquiry projects. The focus is on teachers' professional practice, i.e. what they do, not merely what they know. Teachers consider an aspect of practice they would like to evaluate.</p> <p>With each teaching staff member an enquiry focus has been agreed. Re:SEND supports them to find, analyse and evaluate published evidence in relation to the area of practice and supports them to design an inquiry question pertinent to their students. All teachers are involved in small-scale inquiry and will report back on the outcomes in the next two terms.</p> <p><b>Action:</b> Governors to note</p>	FGB
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#### 4 Community Voice

4.1 Student, Parents/Carers Voice	<p><b>4.1 School and College Councils actively engaged in meetings and decision making around themes of: classroom/buildings developments, the Queen's Jubilee, Comic Relief and other fundraising activities, developing the outdoor environment, working towards Rights Respecting Schools Gold, the Eco-School Award and addressing student wellbeing issues.</b></p> <p><b>Action:</b> Governors to note</p>	FGB
4.2 Cedars College KS4students	<p><b>4.2 All KS4 students, except one, have now successfully transitioned across to Walker Terrace. All responding extremely well to their new environment. Feedback from students and parents is very positive. Concerns raised by parents in September have been addressed and individual plans agreed.</b></p> <p><b>Action:</b> AT &amp; MF to monitor and report back as appropriate</p>	AT/MF
4.3 Enrichment Activities: clubs and events	<p><b>4.3 Planned activities for Spring Summer and Autumn 2022: to include DoE Expeditions, Kielder Challenge, Great North Run, Walker Walls Performing Arts residential and KS2/3 Dukeshouse Wood outdoor and adventurous experience.</b></p> <p><b>Action:</b> for planning, risk assessment, costing and confirmation at BPDG</p>	KV
4.4 Staff Wellbeing	<p><b>4.4 Presentation (RL/JMc)</b></p> <p>Our Staff Wellbeing Team work closely with SLG to ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified; when issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly and staff consistently report high levels of support for well-being issues.</p> <p>The Wellbeing Team are actively engaged in planning for and supporting wellbeing social events, physical and other wellness focused activities throughout the year.</p> <p><b>Action:</b> Governors to note</p>	FGB

Meeting closed at 6:00pm

For distribution: FGB Meeting 1<sup>st</sup> March 2022