

## Cedars Academy

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

Monday 04.10.21, 5:00pm at Ivy Lane or via Zoom

**Present:** G Neale (Chair), J Vincent, P Finn, G Neale, N Kelly, M Flowers, M O'Reilly, E Neale, R Lane, J MacCabe

**Apologies:** J Cairns, A Thompson

## MEETING MINUTES & ACTIONS

Item	Discussion Notes	Who
<b>1 Pupils</b> 2021-2022 Classes/accommodation distribution	1. School (KSR-3): 161 students in 17 teaching groups at Ivy Lane College (KS4&5): 61 students in 9 teaching groups across variety of sites that include WT, IL, Dryden (SOTA), Baltic, allotment, Leisure Centre  <b>Action:</b> School numbers above Provision Planning Statement: for discussion/agreement at the next BPDG meeting and feedback to FGB	BPDG
<b>2 Academy Services</b> 2.1 Therapy Centre Update	2.1 KV paper/presentation The facilities have been timetabled in the following ways: <ul style="list-style-type: none"> <li>· Sensory - Mouse, Bat and Hedgehog (Reception, Year 1 and Year 2) have 2 daily 30 minute sessions (AM &amp; Pm)</li> <li>· Soft-play - each class has a 45 minute timeslot weekly. There are also daily 'drop in' sessions available to enable us to support students at behavioural/emotional trigger times.</li> <li>· Immersion Room - each class has a 55 minute timeslot weekly. There are also daily 'drop in' sessions available to enable us to support students at behavioural and emotional trigger times.</li> <li>· Creative Arts Room - each class has a 45 minute timeslot weekly. The room has also been used by Cedars College students on Monday and Tuesday afternoons</li> </ul> Very positive feedback from students and teachers across all rooms/facilities <b>Action:</b> Governors to note	FGB
2.2 Services Safeguarding/LAC/CP Report	2.2 EN Paper & presentation Attendance monitoring: Overall attendance: 93.5% w/b 06.09.21: 96.77% w/b 13.09.21: 93.68% w/b 20.09.21: 90% Decrease in attendance predominantly Covid positive related cases  Relationships with Partners in Safeguarding: We have developed very positive relationships with Children's Services over the past few years. We have received thanks and commendations on our	

response to working with professionals, our young people and their parents/carers; our approach and commitment to go above and beyond expectation has been noted and is held in high regard.

**Action:** Governors to note

FGB

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### 3 Quality of Education

#### 3.1 School Update

##### 3.1 MOR paper & presentation

The new transition programme for new students was extremely successful – comprehensive Transition materials and programmes were shared early in the summer term. To date, we have welcomed 33 new students into the school.

Staffing concerns: the effects of COVID are still very much being felt across school and college. In the month of September, we have lost 100 days of work across the Academy. (College has lost 49 days with 10 staff taking sick leave and School has lost 51 days with 15 staff taking sick leave.)

End of year assessments were completed and moderated in June (Progress and Achievement Report for a summary of 2020-21).

Nasim Ali's HLTA role as 'Reading Intervention Specialist' has developed to support the Communication Development team's aims to improve the language and oracy provision (oral and vocabulary intervention in particular), within a total communication approach at Cedars.

Curriculum Leads have begun monitoring the curriculum implementation by examining Medium Term Planning, checking for curriculum coverage and sequencing.

Strong partnerships exist and are developing to support staff and Academy development. Our Leadership triad with Sunningdale and Columbia Grange schools to begin again this term. The B Squared Regional Group (Sunningdale School, Gibside Schools, Cedars School, Columbia Grange School, Woodlawn School, KTS Academy) continue to work together to moderate and improve practice.

We are beginning to share our research developments with a wider group; a number of our staff use Twitter to communicate and arrange Teach Teams. Our research relationship with Durham and Newcastle Universities is also ongoing.

**Action:** Governors to note

FGB

#### 3.2 College Update

##### 3.2 JV paper & presentation

Learner Achievements & Learner Destinations success shared.

The scope and range of accreditation continues to be a real strength of the provision; linked to individual need and aspiration.

Update on 11 Walker Terrace: we have submitted a planning application to obtain listed building consent to make certain alterations to the property. No work has been carried out to the property that has not been permitted. The submitted plans include: installing a ground floor accessible WC, altering the layout of the first floor WCs to add an additional cubicle, cast iron gates to be installed on number 13 Walker Terrace to enclose the courtyard.

In listening to the parent voice over the summer and the student voices upon their return this academic year, we have slowed down the works being carried out to the property and continue to provide any information as requested by the LA planning department or any of the externally appointed consultants working for them. We have paid for a transport planning statement to be carried out and have received two visits from the senior planners in respect of this. For now, we have reduced the number of learners in groups across the College provision and increased staffing levels to ensure that young people have the academic and pastoral support that they require.

Governors shared some concern that they had not all been kept informed of the proposal changes and transition process and had to rely on social media and other media coverage for information. As a result they had not been able to provide additional support to the SLG during this difficult period.

**Action:** Governors to note

(After the meeting it was agreed with GM and GN that Governor Communication be added to the agenda for the FGB)

FGB

3.3 Progress & Achievement  
Summary Report

3.3 MOR paper & presentation

The data and graphs presented show the levels of progress achieved during the academic year May 2020 – May 2021 for Key Stages 1-4, Looked After Children, children in receipt of Free School Meals and pupils in receipt of Pupil Premium grants. The process involves an in-depth discussion looking at the judgements teachers have made and asking them to justify their decisions using all the evidence at their disposal.

Key Points:

3.3.1 81% of students overall have met or exceeded expected progress in English and 87% in maths despite the disruption of Covid-19 this academic year.

3.3.2 Pupil Premium and LAC pupils have made favourable progress, much in line with the whole school cohort. A higher proportion of these students will have remained in school for the duration of the lockdown periods and had more access to daily reading and communication opportunities.

3.3.3 The levels of expected progress reached in Physical, Emotional and Social Wellbeing (PSEW) are lower than in previous years. The Pupil Progress interviews with teachers have told us that our children were impacted significantly by the events of the last 18 months. The PSEW Development Team are now tasked with looking at the individual progress of students who have been identified during assessment and working with teachers, parents, carers and other professionals to ensure that these children have access to the necessary resources, interventions and therapies to enable them to build their confidence and emotional resilience. The introduction of the Thrive Programme and the Wellness Award will facilitate these aims.

3.3.4 Another area showing slightly more students at 'working towards' expected progress is Digital Literacy. Teacher conversations have shown that Online Safety is taught well through the comprehensive PSEW and Project Evolve curriculum, however it has highlighted a lack of confidence in teaching some areas of the Computing Skills Curriculum. There have also been ongoing difficulties in having access to the range of fully-functional hardware (laptops, iPads) and necessary software

packages to facilitate some aspects of the curriculum. The Digital Literacy Lead is working with the SLG support and Omnicom to remedy the resources issues and address the training needs of staff.

**Action:** Governors to note

FGB

3.4 Academy Development  
Team Plans Update

3.4 ADTs meeting to discuss plans/actions for this academic year  
Evaluating Planning and Monitoring Implementation has commenced.  
ADT leads to be provided time to visit teaching rooms and hold Teaching Team meetings  
Gov2Go Roles:

- COMMUNICATION: Michelle B & Paul B: Gov2Go: Gill M/Rachel L
- NUMERACY: Emily M & Stephen M: Gov2Go: Andrew T(?)/Joe Mc
- CREATIVITY: Alan F: Gov2Go:Naomi K
- SCIENCE & TECHNOLOGY: Alan C: Gov2Go:Gordon N/Paul H
- CITIZENSHIP: Louise S: Gov2Go: Gordon N/Paul H
- PHYSICAL, EMOTIONAL & SOCIAL DEVELOPMENT: Amanda P: Gov2Go: Maria H/Pam F
- INDEPENDENCE & WORK SKILLS: Naomi P: Gov2Go: Stuart K/Jamie C

ADT Leads will be contacting Gov2Go's during this term to go through Action Plans and updates

**Action:** Governors to note

FGB

3.5 Academy Development  
Plan Summary 2021-  
2022

3.5

**Action:** To be agreed with SLG/MLG and presented at FGB meeting

MF

3.6 CPD update: ReSEND  
Aims & Objectives

3.6 MOR paper/presentation

Aim of RE:SEND is to proactively promote a sustained commitment to enquiry and research by using evidence-informed enquiry as a significant element of our CPD programme, by developing a community of learners engaging in collaborative enquiry and using learning from research and enquiry in all decision-making. Specifically to:

- share and disseminate the very best of evidence-based practice in SEND to specialist and mainstream schools and teachers across the North East.
- provide evidence-based training for SEND
- support schools and other educational organisations across the region

**Action:** R&D (Re:SEND)/Training Day 1<sup>st</sup> Nov 21<sup>st</sup> Governors invited.

Governors to note

FGB

3.7 School Improvement  
Partner  
Autumn Visit & HTPM  
18.11.21

**Action:** Gill M & Gordon N available to attend.

GN/GM

#### 4 Community Voice

##### 4.1 Student, Parents/Carers Voice

###### 4.1.1 Student Voice:

School and College Councils begin to meet this week...seen as very important to the successful running of events, activities and developments: student voice is very strong and we will do all we can to support its further development.

School Council supported by R Lane

College Council supported by L Richardson

The Student Councils meet termly with the Parent/Carer group to share ideas.

**Action:** Governors to note

FGB

###### 4.1.2 Parent Voice:

The Parents/Carers group have met once this half term and plan to meet again on Wednesday afternoon.

They are involved in planning a Christmas fair on 27th November, and a Christmas party the week after at the Ravensworth Golf club.

Out of those who attended the meeting last month some were very complimentary of the Walker Terrace provision.

They have also started to discuss doing a larger fundraising event next year, possibly a 12hr dance-athon) but we will revisit this idea after Christmas.

Some parents fed back about the transition booklet and are keen to form a working group to revisit the booklet and help ensure everything is in it that needs to be.

Parents were happy with Bloomz and requested that timetables be shared (this has now been done)

Parents were very complimentary of the Brighten the day scheme, saying that it really helped student's confidence increase.

**Action:** Governors to note

FGB

###### 4.1.3 Staff Voice (Wellbeing): JM and RL presentation

We have established a Staff Wellbeing group. Early days but there is a positive feeling across both sites, this despite the particularly difficult year and the disrupted transition of students and staff to Walker Terrace. A number of initiatives focussed on staff wellbeing including:

Termly staff breakfast supplied by Caron and her team and termly events themed for fun and social activity.

The Staff Wellbeing Team works closely with the Senior Leadership Group to have responsibility for promoting the well-being of all staff, and are available to be approached at any time if someone is feeling anxious, stressed or depressed and if they have concerns about a colleague and signposting to relevant support. In this way, information can be kept in one place and disclosed to others, such as external professionals, on a need to know basis.

The members of the Wellbeing Team constituted the staff Wellbeing Voice Representatives:

- Key Stage 1 – Rachel Lane
- Key Stage 2 – Amanda Pickering
- Key Stage 3 - Ali Meek
- Key Stage 4 - Naomi Parkin
- Key Stage 5 – Joe MacCabe

A small number of staff have raised concerns regarding a lack of tea and coffee making facilities.

Two rooms for tea & coffee making have recently been provided; the development of the Lodge as a staffroom is also being considered.

**Action:** Governors to note

FGB

4.2 Cedars College KS4  
Students

4.2 Parent/carer concerns and plans for addressing them

1<sup>st</sup> meeting Summer Term 7<sup>th</sup> July and second meeting 14<sup>th</sup> September.

Confusion and concern re interpretation of proposals for KS4.

Actions from meeting in Summer Term:

- Meet early in Autumn term to air questions
- Andrew Thompson (governor) and Lisa Miller (parent) to create large working group to tackle any issues raised and parental opposition to the new provision.

Key Conclusions from meeting 14<sup>th</sup> Sept.:

There needs to be changes made to the original plans – senior management and governors are open to this.

Aim – pupils will move to Walker Terrace at a time that is appropriate to them. At a time that is ready and timely for individual pupils.

We are still at the early stages and responding to a need that is changing. Cedars is moving towards a more semi-formal curriculum and senior managers need to modify what they do at both sites.

The way forward is to look at individual options for each pupil and find the best way to meet their needs. Individual meetings will take place with current Year 9 pupils being the priority. Parents will hear from Class Teachers in due course.

Subsequent individual meetings with Yr9 parents to start dialogue and planning of individual pathways have been positively received by all parents/carers. Process to continue throughout year and planned into all subsequent EHCP meetings.

**Action:** Governors to note

FGB

4.3 Enrichment Activities:  
clubs and events

4.3 Clubs Offer: paper distributed

The paper describes the largest after school/enrichment programme offered by Cedars. All TAs are involved in at least one club activity during the week.

All staff, particularly Ali Meek and KV thanked for their exceptional work in putting together such an extensive and comprehensive offer for our young people.

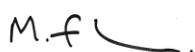
SEND Careers Event 20<sup>th</sup> October at the Dryden Centre

**Action:** Governors to note

FGB

Meeting closed: 6:10pm

For distribution: FGB Meeting 18<sup>th</sup> October 2021



Martin Flowers