

# Cedars Academy

## HEAD TEACHER REPORT: Autumn 2019

For presentation at Full Governing Body Meeting: Monday 4<sup>th</sup> November 2019

### 1 Pupils & Community

#### 1.1 Current School Population

Out of the 194 pupils currently on roll, 79 in KS1&2, 93 in KS3&4, and 22 in KS5; approx. 28% of school population are girls.

Currently we have:

- seven classes in KS1&2, average class sizes of 11 children
- eight classes in KS3&4, average class sizes of 11 children
- Four groups in KS4/5, based at Walker Terrace, average group size eight students

Linking level of need, utilising banding matrix, we are better informed and more proactive in setting group sizes and staff ratios.

We have developed the role of more consistent, 'static' classes and teaching teams within KS3/4 as a response to OfSTED Inspection Framework Review and our own changing need.

Recently we have been in discussions, linked to tribunal cases, with the LA regarding the size of school and determination of whether we are 'full' or not. Alongside this is a Gateshead SHIP drive to take more of a lead on determination the size/scope of SEN provision across the borough. There is a proposal that we agree a definition of population, numbers and profile in determination of our 'admissions policy'.

#### 1.2 Student Profile

- Number of students with English as additional language is 13
- Number of Pupils eligible for free school meals is 74 (39%)
- Number of students who are transported to school is 104; with parents is 36, and independent 10

#### 1.3 School population by banding/barrier to learning: Primary Need (Banding)

- 39% ASD (7%A2; 23%A3; 7%A4)
- 44% Cognition & Learning (2%D1; 5%D2; 26%D3; 13%D4)
- 17% Social, Emotional and Mental Health (8%B2; 9%B3)

#### 1.4 Attendance

When considering the attendance within the school it is important to remember that a considerable number of our students have significant anxiety and/or mental health issues and/or healthcare needs and, for some, this has a marked impact on their attendance throughout the year. We continue to develop support and strategies to improve attendance for targeted pupils.

##### Attendance: Sept/Oct

Overall KS 1 – 5: 91.98%

KS 1 – 4: 93.46%

KS 4 - 5: 84.06%

Includes non-attenders transferring in:

Student A: 0% to 82.4%

Student B: 0% to 57.9%

Anxiety: Counselling Intervention (Kalmer/CYPS)

Student C: 67.86%

Student D: 73.21%

Student E: 78.57%

Poor attendance – monitor (Legal Intervention)

Student F: 50%

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## 1.5 Non-attenders/phonics

A small number of students are being commissioned places into KS4 who have experienced significant difficulty in accessing their mainstream provision and who have a history (in some cases significantly long) of anxiety and non-attendance prior to their placement at Cedars. We are in discussions with the LA regarding process/procedures and appropriate provision for this growing cohort.

## 1.6 Community Voice

### 1.6.1 Student Council

This year, our Key Stage 3 and 4 student council continue to meet weekly, on Wednesday mornings. We have two representatives from each class within student council. At these meetings we have decided to reduce assemblies so that we meet weekly within classrooms. We continue to celebrate star student of the week and Mr Flowers star of the week. We have decided to focus on whole school events within classes to minimise disruption. Our student council have three working groups, comprising of the Environment, Autism Awareness and the Arts Mark Award.

We have liaised with the British Legion on behalf of Student Council to request poppies and wristbands to sell in school.

### 1.6.2 College Council

This year, College Council comprises of a group of class representatives and an enterprise co-ordinator. The rep for each class is responsible for contributing items to the agenda and then sharing the minutes with their tutor group following the meeting. The enterprise co-ordinator helps with 'be inspired to...' and upcoming fundraising events. The College Council meet on the first Wednesday of every month to discuss any issues and upcoming events. Students and staff felt that a monthly meeting would be more appropriate than a weekly meeting.

So far, this academic year students have planned the following charity events at college:

- Jeans for Genes Day: students wore jeans to raise awareness about genetic disorders and those affected.
- MacMillan Coffee Morning: £55 was raised for this charity.
- Children in Need: College Council discussed this event and have decided that students and staff can wear either pyjamas/onesies or something spotty, and pay a donation of £1. They are also going to organise a bake sale to take place during morning break and a penny trail.
- To raise funds for the common room and social activities, student council have decided to do 'football cards' following their success last year. Students and staff can pay £1 per football team; once the card is full, the winning team is revealed. Half of the money is given to the winner and the other half goes into 'be inspired to...'
- Students have discussed what activities they would like to do on the France residential; they have informed James Jarvis of their choices.
- Table top stalls planned at the Civic Centre so far: 9<sup>th</sup> Oct, 13<sup>th</sup> Nov and 4<sup>th</sup> Dec.
- Halloween Movie Night – College Council have planned a movie night on Wednesday 30<sup>th</sup> October. Students will pay £2 to attend; drinks and snacks will be provided. Any profit will go into 'be inspired to...' to fund other social activities. College Council are going to plan a 'monthly social night' including activities such as going bowling, for a meal, etc.
- Christmas Fair – Friday 13<sup>th</sup> Dec, to be planned by Student Council.

The council have also decided they would like the college to participate in British Science Week, 6-15<sup>th</sup> March 2020. RC has begun research into external companies that run science workshops in schools and has started an application for a grant of up to £450 for Cedars Trust.

### 1.6.3 Cedars Parents

This year, Cedars parents continue to meet the first Tuesday of every half term. The parents continue to communicate with other parents via social media and face to face to maximise their

Sadly we had to cancel the planned bingo night due to lack of interest, this academic year parents have planned a Christmas party for Friday 7<sup>th</sup> December at the Ravensworth Golf Club and continue to meet on the first Tuesday of every half term.

We have increased our group and hope to continue to grow.

## 2 School Improvement

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## 2.1 Quality of Education

**2.1.1 Our Self-evaluation** identifies the next key steps to establishing Highly Effective outcomes:

- Develop our curriculum to align with the new Inspection Framework,
- To develop our staff skills in the core subjects of Literacy, Language, communication and Numeracy
- Improve Preparation for Adulthood Provision in Key Stages 3,4&5
- Establish a Research Engaged Learning Community to enhance the Professional Development of all staff
- Develop robust and accurate systems for setting and tracking targets that are communicated clearly to staff, students and families
- Refine quality assurance of monitoring systems

**2.1.2 The new curriculum** is now being delivered across the school and college. Staff and students have responded extremely well to the significant changes that have resulted from this revised curriculum and it's delivery. We have established static classes, with consistent teaching teams, across KS1-3, with subject specialists at KS4-5.

The curriculum and approaches have clearly defined intent and implementation guidance for teaching teams; methods of intervention will continued to be developed through the year. We have recorded an immediate, positive impact from the changes implemented, felt by students and staff alike. We have quickly established more settled groups that have impacted on behaviour and self-regulation measures.

We are working towards greater consistency of approach and enhanced opportunities for more collaborative working between teaching teams. The sharing of ideas, approaches and resources across teams will also be supported and will continue to increase. A recent review of medium term planning has provided evidence of very good practice across all key stages, and has highlighted some areas for further development. We are beginning to develop 'centres of excellence', of outstanding practice within the school, within key stages and curriculum areas.

The changes to the curriculum has led to consideration of revised resources, a more sensory approach, and has identified future training needs to be addressed this year.

### 2.1.3 New Inspection Framework Training

Teaching Team leads and governors attended a training session delivered by Ann Muxworthy, (School Improvement Partner, Senior Lead Inspectors (Special)) on 17.10.19. The content of the presentation will form the basis of future training and guidance for staff and governors during the year.

### 2.1.4 Staff/Governor Training 28<sup>th</sup>/29<sup>th</sup> October

The focus of the two days will be around delivery of the curriculum, and workshops. Day one will include:

- Teaching Early Numeracy Communicate and Print
- Colourful Semantics
- Providing effective play opportunities
- Supporting children with mental health difficulties
- Preparing for Adulthood and CEIAG
- The outdoor classroom
- Sharing/evaluating recent research

Day two will be more class/school based training to include:

- Developing a sensory approach
- Developing an autism friendly approach
- Working in SITS teams
- Working in Class/Curriculum teams
- MIDAS and First Aid Training

**2.1.5 Curriculum Development Partnerships:** Discussions continue with regional schools to support future partnership arrangements. We have aligned ourselves to a number of OfSTED rated 'outstanding' schools and continue to develop a real working, honest, open and developmental partnerships with them. Through these partnerships we are developing and refining our curriculum, it's implementation and the assessment of it's impact. We shall continue to update governors on these initiatives throughout the year.

## 2.2 Personal & Social Development, Behaviour and Welfare

We have developed a continuum of support; importantly, students have access to more support when they need it. The continuum emphasises a therapeutic approach, with consideration to anticipation & preparation, attachment awareness, an emphasis on mindfulness and wellbeing, the use of reflective language; the focus is on early intervention through to targeted and intensive interventions. We plan for all our staff to better understand adverse childhood experiences and the impact they have on health and

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well-being throughout education and life. We place significant emphasis on social and emotional learning that is relationship based, and strive to create a compassionate school.

### 2.3 Post 16 programmes

Our Self-evaluation identifies the next key steps to establishing Highly Effective practice Post 16 study programmes:

- Develop our programmes to further personalise and respond to changing demand and need
- Develop our programmes to further embed enterprise awareness & skills

### 2.4 Leadership & Management

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

- 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

### 2.5 School Improvement Teams (SITs)

The SIT leadership roles have recently been redefined and aligned to the new Ofsted Inspection Framework. SITs are directly linked to the revised SIP and Gov2Go roles. The SIT team leads (TLRs) are leading the development of SIT Action Plans and SIT R&D projects to inform school improvement. SIT leads will be arranging monitoring procedures to further involve their link governors.

Revised SIT Gov links:

- *Communication & Creativity* (Paul Bentley: Joanne Carr): Sarah Guy & Naomi Kelly
- *Understanding the World* (TLR to be confirmed: Dan Hearne): Gordon Neale & Gill Morton
- *Personal & Social Development* (Amanda Pickering: Liz Neale): Maria Hall & Pam Finn
- *Preparation for Adulthood* (Naomi Parkin: Julie Vincent): Gordon Neale & Gill Morton
- *Physical Development* (Keith Vincent: Martin Flowers): Paul Hills

## 3 School Finances & Buildings Development

### 3.1 Account Level Monitoring Report 20-18/2019

At our recent F&S meeting we were presented with our Financial Report 18/19 (up to April 2019) that shows a year end surplus of £464,826; this is in addition to reserve of £721,000, making approximately £1.2million reserves.

Update from June 2019 figures/projections (income based on student roll of 181: current roll is 194):

- 19-20: surplus £211,489
- 20/21: surplus £124,457

The substantial reserves built up is earmarked for buildings development work for 2019-2020:

**3.1.2 New windows across the school:** Frostree (windows installation and facias) plan to be complete their work and to be off site by the end of week beginning 21.10.19.

**3.1.3 Additional breakout/sensory room:** The builder is to commence plastering and final fix of the breakout room under the canopy; expected completion date week beginning 4<sup>th</sup> Nov.

**3.1.4 Interior painting, flooring and displays:** a number of areas, including main corridor, reception and office spaces, have recently been repainted in the newly adopted grey colour scheme. A dark flooring has been laid in a part section of the main corridor. Further painting and flooring is scheduled for the October week break. Art works and photo displays have been mounted throughout the upper floor...further works and text is to be added during the next few weeks.

### 3.1.5 Sports Hall Extension

Once Eddisons have received the tenders back from the tendering contractors (by 12pm Friday 8<sup>th</sup> November), they will arrange a meeting to progress with the appointment of the Principal Contractor. Pre-commencement planning conditions have now been

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discharged. The planned commencement of the works (pending cost effective tenders) is second half of Spring Term, for completion before Summer Term 2020.

### **3.1.6 Car Parking Area, beside the Lodge**

We have received one quote for the creation of a car parking area in front of and beside the Lodge the will be considered at the next BPDG meeting.

M.f

MF November 2019