

Cedars Academy

HEAD TEACHER REPORT Autumn 2016

(Website Version)



1 Pupils

1.1 School population

- September 2016: out of the 145 pupils on roll, 46 in KS1&2, 79 in KS3&4, and 20 in KS5; 26% of school population are girls
- 19% students have difficulties with emotional, social and behaviour development as their primary barrier to learning (banding category); this figure has increased by approximately 4% per year over the last four years
- A growing number of students, 30%, have a diagnosis of autism as their primary barrier to learning (banding category); this figure has increased by approximately 5% per year over the last four years
- Sept 2017+: expected numbers to remain close to 150 for the next few years
- Attendance: around 91% since September 2016

We have five classes in KS1&2 (average class size of 10), four classes in KS3 (average class size of 11), three classes in KS4 (average class size of 11), and three groups (R2I, R2E, R2V) for 20 students.

1.2 Attendance Summary

Period: 23/05/2016 AM to 01/11/2016 PM

	Sessions	%
Attendance	18729	89.54
Authorised Absences	2097	10.03
Unauthorised Absences	90	0.43
Possible Attendances	20916	
Approved Educational Activity	645	3.08
Lates before reg closed	42	0.20
Lates after reg closed	0	0.00
Unexplained absences	28	0.13

1.3 Other population data

- Number of students with English as addition language is 8
- Number of students who are Looked After Children (pupils adopted from care) is 5
- Number of Pupils eligible for free school meals is 59
- Number of students who are transported to school is 96, with parents/independent: 50
- Exclusions in the past 5 months: 0

The majority of pupils have a moderate learning difficulty combined with specific communication difficulties, and many of our pupils have associated difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, or other specific Learning Difficulties:

Primary Need (Banding Allocation) identified as:

- 13% Sensory, Physical or Medical need
- 19% Social, Emotional and Mental Health need
- 7% Communication, Interaction need
- 30% Autistic Spectrum Condition
- 31% Cognition & Learning need

Ethnicity Profile:

- Any Other Asian Background – 2%
- Other Black African – 1%
- Other Ethnic Group – 1%
- White (British) – 92%
- White Eastern European – 2%
- White Other – 2%

1.4 School Council 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 are working towards recognition as a Rights Respecting School.

The 'Rights Respecting School' award (RRSA) will help our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our pupils also learn about the importance of respecting the rights of others; their responsibilities.

Cedars students hold elections for key positions in September. This year we were pleased to add the role of Charity Co-ordinator. This role was devised by one of our students who is passionate about charity work.

On Friday 23rd September 2016 we held the Student Council Elections. Speeches were made at the morning assembly and the voting took place in tutor time. The results were announced in the afternoon at a special assembly.

The results were:

Chairperson: Reald and Ryan (Reald is going to show Ryan the ropes!)

Vice Chair: Rhys

Secretary: Bethany

Treasurer: Brandon and Bradley (we raise so much money we decided two people were needed)

Social Secretary: Ciaran and Charlie the first half of the year and Carmel and Rebecca for the final half of the year.

Charity Co-ordinator: Demi

This year we hope to work closely with the Parents Group (League of Friends) and the new Parent Council, to work together and to make our school even better for everyone.

2 Staffing

2.1 Performance Management

End of year Performance Management end of year cycle. An End of Cycle Outcomes Summary Document has been distributed (F&S) to provide information & guidance to support GB monitoring of PM cycle.

2.2 Staff Development

2.3.1 A very successful two day training event was held at the start of the academic year; the focus being:

- Assessment: Cedars ROAD Map new system
- Feedback & Marking policy
- TAs making an impact in the classroom
- SITs Team Leaders Action plans
- Supporting NQTs
- Preparation for OfSTED
- Coaching
- Time management Strategies
- H&S: New processes/procedures
- Vertical Tutor Groups: the role of the tutor teams

3 Achievement and Standards

3.1 School Evaluation Document (SED), School Improvement Plan (SIP) and School Improvement Teams (SITs)

3.1.1 SED

Gov2Go monitoring/evaluation of SED is required this term.

A Muxworthy provided a School Improvement Report (SIR) in Summer 2016; her judgements were:

- Leadership & Management: Very Good
- Teaching, learning & Assessment: Good
- Personal Development, Welfare: Outstanding
- Post 16: Good

The SLG are to arrange Gov2Go meetings to review SED this term.

3.1.2 SIP

RAG system in place – judgements made in discussion with SLG and Gov2Go termly. Monitoring sessions with Gov2Go are due (November year end cycle). SLG to review with Gov2Go November 2016.

3.1.3 SITs

SITs have been further developed this term; they 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.

SIT action plans have recently been reviewed and can found on school website. SITs groups to meet at twilight CPD, 16th Nov 4-6pm; all governors invited.

3.2 Improving Teaching & Learning/Achievement & Standards

3.2.1 Cedars Assessment Framework

AHT (T&L) have completed the Cedars ROAD Map framework based on best bits from other models. T&L have established termly Progress Meetings with staff to discuss class performance towards end of year targets, identifying potential barriers or students who may require intervention to put them on track. The next step is to establish a sample of assessment profiles that map the progress of individual students through their entire school career from entry to time of exit in order to best describe the individual learning journeys of the students.

3.2.2 Outcomes for Students

We track many different groups within the Academy to ensure that all young people, regardless of socio-economic background, religion, gender or learning need, are making good or better progress. We use this data to plan interventions and target support where it is needed most.

We set challenging targets for pupils based upon our comprehensive knowledge of our young people and their very individual learning profiles. Teaching and Learning Leads work closely with class teams to set targets for each child on Classroom Monitor in all strands of English, Mathematics and PSD.

Termly Progress Meetings between teachers and the Leadership Group analyse progress towards end of year and Key Stage targets for individuals. These meetings identify any actual or potential barriers to making progress in order to plan necessary interventions to close the gap.

3.2.3 Progress in English, Maths and PSD - Headlines

- Numbers of pupils in 2015-16 overall exceeding expected progress was up by 23% from 2014-15 with increases of 48% in English and 30% in maths.
- Overall in all three areas (English, maths and PSD) 94% of students have achieved or exceeded their targets with good and outstanding progress over the last year. This is a 1% rise on the previous year with the percentage of students making outstanding progress rising from 40% from 17% in the previous year.
- In English overall 96% achieved or exceeded their targets, moving up 5 percentage points on the previous year.
- In Mathematics overall 94% achieved or exceeded their targets, moving up 1 percentage point on the previous year.
- The key reasons for the rise in progress in these subjects is due to the ongoing focus of the school to improve Teaching and Learning. There have been new approaches to planning, differentiation, assessment and developing practice around effective feedback alongside a rigorous system of monitoring and professional support. In addition, a significant number of additional support staff were recruited to support targeted groups.

3.2.4 Reading Intervention

The development of the Reading Intervention HLTA specialist's role has resulted in more young people receiving targeted support with phonics and reading.

The targeted reading intervention and catch-up programme has shown reading ages increasing on average by 9.38 months over the year. 33% of students in the intervention group have made over 1 year of progress and 8% have made 2 years progress. 63% of the targeted students have made between 6 months and 1 year of progress. In addition, the Talk Boost programme was introduced. A trained member of staff has run a number of intervention sessions with targeted groups in order to aid development of vocabulary and word finding skills.

3.2.5 Boys in English

The attainment of boys in English was the key area of development for Cedars in 2015-16 as progress analysis from the previous year showed this group to be progressing much more slowly compared to any other specific cohort. This group was targeted through the Reading Intervention programme and by purchasing a new reading scheme with high level of SCI-Fi and interest for male learners.

A newly recruited English Specialist teacher and English Specialist TA in KS3/4 have also shown to have made a significant impact on achievement. The percentage of boys exceeding expected progress has risen from 18% in 2014-15 to 63% in 2015-16. The percentage of boys achieving below expected progress has fallen from 12% to just 3%. This movement in progress for boys will make a significant impact on the overall achievement in English as the male population of the school is 74%.

3.2.6 Accreditation 2016

Accreditation continues to be a real strength of the school. Every course in KS4/KS5 is accredited, Entry Level, Functional Skills, GCSE up to BTEC and A Level, including leadership pathways and Duke of Edinburgh Award.

Notable Highlights:

- Our first ever A level course was successfully accredited: Art & Design Photography A Level
- Maths: 8 students achieved pass, grades A-E; 1 student achieved Grade A, 1 student achieved Grade C
- Science: 6 students achieved pass grades A-F; 2 students achieved Grade C
- Art & Design: 2 students achieved Grade C
- English: 5 students achieved pass grades

3.2.7 Monitoring

Findings from monitoring Summer/Autumn 2016, learning walks, lesson observations and book looks are to be documented and presented to GB; findings providing focus for areas of development for individual practitioners and highlight areas for development. Feedback is being given to individual teachers. Monitoring is seen as being very helpful in identifying exemplar practice and areas for development; this is then built into individual CPD programmes for staff involved.

GB Learning Walk took place on 3rd October 2016. The Learning Walk reports received provided very positive feedback regarding learning attitudes and approaches and highlighted some concerns re accommodation. These accommodation issues are to be addressed in our CIF application this term.

3.3 Improving Access to Learning: Personal Development, Behaviour and Welfare

3.3.1 HLTA Family Liaison Role

DLM's role has been developed to include Family Liaison. A description of the role is posted on website. The role will be reviewed in Spring 2017.

3.3.2 Counselling

Review of Kalmer Counselling arrangements and reports are all very favourable; we have received very positive feedback from students, parents/carers. A written report from Kalmer has received, of good quality. We plan to review the arrangements again in Spring 2017.

3.3.3 Safeguarding

A CP/Safeguarding Audit is currently in process, for completion full GB. A new Safeguarding Governor has been appointed to replace J Hearne: M Hall

3.3.4 Tutor Team & Key Person

The role of the Tutor Team (Vertical Tutor Groups) and Key Person is developing. The Key Person role has been distributed and posted on website. Key Person role is for future discussion with the Parent Council. We plan to review the Tutor Team and Key Person role in Spring 2017.

3.3.5 Communication with home

A Revised 'Communication with Parents and Carers' policy & Procedures has recently been developed. This has been distributed & posted on website; for further discussion with Parent Council.

3.3.6 Safeguarding Supervision

A policy has been established and supervision has begun providing a process of supervision so that the AtL team have an opportunity to debrief and discuss difficult situations. Regularly supervision sessions are planned for all staff working within AtL and the safeguarding team. A very positive link has been made with Furrowfield/Eslignton HT with respect to Supervision.

3.3.7 Areas for further development and increasing capacity, AtL

That we better respond to individual learning and emotional need, and that families receive the support they need from a range of professionals in an increasingly responsive and holistic approach. Key targets:

- Increasing identification of barriers to individual progress and to develop more refined interventions, support and guidance; embedding assessment of behaviour to inform planning and interventions, linked to the development and refinement of EHC Plans
- Improved working relationships with practitioners and partners (health, therapy, counselling, safeguarding, EP etc):
- Involve more professionals in everyday family support: to host/lead multiagency meetings where necessary to support families in the development needs of their children:
- Explore role of Key Person
- Improved Parent/Family Support: development of role to Family Liaison role
- Host/lead multiagency meetings where necessary to support families in the development needs of their children
- Offer a range of useful family focused courses
- Support the development of Parent Council: extend opportunities for families to engage in, find support and strengthen parent voice

4 Curriculum Developments

4.1 KS4 Options 2016-2017

A change to the KS4 Options for 2016-17 to incorporate some STEM provision for a group of students who show interest and ability in this area. This group will be taught at Walker Terrace. A potential link/partnership is currently being explored with the Discovery School in Newcastle, around the theme of STEM and DT.

4.2 Post 16 Provision Offer; FE, Training & Employment Routes

Three groups remain for September 2016: R2I, R2E, R2V STEM options will be offered as well as the usual functional skills, enterprise and vocational offer. The Enterprise offer/initiative will change to reflect change in accommodation (enterprise project to be discussed and agreed with students). Develop units from Skills for Employability Training & Development (Entry Level or Level1); from customer services through to budgeting, money management, into leadership roles, peer mentoring up to apprenticeship routes.

4.3 Post 16 Media Hub

We are currently involved in discussions with Tiny Hound Media and Omnicom regarding the creation of a Media Hub based at Walker Terrace. It is planned that the Hub will enable the effective sharing of accessible media to the learning disabled and mainstream communities, promote inclusion, support training and employability opportunities, enable enterprise and support potential employers with advice and guidance.

4.4 Post 16 Pathways Group

MF & JV are currently leading this Gateshead Special Head teachers (SHIP) initiative. The Pathways group comprises representation from Gateshead special schools, the college, Connexions, adult social care, learning

& Skills and the LA. There is a need within Post 16 especially to look at what is happening locally and decide if we need to coordinate to extract greater value for the learners. The Post 16 Pathways group will feed into the LA SEND Post 16 strategy group. Currently the group is compiling a directory of the current offer for Post 16 SEND.

4.5 Transitions, Training and Employment Coordinator

JA has made a very successful start, attending Reviews, receiving positive feedback from parents and making good connections with training/work providers.

Training to volunteers to develop their skills:

- Plan for recruitment and upskilling; liaison with GVOC
- Development of Quality Standards to increase effectiveness and efficiency
- Plan for Inclusion Training to be rolled out to providers

4.6 Lead Inclusion School

Cedars Academy have again been confirmed as the Tyne and Wear Lead Inclusion School for this next academic year. As Lead Inclusion School, we will continue to provide support to all schools across the county in three areas: staff CPD, inclusive competition and young leader development. The actual proposal for next year is yet to be finalised but it is thought that Cedars will receive somewhere in the region of £4-4.5k to carry out the above "core" tasks, whilst there will also be a number of enhanced projects we can bid for which will bring with them further funding.

4.8 Play Unified

We were awarded £500 funding from the Youth Sport Trust and Special Olympics to pilot a project called Play Unified. The project is focused on developing positive relationships between all students through play, physical or social activity. As the project is to be student-led, initial discussions have taken place with the student council around what our project could like; our plans will be confirmed this term.

4.9 Outdoor Learning opportunities and programme

Led by SITOL, aim to establish an outdoor learning curriculum to support and enhance delivery in all subject areas, giving learners real, practical opportunities to apply and widen their skills and understanding in an alternative context. ED has received training to lead Forest Schools, £5000 donated for outdoor learning. Grounds and garden are now in the process of preparation. We aim to Achieve Learning Outside the Classroom Mark Bronze Award and develop a Forest School Education programme. ED has recently been awarded Forest School Leader Level 3 Award.

4.10 Enrichment Opportunities

WE continue to offer an extensive range of clubs, after school activities, school performances, school visits/residential visits, sporting/OAA achievement and participation. A full calendar of the range of opportunities is on the website. At the recent C&P there was some discussion around the need for additional enrichment/residentials of a non-sport/OAA nature; ie the recent very successful Film Production residential in Wooler. This will be further explored with staff.

5 Finance & Business Groups

5.1 CIF Application

ADP will support the application this term. The LA have also offered help & guidance.

The BPDG has considered plans for future development; a smaller scale project; '2 up 2 down' extension to allow the creation of additional space for therapy/counselling, meeting, professional development etc.

5.2 Fund Raising Activities (Students/Parents/Carers/LOF)

A group of parents have recently met to discuss taking over the LoF account/status. NP & MF are currently acting in supporting roles.

5.3 Business Partnership & Development Group

Summer/Autumn 2016 agenda items:

- Maintenance issues, repairs/costs
- Equipment needs/acquired/disposal/lettings
- Catering & Cleaning report/arrangements
- Buildings Development
- Health & Safety Procedures
- Health & Safety Issues/Reported Accidents: Fire Risk Assessment
- Internal Assurance Report
- Finance Handbook
- HR Issues: staffing/salary structure SLG
- CSDO roll/salary
- Buildings/Accommodation Development (New teaching block; specialist spaces; Sports Hall; Walker Terrace)

5.4 CSDO (Community Sport Development Officer) Report (Sept 15-Aug 16) Highlights

- Cedars Academy achieved Gold School Games Mark status, highlighting best practice in PE, school sport and competition
- Project Ability innovation project delivered in conjunction with Gateshead Special Schools and Cardinal Hume and Thorp Academy Secondary Schools
- 6 Inclusive PE (IPE) workshops delivered to 80 members of Tyne and Wear school workforce
- 10 schools (including all Gateshead special schools) directly supported by Cedars Academy in delivery of inclusive PE and sport; highlights included:
 - Assisting Dryden School to achieve Gold School Games Mark;
 - Providing inter-school competition between Cedars, Furrowfield and Hill Top (Secondary) and Cedars, Gibside and Eslington (Primary)
- Over 200 cumulative Cedars student attendances at various inter-school, county, regional and national events including:
 - Wanderers Association events (6)
 - Gateshead SSP events (8)
 - Special School Inter-school competitions (3)
 - National pathway events (5)
 - Every Cedars student took part in at least one intra-school sports competition.

5.5. Gateshead SSP (School Sports Partnership)

- 6 inclusive events delivered across the academic year – over 300 attendees
- 6 student training courses delivered – 250 attendees
- days of School Games Mark support provided to all Gateshead Special Schools
- 1 staff CPD delivered – 15 attendees

5.6 CSDO Fundraising summary

September 2015 – August 2016

£150,000 – Sport England Inspired Facilities (Sports Facility Build)

£9,975 – Awards for All (Outdoor Gym Equipment)

£4,000 – GMBC Individual Sporting Grants (2015)

£2,500 – GMBC Capacity Building Fund

£5,000 – Sportivate (STARS Club development)

£1,200 – IPE Course Delivery x6

£300 – Gateshead SSP additional event support

Total = £172,975

M.f

MF November 2016