

Cedars Academy Trust

AGM

Chief Executive Report
12th December 2022



Pupil numbers and Staffing Implications

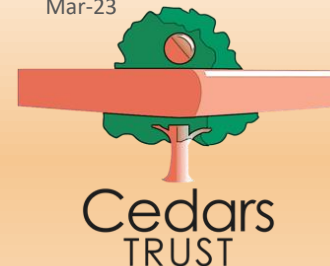
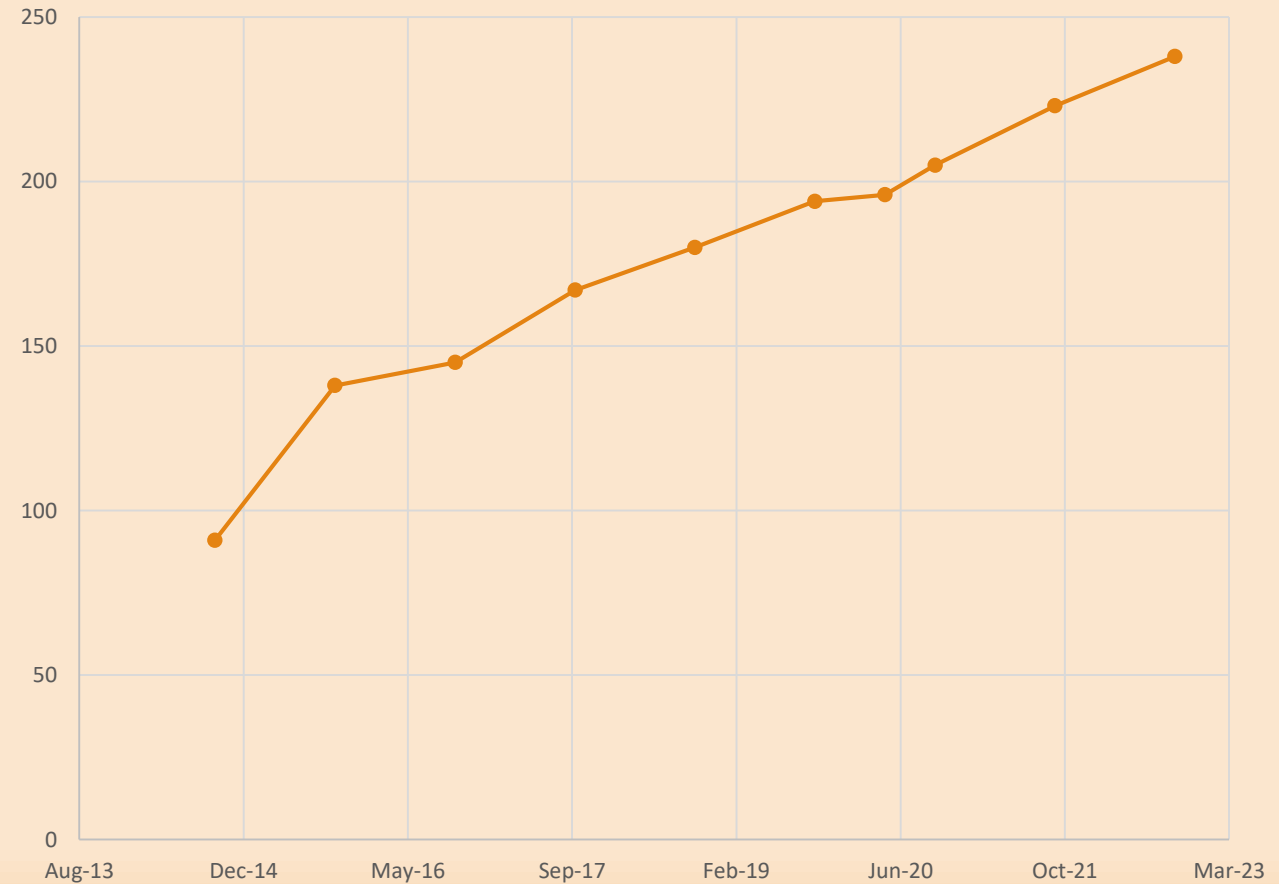
- Dec 2022: 238 pupils on roll
 - EY-KS2: 84 children
 - KS3: 80 children
 - KS4&5: 74 learners
- School (KSR-3): 164 students in 16 teaching groups at Ivy Lane. We have 164 places at School so are at capacity currently
- College (KS4&5): 74 students in 12 teaching groups at 11 & 13 Walker Terrace and one transition group based at Ivy Lane in the Lodge. Capacity at College is 77, so we currently have potentially 3 spaces.
- Staff:
 - 102 employees; 36 Teachers; 60 Support Staff, 4 Admin: 2 (+1 Catering, (1 caretaker, Jan 2022 start)

School:
26 teachers, 48 support staff, 2 admin, 2 (+1) catering

College:
10 teachers, 12 support staff, 2 admin

Business Manager/Secretary position to be agreed for appointment early in the New Year

Academy Population over 8 years



Pupil Barriers to Learning

School population by banding/barrier to learning:

Primary Need (Banding):

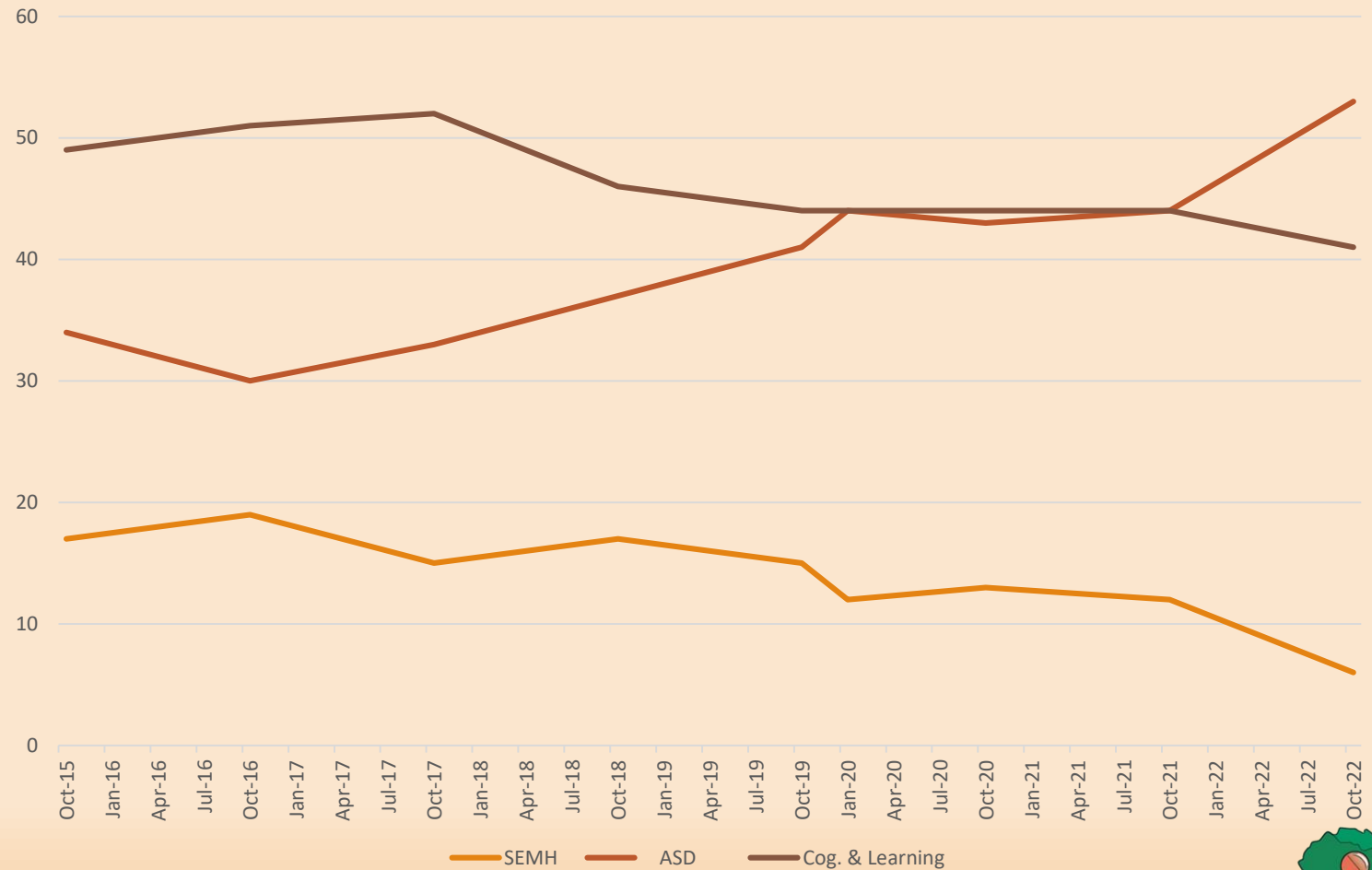
- 53% ASD
- 41% Cognition & Learning
- 6% Social, Emotional and Mental Health

Although our SEMH numbers appear to have dropped from 12% to 6%, this does not truly reflect the context. Many students who show complex SEMH have an Autism diagnosis and this is recorded as their primary need.

Our population is becoming much more complex in terms of their needs and the curriculum provision and support required to meet those increasing needs.

The ASC population in EYFS-Key Stage 2 are now mostly AS1/2 or D1/2, the highest and most complex bandings.

Banding/Barrier to Learning over 7 years



Successes 2021-2022

Implementation of our New Curriculum

- Developmental and Holistic approach
- Prominence of Preparation for Adulthood (PfA)

Accommodation and Facilities

- Physical Development Proactive, Therapeutic Interventions and Sensory Integration are central
- Age and stage appropriate environment and PfA opportunities

Leadership

- Staff Empowerment and Ownership, staff voice and greater independence to take authority over decisions and have more room to be creative
- Research Engaged Learning is leading developments: impact on the quality of education and increasing our capacity to continue to grow
- Established renown, respect and authority within our local learning community



Academy Self Evaluation

Our judgements, endorsed by our SIP, and plans to improve:

Behaviour, Attitude and Personal Development: OUTSTANDING

- Programs to support our Thrive, Physical, Sensory Integration, RSE and ESWB priorities and therapeutic approaches
- Strengthen our understanding of, and response to, family needs

Quality of Education: GOOD+

- Refine and embed our methods of accessing impact
- Ensure staff are kept current in programmes that meet the needs of a changing cohort e.g. Makaton, Talk Boost, Speech and language programmes
- At the forefront of pedagogical and curriculum development in Specialist Education

Leadership & Management: GOOD+

- Understanding of our position within Gateshead SEN Provision offer: explore how we could work with other Gateshead governing bodies and the LA to be part of a borough wide solution and how this will potentially affect the type of provision Cedars may emerge as
- Continued development of facilities and accommodation
- Develop the capacity of our partner organizations to affect change



Leadership Restructure

The model of Joint Headship is built on tried and tested collaborative practice, with leaders who have worked together as part of the Senior Leadership Team for over 8 years, with a transitional period of the last 2 years:

- leaders have a detailed understanding of each other's professional strengths, opinions and approaches to working
- built on professional trust, mutual respect, consistency of vision and values, and mitigates the risk of instability associated with change through providing significant stability to the community and its stakeholders
- distributing strategic and operational responsibility within a framework of shared accountability to Trustees, there is greater capacity to address multiple areas for improvement simultaneously, drawing on collective strengths



I know that the future of the Academy is in very capable hands and I look forward to following your successful journey, albeit from a distance.

It has been an absolute honour and privilege to have help to lead the Academy through considerable growth, change and success.

I shall be forever grateful to worked so closely with such wonderful children and young people, staff, Trustees and parents/carers for so many years.

Thank you all.

