

The Cedars Academy Development Plan 2017/18

Attendance Targets

11-16	Term1	Term 2	Term3	2017/18
% attendance	95	95.5	96	96
Persistent Absence	Below 11%	-11%	-11%	-11%

Post-16	Term1	Term 2	Term3	2017/18
KES 5 Attendance	95	95.5%	96%	96%

Key Stage 4 Progress and Attainment

All Pupils	Target
Progress 8	0.4
Attainment 8 grade	C+
4+ in GCSE English	80%
5+ in English	65%
7+ in English	30%
4+ in Maths	75%
5+ in Maths	55%
7+ in Maths	25%

Post-16 Progress and Attainment and other key measures

A2	Target
Overall VA	0.25
Attainment (APS per entry)	34
Overall Avg Grade per Entry	B-

Priority 1: Leadership and Management

Objective	Action to be taken	Success criteria/milestones	Staff responsible and when	Monitoring and evaluation	Evaluate	Cost
<p>Create a culture that encourages all staff to excel, embedding the 5Ps (Pupil Centred, Positive, Passionate Professional and Practice) vision across the Academy</p> <p>Identify a group of emerging leaders</p>	<p>Head-teacher to publicly praise good/outstanding practice each week in staff briefing.</p> <p>Improve the consistency of LM with a calendared set of standing items</p> <p>Group of emerging leaders identified by ½ term.</p>	<p>5Ps culture is embedded across the Academy. All stakeholders understand the vision and articulate it through their roles.</p> <p>Programme of activities/projects put in place for emerging leaders</p>	<p>JPS Leadership team</p>	<p>Faculty Reviews Pupil Voice Staff questionnaires</p>	<p>Staff questionnaires</p>	
<p>Set up a working group to develop and implement new marketing and promotion strategy to effectively market community bookings to raise revenue for the Academy. Develop the role of the community</p>	<p>Set up Cedars Stars Dance Society Set up fitness classes Review charging policy Actively market for new groups and teams Develop the use of the MUGA Research other</p>	<p>Increase external community bookings to raise £10,000 per year</p>	<p>AK JPS KPP SNH</p>	<p>Measurement of termly revenue.</p>	<p>LAT analysis and comparison with other schools in the LAT</p>	

officer to be more proactive	providers					
Develop and improve the site	Improvement plan for the site and repairs Monthly site review by Site Manager and Business Manager	Renovate and decorate Curriculum Support and Science	AK, KPP	LT ½ Termly audit of the environment	Pupil and staff questionnaires Review of Premises Help Desk Logs	
Develop improved marketing and promotion campaign to raise the profile of The Cedars and increase pupil numbers	Advertising campaign in Charnwood News and Birstall Post Visit all Primary schools prior to October deadline Leaflet in Barrow increase profile of The Cedars Academy Explore transport options to increase numbers	Year 7: 180 pupils Year 12: 40 pupils on 2 pathways	GM, KES, JPS, AK, SNH	½ term review of events and projected numbers	Governors	
Improve stretch and challenge at Key Stage 3	All faculties to re-write/review all Key Stage 3 Schemes of Work and key assessment points	Term 1 – 60% of all Schemes of Work and assessments reviewed and improved Term 2 = 80% Term 3 = 100%	SCR, JPS	Leadership meetings to regularly focus on each Faculty in a 4-week cycle	External verification visit	

Improve stretch and challenge at Key Stage 3	Implement a 'Brilliant club curriculum' project once a term across Year 7 and 8 Use A 1 to maximise opportunities to stretch and challenge MA	One project in every subject once a term Term 1 Term 2 Term 3	SCR JPS	Faculty Reviews	External verification visit	
Promotion of cultural experiences and visits more clearly aligned to Curriculum Areas	Calendared events prior to the start of each term	1 visit/project a ½ term across the curriculum	TC	Feedback at LT business Meetings	Pupil questionnaires	
Map out a STEM engagement plan that runs through from Year 7 to Year 13	A series of calendared events across all Year groups	3 activities across each year group	PHS	Feedback at LT meeting	External verification visit from Andy Lawson	
Embed British Values, SMSC and CIAG across the curriculum	Identified in all SOW and clear audit identifying good practice	Term 1 – 60% of all Schemes of Work and assessments reviewed and improved Term 2 = 80% Term 3 = 100%	RAK	Leadership meetings to regularly focus on each Faculty in a 4-week cycle	External verification visit	
Develop a seamless curriculum from primary to secondary	Primary Transition calendar for 2016/17 to involve Years 3-6 from our	All Year 6 Pupils to visit the Cedars x 3 All Year 5 Pupils to be involved in the	RAK, SJD and KNP JPS	Primary Pupil and Parent Voice Feedback at LAT meetings	CEO to judge the quality of curriculum transition	

	local primary schools in visits to the Academy for meaningful learning activities	Cedars 'Rising Stars' programme x 5 3 Activities arranged for Year 4 and Year 3		Year 6 teachers to Quality Assure our Year 7 work throughout the academic year		
Develop a seamless curriculum from primary to secondary	Year 7 Pupils to start English and Maths Curriculum in Year 6 and bring up books. Year 6 Teachers to visit after every 7 weeks to check standards across the curriculum.	Year 6 Teachers visit 5 times to check standards and Year 7 curriculum.	JPS, KEP, SJD			

Priority 2: Quality of Teaching, learning and assessment

Objective	Action to be taken	Success criteria/milestones	Staff responsible and when	Monitoring and evaluation	Evaluate	Cost
To develop the consistency of 'Directed Improvement and Reflection Time' (DIRT) and Find and Fix' so all our pupils	All teachers to mark at least two DIRT tasks per half term Portfolio of exemplar work shared with pupils in all subjects	By the end of the year 85% of written feedback is good or better Scrutiny to focus on DIRT tasks and	TC and Heads of Subject	LT via termly Faculty Reviews	JPS and Chair of Governors to play role of 'critical friend' focusing on key priorities for each faculty review. Process repeated	£1200 for supply costs to free up Faculty Leaders and Leadership Team during reviews where necessary.

respond effectively to written feedback	Moderation activities with Year 6 teachers to focus on Year 7 progress	pupils' response to teachers' comments			every term.	
Curriculum provision 1- 9 GCSE New banding in place	SOW and curriculum need to be adapted to stretch set 1 and support set 6 English and Maths request 7, 8 and 9 exam papers from boards	Use of subject specific professional learning sessions Use of exemplar/high grade scripts embedded in teaching and SOW	Heads of Subject/Department	Via LM and Faculty Reviews, work sampling	TC, JPS via Middle Leader sessions	Cost of script requests (see exams office £100-2£00 per Department)
Better use of data in Year 7 and 8 to track progress	LT meetings after every data collection showing lists of pupils not on track, intervene with pupil and parents' interviews with books and catch-up packs	Increased % of pupils on track in Year 7 and 8 Term 1: 75% Term 2: 80% Term 3: 85%	LT, Heads of Subject and Heads of Year	LT	Data presented at LAT meetings and scrutinised by CEO	
Better use of data across 7 to 13.	Data and pupil lists used in LT, middle leaders and Faculty/subject meetings	Increased % of pupils on track in Year 7, 8, 9, 10, 11 and post 16. Term 1: 75% Term 2: 80% Term 3: 85%	LT, Heads of Subject and Heads of Year	LT	Data presented at LAT meetings and scrutinised by CEO	
To embed Teaching and Learning strategies used to stretch MAMA via	Use the Quality Assuring Teaching and Learning process to support	Any 'RI' teachers placed on QLTP by end of term 1 Faculty Reviews	TC, BMR and Leadership Team Faculty and Subject	Faculty Reviews Performance Management	JPS to check progress of colleagues on QLTP via weekly	£1000 for colleagues to visit other schools within the LAT –

teaching and learning briefings; subject specific sessions on the calendar	any under-performing staff by placing them on the QLTD programme.	work scrutiny shows strong evidence of Good/outstanding teaching over time	Leaders	targets moderated by Leadership Team, CEO and Governors	updates External verification visit	cover costs/travel expenses
To embed new key stage 3 assessment model and flightpaths.	Check and moderate data after assessment point. Termly - moderate across schools in the LAT Intervene with under-performing pupils	Term 1: 80% of pupils on track or above Term 2 85% Term 3 90%	GM, SCR, JPS		External verification	
Develop Good to Outstanding Teaching and Learning at the Academy	Use PM/QLT targets closely linked to coaching programme, LAT Professional Learning pathways, Teachers trained as examiners, ITT/NQT, QLTD and MLDP to support colleagues to move from Good to Outstanding	Faculty Reviews show a rising proportion of teaching over time to be judged as outstanding and evidence of creative and inspiring teaching	TC and JPS DMB via Coaching LAT Pathway Leaders	All relevant staff successfully navigate QLTD/MLDP process		May involve some cover costs
Consistently set and monitor high quality homework within and beyond the classroom.	Fortnightly SMHW report to be monitored by LT and MLG Arranging of 'refresher' and new development	Term 1 80% of teachers setting homework on SMHW Term 2 85% - and evidence of improved quality	TC and Middle Leaders TC to arrange training via disaggregated training day time	TC to present fortnightly reports to LT	LT	£6,000 for 2 year licence

	training from SMH	Term 3 90% - and evidence of improved quality				
To further develop the effective use of data within the classroom to inform planning for the needs of all pupils	All classes have current and relevant Context for learning sheets that are updated after each data snapshot All staff to receive training on the use of data and SISRA to help analyse progress in their classes	Context for Learning sheets demonstrate that staff have clear understanding of performance of their pupils Teachers are able to use SISRA to identify areas for improvement within their classes	SCR and GM to lead on training with SISRA FL with the LT via weekly LM meetings	Context for Learning sheets checked via Faculty Reviews Data snapshots analysed	JPS and Governors to review data snapshots throughout the academic year	£ ? costs for SISRA licence
Embed the '4Rs' into our lessons so that pupils are taught creative and challenging lessons that inspire them to achieve their best	Cedars culture encourages staff to develop creativity within lessons Improve professional learning opportunities for staff to encourage them to be reflective about their own practice	Term 1: Pupil survey shows that 70% of pupils understand the 4Rs and are able to apply at least 2 to their learning Term 2: 80% Term 3: 85%	TC and FL	LT via the termly Faculty Reviews	External inspection via the LAT	
Ensure all pupils in Year 7 below Level 4 in Maths and English are given booster sessions to ensure they're all	Timetable LSA's and PP teachers to deliver weekly 1 to 1 sessions in literacy and/or numeracy	Term 1: Assessment/Tests show all pupils are at equivalent of L4 or below have caught up or made	SCR	LT	External verification visit	Year 7 Catch-up funding

secondary ready by end of term 1		progress. Reading and spelling ages increased from beginning of term				
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Priority 3: Personal development, behaviour and welfare

Objective	Action to be taken	Success criteria/Milestones	Staff responsible and when	Monitoring and Evaluation	Evaluate	Cost
Improve the culture and Ethos of The Cedars Academy	Highly visible Leadership Team across the site – out and about	Low level disruption is eradicated within lessons. On-call/ICE data demonstrates that behaviour is	LT Faculty Leaders Heads of Year	Twice weekly review of on-call data and behaviour incidents Pupil interviews Faculty Reviews and	LAT external review JPS via LM with RAK/DRC	£200 for printing and displays
Embed our 'Cedars Expectations' so all	Movement around					

pupils follow rules and routines	the site is improved and pupils are better equipped to learn.	improving over time Faculty systems used effectively		lesson observations		
New intervention system for intervening with pupils at risk of disaffection	Intervention sessions will include: Grounded project Environmental project Alternative Curriculum Self-esteem group work	Reduce the number of behaviour incidents for all pupils. Close the gap for PP and send	DRC			
Attendance targets: 96% attendance and PP gap reducing. PA below 10% Buy in AIO time to focus on PP cohort	Tutors and HOY to celebrate and reward good attendance HOY and Student Managers to closely monitor pupils whose attendance is a concern Attendance clinics for FSM pupils	Term 1: 95% Term 2: 95.5% Term 3: 96%	DRC HOY and Student Managers Tutor teams	Weekly monitoring of attendance figures	Pupil premium team to evaluate FSM attendance figures and impact of spending	
Reduce the number of fixed-term exclusions for FSM pupils	Provide alternative curriculum opportunities and behaviour mentoring for PP pupils at-risk of	Fixed-term exclusions for PP pupils to be below national average	DRC and JPS HOY and Student Managers	Half-termly monitoring of exclusion data	Pupil premium team to evaluate FSM exclusions and impact of spending	

	exclusion					
To promote positive attitude to learning amongst pupils by improved use of rewards system	Consistent rewards system launched at start of academic year for Years 7 to 11.	Pupil voice demonstrates that they value the system Staff regularly using rewards system	RAK and LT Heads of Year Faculties	Termly review of reward points/postcards sent home Pupil interviews	JPS via LM with SH/HOY	
Improve HOY role in leadership and using QA systems to monitor the quality of tutoring. Improve HOY role in using data to track progress and intervene to prevent any pupils from falling behind	Implement structured system of Tutor Files to check the quality of Tutor routines. Intervene with staff not pupils to improve pupil behaviour and attitudes to learning	High performing Tutors are praised and encouraged to share their good practice. Poor Tutors are supported informally and then placed on QFTDP if required.	RAK and HOY Form tutors	'Closing the Gap' style interviews for HOY Tutor observations HOY to undertake pupil interviews	External Review	
Ensure that SMSC, CEIAG and British values are at the heart of the Academy	CEIAG, SMSC and BV mapped across SMSC Fridays Assemblies the curriculum CIAG Focus days	Tutor Programmes Assembly rota Schemes of work show that opportunities for SMSC, CEIAG and BV are regularly observed	Faculty Leaders RAK	Termly Learning Walks	External Review	
Develop Safeguarding within	CCTV New Gates and	New CCTV system completed and	Business Manager Site Manager	Staff are able to use the CCTV system to	Director of Pastoral Care and Business	

the campus	fencing at the front of the school New fencing at the rear of the school New Lockdown procedures implemented	operational by end of Academic year	ICT Manager	improve safeguarding within the Academy	manager	
Instil understanding and culture of nutritional health and wellbeing	Nutritional menu developed and educational displays around the site regarding healthy options	New menu developed and evidence of more pupils choosing healthy options Compliance with nutritional guidelines	Catering Manager Business Manager	Pupil Voice and questionnaire	Business Manager to complete pupil voice exercise to check understanding on nutrition	
Improve Parental engagement	Calendar two parent forum events every ½ term	Increasing attendance at parent forums and improved feedback	GM	Improved positive responses in parent survey	JPS	

Priority 4: Outcome for pupils

Objective	Action to be taken	Success criteria/Milestones	Staff responsible and when	Monitoring and Evaluation	Evaluate	Cost
Improve Progress and attainment	Embed flightpath culture, all staff and pupils understand expected and above expected progress		SCR and GM	Flightpath Data snapshots and analysis	JPS and Governors to regularly analyse data	

Improve stretch and challenge at Key Stage 3	All KS3 Schemes of Work to be critically reviewed and improved Introduce KS3 'closing the gap' interviews to increase accountability	Faculty Leaders to have complete overview of new KS3 curriculum and a profile of exemplified standards at KS3	SCR JPS	Faculty Reviews	External Review	
Produce meaningful tracking data for pupils at KS3 in the Academy	Training for all teaching staff, FL on KES3 data Assessment points	Data snapshots and analysis demonstrate greater consistency in using the 'mastery' assessment scale and the 1-9 GCSE grading system	SCR and GM FL	'Closing the Gap' meetings with FL to focus on KES3 data and progress	LAT local primary schools to help evaluate progress pupils are making as they move from KES2 to KES3	
Improve outcomes for Pupil premium pupils at the Academy P8 score for PP pupils is +0.6 i.e. no gap between PP and their peers	Establish an effective PP team to work across the Academy to ensure that the provision and support for PP pupils is unwavering	Term 1: Year 11 Pupil premium P8 score = +0.2 Term 2: Pupil premium P8 score = +0.4 GCSE results = Pupil premium P8 score = +0.6	SCR JPS KES TC and PHS	Data snapshots and data analysis Weekly monitoring of PP spending and interventions PP pupil interviews	Termly PP Governor Learning walk	
Pupil Premium progress in Maths and English are in	Pupil premium Maths interventions and	Data snapshots show that PP levels of Progress in both	SCR PHS and TC/RJH Chris Shore and	Data snapshots Observations of PP interventions and	Governors to review PP spending termly	PP budget to 'buy' Maths and English staff time to

line with non-PP pupils nationally	double-staffing in some lessons. PP English sessions planned and effective	Maths and English are in line with non-PP pupils nationally	Anna Hunt	work scrutiny where appropriate		support PP pupils
Increase support, stretch and challenge for the most-able pupils within the Academy	Interventions and resources targeted at a higher proportion of pupils gaining 7-9 grades at GCSE and 'mastery' in year 8	Positive P8 score for most-able pupils LOP above national average for L5/L6 pupils (KES2) in both Maths and English 100% of L5/L6 pupils reaching 'mastery' by end of Year 8	SCR PHS and TC/RJH Chris Shore and Anna Hunt Gifted and Talented Co-ordinator	Data snapshots Work scrutiny through Faculty Reviews	External review	

Priority 5: Effectiveness of Post-16 study

Objective	Action to be taken	Success criteria/Milestones	Staff responsible and when	Monitoring and Evaluation	Evaluate	Cost
Work in partnership with the Martin High School to open a new joint 'A46	Subjects offered at each school agreed. Prospectus written Marketing	40 Year 12 pupils signed up for new Post 16 Centre	JPS, LS, KLK	KLK	MHS AND Cedars FGB	

Post 16 Centre.'	campaign agreed Transport					
Improve attainment levels for post-16 pupils so results are above the national average	Post-16 Faculty Reviews to be completed each term to focus on improving the quality of teaching and learning across all subjects	Term 1: Y13 APS per entry 31 Term 2: Y13 APS per entry 32 A Level results: Y13 APS per entry 33	GM and KES FL	Data snapshots and analysis Termly Faculty Reviews	Governors and JPS to evaluate Post-16 data LAT Data Dashboard evaluation	
Ensure 'most able' pupils at post-16 achieve A*-B grades	Most able pupils quickly identified and shared with Faculties Introduce 'Prep for Learning' in Science Maths Mentoring (PHS)	Term 1: Y13 A*-B = 45% Term 2: Y13 A*-B = 50% Term 3: Y13 A*-B = 55%	KES MGD (Science) PHS (Maths) Post-16 teachers	Data snapshots and analysis Half-termly book/notes check with focus on more-able	Post-16 'Closing the Gaps' interviews	
Improve retention of pupils from Year 12 into Year 13	Appropriate guidance provided for Y11 pupils when making post-16 option choices Start more pupils on 3 A-Level programmes Mentoring for least-able post-16 pupils	90% of Cedars Academy Year 12 pupils to move on to Year 13 programmes of study within the Academy	GM and DT LG and Post-16 tutors	Post-16 retention figures for 2017	External review	
All pupils to make expected levels of progress in GCSE English and Maths	Tailored learning programmes provided for Year 12 pupils continuing	November re-sit: 60% Y12 pupils re-taking will have made 1 LOP	KES DT SCR PHS and TC/RJH	Data snapshots and analysis Attendance monitoring for Year	Evaluation by Chris Shore and Anna Hunt	

	their GCSE studies in Maths and English	Summer re-sit: 100% make 1LOP		12 GCSE Maths and English sessions Exam results		
Post-16 Attendance figures above 96%	Make attendance expectations clear to all pupils All post-16 pupils to sign attendance agreement Tutors at post-16 to challenge poor attendance Attendance clinics with LG	Attendance rates to remain above 96% throughout the academic year	KES LG and post-16 tutor team	Weekly attendance reports Persistent Absence reports	Di Cresswell – Director of Pastoral Care	
Strengthen the culture, work ethic and commitment of post-16 pupils	Introduction of V.E.S.P.A model and incorporation into tutor time KES and post-16 assemblies	Student and Tutor feedback on VESPA KES	Student and tutor feedback on VESPA KES	KES	Student Questionnaire Student Voice and feedback	
Ensure that all post-16 pupils are involved with at least one extra-curricular activity	Run the NCS trip for all Year 12 pupils Open reading scheme to both Y12 and Y13 pupils	Evidence to show that all post-16 pupils have been involved in at least one extra-curricular activity	Post-16 team CK in role with Post-16 community work	Termly figures to be reviewed	External Review	