CEDAR MOUNT ACADEMY

SCHOOL IMPROVEMENT PLAN 2021-22

Mission
The best for everyone, the best from everyone

Vision
At Cedar Mount Academy we believe that all students should learn to be the best version of themselves, so that they leave school after five years as happy, caring and knowledgeable young people ready contribute as global citizens. This is a school designed to support and develop its local community and driven by our three values of hard work, aspiration and respect.

STRATEGIC PRIORITY 1:   Quality of education

Objective 1: Embed an effective and well-assessed knowledge-rich curriculum for all students.				
Key Results	RAG Aut	RAG Spr	RAG Sum	RAG Final
Assessments are used to adapt teaching and learning – evidenced curriculum conversations, student books				
GCSE outcomes demonstrate improvements in middle ability and PP students to give A8 >48				
Analysis of Assessment Data shows that 95%? of students CMA band is the same as YELLIS/MIDYIS band?				

Strategic Actions:	Timeframe:	Accountable person:	Cost:	
Training for SLs on effective assessment, time for teams to design and implement assessments		KWA		
Analysis in place for YELLIS, MIDYIS, Reading Ages		KWA		
Time for subject teams to develop subject knowledge and adapt curriculums		KWA		
Review use and impact of knowledge organisers to further improve practice - see MHA action plan		MHA		
Develop a programme to improve the knowledge of cognitive load and its impact on learning - see ABU action plan		ABU		
Use SLE time to evaluate the curriculum of smaller departments		KWA		
Develop curriculum conversation protocols		AMG		
Narrative:				

Objective 2: Improve the literacy and numeracy of all students					
Key Results		RAG Aut	RAG Spr	RAG Sum	RAG Final
Improvement over time in MidYis/Yellis vocab and maths scores					
Every student has borrowed and read at least three books					
Accelerated reader & Star reading show an improvement of at least 18 months in those students who are below age-related standards					
Strategic Actions:	Timeframe:	Accountable person:	Cost:		
Relaunch Accelerated Reader with Year 7 and effectively embed into Library, DEAR and Scholar time	Dec 21	AMG			
Monitor the use of the library with all students through English library lessons and data from RBA	Ongoing	AMG			
Complete a full cycle of STAR reading assessments for all year groups at the key points in the year to compare to national data	Ongoing	AMG	£3,500		
Develop and embed effective strategies for intervention for students with the largest age-related reading gaps	Nov 21	AMG			
Narrative:					

Objective 3: Strengthen further the pedagogical content knowledge of staff

Key Results	RAG Aut	RAG Spr	RAG Sum	RAG Final
T&L drop-ins, observations and curriculum conversations show that 100% of staff are deliberately practising at least 1 teaching strategy				
Staff CPD surveys indicates that 100% of teaching staff feel they have improved their classroom practice in at least 1 area				

Strategic Actions:	Timeframe:	Accountable person:	Cost:
Narrative:			

STRATEGIC PRIORITY 2:   Behaviour and attitudes

Objective 1: Improve the attendance and punctuality of all students, especially disadvantaged students and those with SEND				
Key Results	RAG Aut	RAG Spr	RAG Sum	RAG Final
Absence below: All: 5.3%; Disadvantaged: 8.2% SEND E: 8.6% SEND K: 8.1% EAL: 4.6%				
PA below: All: 13.7%; Disadvantaged: 24.7% SEND E: 23.7% SEND K: 23.2% EAL: 10.6%				
% late: All groups <1.5%				

Strategic Actions:	Timeframe:	Accountable person:	Cost:	

Narrative (Autumn Term):
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Objective 2: Ensure the whole school community consistently demonstrates good behaviour during unstructured time				
Key Results	RAG Aut	RAG Spr	RAG Sum	RAG Final
100% of students have received at least 10 yellow cards				
Staff and student surveys indicate that student behaviour has improved around school and demonstrates a positive and respectful school climate				

Strategic Actions:	Timeframe:	Accountable person:	Cost:
Use case study examples to promote a strong 'family' ethos during unstructured times	Dec 2021	SPL/MBE	N/A
Develop induction resources linked to unstructured times and deliver to all students	July 2022	SPL	N/A
Develop a reward/sanction strategy to promote improved punctuality to lessons, particularly following periods of independence.	Dec 2021	SPL/DGI	N/A
Implement regular student surveys following liaison with the student leadership team	Dec 2021	SPL/MBE	N/A

Narrative:

Objective 3: Further embed the new behaviour policy					
Key Results		RAG Aut	RAG Spr	RAG Sum	RAG Final
99% of BFL grades are 1 and 2					
Less than 0.25% of BFL grades BFL4					
BFL grades demonstrate consistency across all departments [via median absolute deviation]					

Strategic Actions:	Timeframe:	Accountable person:	Cost:	
Raise the profile of the Behaviour for Learning League through SCHOLAR time and bistro display boards	Dec 2021	SPL	N/A	
Develop the use of Edulink on-call to identify hot-spots and deliver behaviour management support for staff	Dec 2021	SPL/GRA	N/A	
Develop a weekly data package to support behaviour analysis and subsequent management in faculty areas	Dec 2021	SPL/GRA	N/A	
Increase communication with all staff regarding behaviour contributing factors through report use, welfare updates and CPD	Oct 2021	SPL/GRA/NCA	N/A	

Narrative:
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STRATEGIC PRIORITY 3: Personal development

Objective 1: Ensure all student at Cedar Mount Academy demonstrate the school values as SCHOLARs					
Key Results		RAG Aut	RAG Spr	RAG Sum	RAG Final
100% of students achieve the bronze SCHOLAR challenge					
Attitudinal data shows 97% of Behaviour, Homework, Organisation grade ≥ 2					
Visitor surveys (inc. supply staff) indicate positive experience from student interactions					

Strategic Actions:	Timeframe:	Accountable person:	Cost:

Narrative:
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Objective 2: Strengthen the careers and destinations programme across all year groups						
Key Results			RAG Aut	RAG Spr	RAG Sum	RAG Final
Programme meets all Gatsby benchmarks for all students						
Strategic Actions:	Timeframe:	Accountable person:	Cost:			
Narrative:						

Objective 3: Ensure student leadership allows students to contribute effectively to the strategic and operational direction of the academy				
Key Results	RAG Aut	RAG Spr	RAG Sum	RAG Final
Student leadership team contribute to strategy of the academy through production of at least 5 policies				
Staff and student surveys demonstrate that student leaders are more visible in the academy and have a positive impact on character of our students				

Strategic Actions:	Timeframe:	Accountable person:	Cost:	
Policy changes through student voice and action / action plans to be formulated by the lead prefects.		MBE		
Student leaders attend SLT meetings where necessary to discuss academy policy changes.		MBE		
Students leaders to have a timetabled duty on their timetable to support unstructured times.		MBE		
Student leaders to reward students for showing positive character and demonstrating our academy values.		MBE		
Student leaders to lead assemblies and campaigns to promote positive ethos in the academy.		MBE		

Narrative:
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STRATEGIC PRIORITY 4: Leadership and management

Objective 1: Deliver an ambitious and inclusive curriculum to all pupils through the new school day model and improved independent learning				
Key Results	RAG Aut	RAG Spr	RAG Sum	RAG Final
Curriculum conversation evidence ambitious curriculum delivered effectively to all students				

Strategic Actions:	Timeframe:	Accountable person:	Cost:	
Develop curriculum plans to maximise use of 95-minute curriculum lessons		KHD, KWA		
Focus subject leader action plan to concentrate on curriculum development and understanding				
Introduce SCHOLAR club for students at end of school day				
Use SCHOLAR time for independent learning development				
Narrative:				

Objective 2: Develop an effective, responsive and inclusive Academy community strategy envisioning how all cultures and knowledge systems are reflected in what is being taught				
Key Results	RAG Aut	RAG Spr	RAG Sum	RAG Final
All stakeholders recognise the academy as an actively anti-racist organisation through academy surveys				
All acts of discrimination are dealt with in an effective, timely and consistent manner as evidenced through SIMS logs				

Strategic Actions:	Timeframe:	Accountable person:	Cost:	
Develop academy anti-racist polices through the work of the anti-racism and equalities lead	May 2022	KHD, BWI		
Design and deliver a CPD strategy to improve the knowledge of staff regarding a curriculum of equality				
Design and deliver a CPD strategy to improve the knowledge of staff regarding experiences of students of colour				
Subject leaders further strengthen curriculum plans to incorporate cultural or explicitly anti-racist learning				
Capture experiences of staff, students, and parents of racism through surveys	Termly	LMO, KHD		
Narrative:				

Objective 3: Further develop the standing and reputation of the school within the local community					
Key Results		RAG Aut	RAG Spr	RAG Sum	RAG Final
First and second place preferences for admission increase on 2019 and 2020 figures					
Hold at least four parental community events over the academic year					

Strategic Actions:	Timeframe:	Accountable person:	Cost:
Narrative:			