



The Cedar Federation Core Aims

Our schools aim to provide an outstanding and supportive learning environment: one which allows everyone to achieve their best, with high self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

Our schools aim to do this by:

- Sustaining a safe, warm and welcoming communities of pupils, parents, staff and governors which offers its members support and every opportunity for personal growth.
- Supporting our pupils to develop into confident, independent young people who are well prepared for the next stage of their education.
- Providing a curriculum which enables pupils to enjoy their learning and achieve their best, so they are able to be good citizens.
- Teaching pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the schools and to society more widely.
- Responding to individual needs, recognising individual achievement and offering equal, inclusive and diverse opportunities.
- Offering pupils a secure and stimulating environment, which positively encourages the development of self-esteem and self-confidence.
- Working in partnership with our families, providing an environment where pupils and parents feel that staff are approachable and that they will always make time to listen.
- Continue to be well-led and value the contribution that each member of our community makes to the Federation's success.

The Cedar Federation positively impacts on standards by sharing responsibility for improving the overall quality of education. This is achieved by realising the benefits of being part of a wider professional community with shared values and aims.

The Cedar Federation Journey

Whilst the federation of a Special School and a Primary school may appear unusual, there are a number of factors which ensures that The Cedar Federation is both positive and beneficial for both schools. These are:

- The location of the two schools means they are readily served by the same local governing body.
- There is a history of strong collaboration between the two schools particularly in the unique provision and operation and leadership of the fully inclusive King's Farm and Ifield Nursery.
- To enable step change improvements in learner outcomes by facilitating the delivery of an enriched curriculum that is broader and richer than any single institution, to meet the diverse range of learning needs.

- The sharing of staff and resources to enrich the opportunities of pupils.
- The imparting of subject and specialist knowledge and expertise across the federation to enhance the skills of staff working in both schools.
- The development of current school leadership and aspiring leaders by widening experience so that we secure the long-term leadership of our schools.
- The development of leadership and governance models determined by the need of the Cedar Federation.
- The opportunity to promote inclusion, equality and disability on a wider scale to break down barriers.
- To ensure pupils are well equipped to make a positive contribution to the community in which they live.
- To ensure economies of scale through the joint purchasing of goods and contracting of services.
- The capacity to be able to dynamically respond to Government policy and look confidently to the future.

The Cedar Federation Future

Safeguarding

To ensure that safeguarding remains highly effective so that pupils are safe. Both safeguarding teams will continue to attend Cedar Federation safeguarding meetings, in order to promote joint ways of working with connecting families. There will be DSL support across both schools, which will include governor expertise and experience.

Quality of Education

Leaders will re-establish the Cedar Federation Curriculum teams through sharing expertise, joint learning walks and curriculum deep dives. There will be federation curriculum lead opportunities which will upskill staff and promote CPD opportunities. There will be planned federation curriculum days for specific curriculum areas to encourage pupils and staff to work collaboratively to broaden their knowledge and skills.

Nursery Provision

Both schools are committed to continue with working together with the Local Authority to ensure quality of practice of the Early Years provision is in line with Early Years statutory guidance and the Service Level Agreement (SLA) in place.

Financial Benefits

Work collaboratively to make efficient savings for both school budgets in order to provide sustainability. These may include, online systems, school website, programmes linked to areas of the curriculum, for example, phonics.

National Agenda

To ensure all leaders and the governing body work closely together to keep up to date with national agendas and prepare for any changes.

Governor Profile

- All Governors are encouraged to attend the annual Governor-In Day to gain further understanding of both schools.

- The Governing Body should take part in regular training throughout the year provided by school staff and National Governor Association.
- Governors will be assigned to specified areas of responsibility e.g. Pupil Premium in order to support and challenge both schools.
- All Governors will increase the number of monitoring visits and feedback to relevant committee meetings and the full governing body
- All Governors are welcome to attend at Annual Events at both schools e.g. Sports Day and Achievement Celebration Events.

The Cedar Federation Priorities 2022-23

To enable both schools to provide mutual support, challenge, outstanding provision and excellent outcomes for all pupils by:

- continuing to strive for the highest standard in the quality of education
- demonstrating exemplary practice with regard to pupils' progress with the curriculum, personal development, character, behaviour and attitudes, including expanding collaborative work within the Cedar Federation, wider professionals so that appropriate pathways for all pupils are consistently secured
- further strengthening self-evaluation through Peer Review within the federation and with external partners and regular review of achievement / outcomes against similar schools, and for post-19 learners
- equipping all members of the governing body with the highest level of skills required to be both supportive and challenging of leaders in the best interest of pupils, whilst continuing to ensure safeguarding is highly effective
- raising the profile of The Cedar Federation as a beacon of excellence that become central to the communities of which they serve through shared expertise and financial rigour.