

# Academy Development Plan 2020-23



# Think differently

to inspire young people to overcome all barriers and achieve their dreams

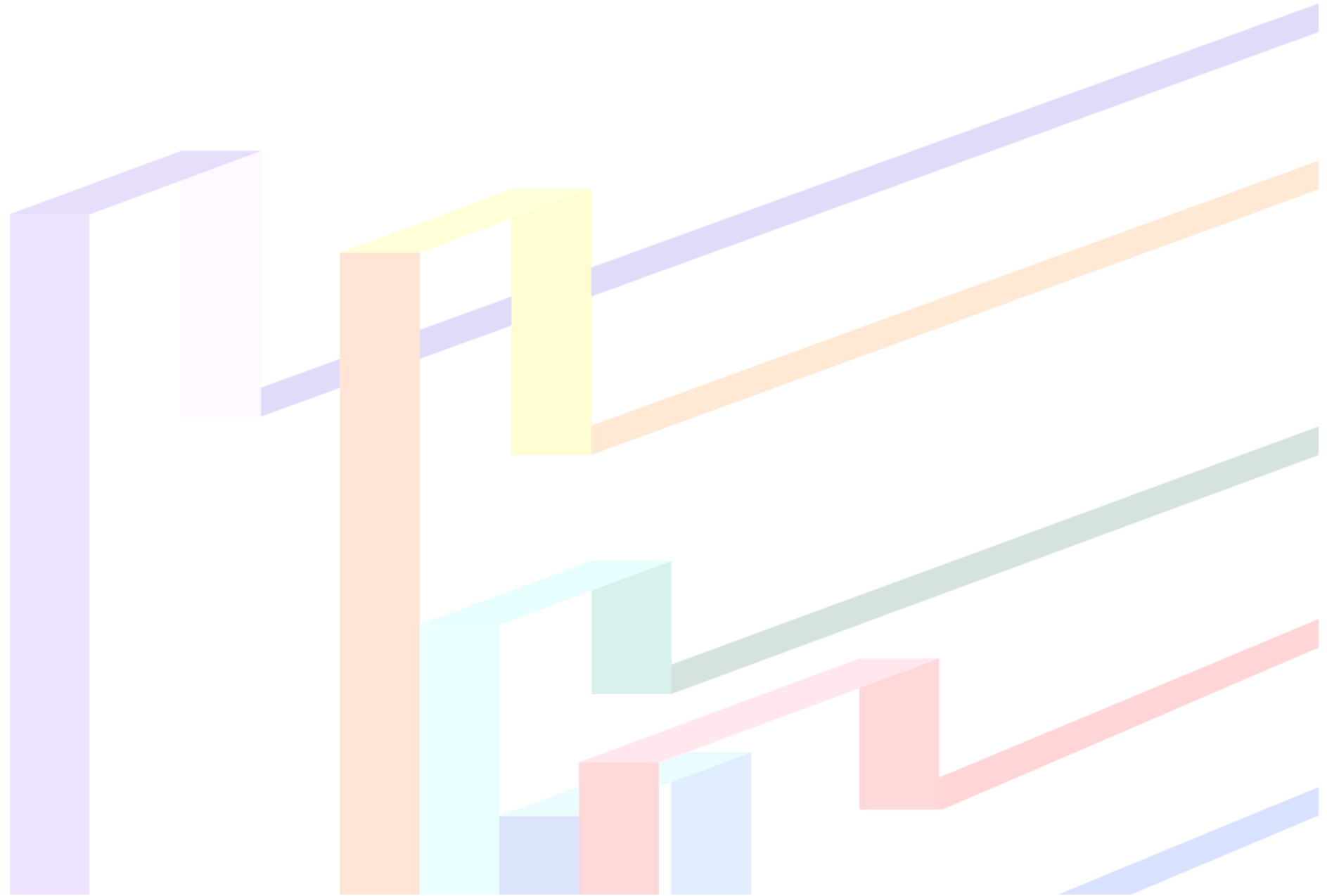
Delivering a pupil-centered, holistic curriculum which prepares young people to overcome barriers for life

Creating an inclusive environment that embraces and celebrates our differences

Ensuring that all pupils and staff are safe by leading a transparent and ethically driven organisation

Creating an innovative, optimistic and skilled workforce

Playing a leading role in the community to promote an inclusive approach to young people unable to access education due to their medical, SEMH needs and other neurodiverse conditions



# Academy Development Plan 2020-23



## Our Core Values

**T**hrive  
We create a positive environment where we thrive and succeed

**H**igh aspirations  
We have high aspirations for ourselves and others

**I**nclusion  
We are inclusive in all we do and celebrate our differences

**N**urture  
We educate our young people and staff to nurture their emotional health and wellbeing

**K**eep safe  
We ensure that keeping safe and the safety of others is paramount

**Differently**



## Rationale

Our vision, mission and core values will underpin all we strive to achieve in the next 1 – 3 years. Having an Academy Development Plan (ADP) that spans a 3-year time frame will give us the ability to:

- Allow all stakeholders to have a firm understanding of the future direction of the academy and provide stability.
- Execute a detailed strategy for us to achieve each of our missions and create a legacy.

The 2020-23 ADP has been developed to provide greater clarity of success and ensure that information is flowing effectively across all levels and is easily understood by all stakeholders.

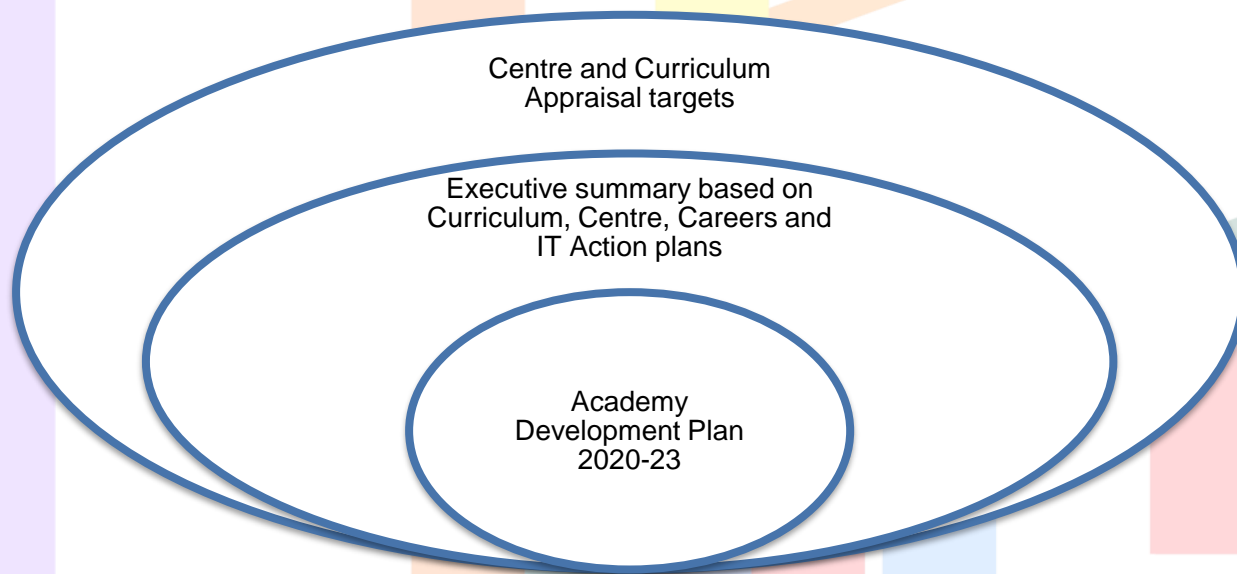
The ADP is based on the new vision, mission and core values that have been developed during 2019/20. The vision statement is firmly at the centre of what we want to achieve, and this will be delivered by our mission statements. The mission statements are used as the subsections within the ADP. These statements will be segmented into objectives and associated success criteria. The success criteria have been written in order to complete our RAG rating against them.



## How the Academy Development Plan will work

In a setting such as James Brindley, each Centre will have individual priorities and specific methodologies to achieve them. Therefore, it is essential that each Centre and curriculum area has a bespoke action plan that is based on the Academy-wide mission statements. All Centre Leaders, Curriculum Heads, Careers Lead and IT Lead will produce an action plan with the support of SLT and the teams they manage. This action plan will be a 1-page document that clearly sets out the actions necessary to achieve each mission. The actions will then feed into individual staff appraisal objectives.

For the Academy to assess and monitor the impact of the individual action plans, leaders will add evidence into an Executive Summary document. This document will work as a log of the impact of their actions and will be continuously added to through line management meetings, centre and curriculum meetings etc. The Executive Summary will be used to support the RAG rating of the ADP but will also be the document that is provided to Governors for committee meetings.





## How will the Academy Development Plan be monitored?

The Academy Development Plan and associated documents will ensure that the missions are constantly reviewed in order for the plan to be achieved in a timely fashion. The effective monitoring of the ADP will be achieved through:

- Ongoing review and discussions of Centre and Curriculum action plans through line management meetings.
- Ongoing review of individual staff actions through line management and appraisal.
- SLT reviewing the ADP and RAG rating every term based on evidence.
- Governors review and monitor Centre action plans each half term via Local Committee meetings.
- Governors review and monitor Curriculum action plans each term via Link Governor meetings.
- Governors review and monitor the ADP each half term with end of term RAG rating updates.
- Governance Leadership Team review key aspects of the ADP each term.
- School Improvement Partner works with the Leadership Team and Governors to independently assess progress made on aspects of the development plan.
- Reviews and reports from our other stakeholders (e.g. professional partners, external review, auditors etc).



# Mission 1: Delivering a pupil-centred, holistic curriculum which prepares young people to overcome barriers for life.

## Context

Young people (YP) at James Brindley are with us due to their medical needs, mental health difficulties and other neurodiverse conditions. Many of our YP will also be disadvantaged, socially and through missing chunks of their education. This inevitably results in our YP requiring a holistic curriculum that will comprise of identification of gaps in their knowledge and skills, adaptations for their medical and mental health needs, and subsequently, the application of said knowledge and skills, to support future aspirations. There is a strong emphasis on personal development and pupil wellbeing that aims to support individuals to be healthy, challenge social disadvantage and develop strong and effective relationships. By having high aspirations and focussing the curriculum on these key aspects, it will motivate our YP to achieve exceptionally well and become successful citizens in the future.

We will create a pupil-centred, holistic curriculum by focussing on the following:

- Strong staff subject knowledge and teaching that supports long-term memory retention.
- Offering an ambitious & broad curriculum that is experiential, skills-based, relevant and develops cultural capital.
- Regular reading and literacy development in recognition that they are fundamental skills for accessing the curriculum.
- Access to learning at any time in any location.
- Maximising teaching time across all Centres.
- Curriculum flexibility in order to support bespoke curriculums which include high vocational ambition for all pupils whilst ensuring value for money and employability.
- Personal Development (PD) as a flagship subject for the Academy and as a central thread through the entire curriculum. The PD curriculum will be bespoke, engaging, and effective in supporting the mental health and wellbeing of all YP. An integral aspect of the PD curriculum will be directed by fully embedding the Thrive approach.
- YP being prepared for the next stage of their education, training, or employment at each stage of their learning.
- Providing learning environments that are conducive to learning for our YP whilst ensuring value for money.
- Working closely with parents/carers to provide holistic support for children and young people (CYP).



Objective	Success criteria	Leadership Actions	Owner	Governor Committee	RAG Aut 2021	RAG Spr 2022	RAG Sum 2022
<b>1.1 To continually review curriculum implementation to ensure it is fit for purpose</b>	<p>Lessons are structured around non-negotiables for each centre.</p> <p>Assessment is used effectively to identify gaps in knowledge &amp; misconceptions of learners</p> <p>Quality of education is continually improving across centres, departments and the academy.</p> <p>All pupils experience a challenging, exciting and highly aspirational curriculum.</p>	<p>Centres/Departments are supported to develop non-negotiables for each centre.</p> <p>Departments identify common misconceptions within their curriculum, plan strategies to support correcting pupil misconceptions.</p> <p>Academy Development meetings x 3 review quality of curriculum including resources, teaching and learning in curriculum areas including Curriculum intent statement.</p> <p>Well planned opportunities within PD days and cross curricular week to enhance the curriculum. Pupil feedback will be gathered and analysed.</p> <p>Ensure that Curriculum Action Plans support this objective.</p>	KB/CP				





<p><b>1.2 Curriculum intent is made explicit to all stakeholders</b></p>	<p>The curriculum is flexible and adapts to meet the needs of pupils.</p> <p>All teachers can articulate why they are teaching something and how it fits into the big picture of the curriculum intent.</p> <p>Pupils can articulate the relevance of what they are learning</p> <p>Curriculum information is accessible which allows parents/cares know what their child is learning</p>	<p>Centres form clarity to their curriculum intent and how this encompasses the academy's curriculum.</p> <p>Evaluation of curriculum offer and pupil feedback through Pupil Parliament and surveys.</p> <p>Review of 'Stage not age' curriculum. Develop efficient system to allow for change of course to ensure that CYP access age-appropriate courses.</p> <p>Curriculum intent is explicitly shared for each unit of work for staff and CYP.</p> <p>QA is used to check staff and pupils knowledge about what they are teaching/learning and why and how it fits into the curriculum intent. Training for HoC/CL to conduct robust QA.</p> <p>Curriculum information, including roadmaps are shared with pupils and parents through website, displays and other methods.</p>	<p>KB/CP / HoC/CL</p>				
<p><b>1.3 To improve pupil progress by ensuring learning is retained within long-term memory</b></p>	<p>Strategies are being implemented to ensure learning is retained in long term memory.</p> <p>Forecast and progress grades improve.</p>	<p>Ensure that Curriculum Action Plans support this objective.</p> <p>HOC share good practice across the academy.</p> <p>Teach meet is used to share good practice across the academy and how individuals have developed their pedagogy.</p> <p>Fully utilize PiXL resources to support pupil outcomes.</p>	<p>KB/CP / HoC</p>				



<p><b>1.4 CYP to recognise and develop their core skills</b></p>	<p>All stakeholders are aware of the core skills.</p> <p>Skills builder is integrated in the curriculum.</p> <p>All pupils can identify where they are in developing their own skills.</p>	<p>Training for all staff on Skills Builder.</p> <p>Centres use form time activities to highlight CYP's skills being developed across the curriculum using their Passport to monitor.</p> <p>All SoW have explicit links to Skills builder with a specific focus on how it is integrated into KS4.</p> <p>Run 3 Skills Builder events throughout the year.</p> <p>Skills Builder opportunities developed including: Parents events, assemblies, tutor time activities.</p> <p>Fully utilize Skills Builder Accelerator programme.</p> <p>Teaching staff coach young people in the skills they are gaining during lessons.</p>	<p>KB/CP , HOC, PD Centre Lead</p>				
<p><b>1.5 To improve Literacy and Numeracy levels</b></p>	<p>All staff can identify opportunities to develop literacy and numeracy skills within their curriculum and teach them effectively</p> <p>All pupils are able to apply literacy and numeracy skills across the curriculum</p> <p>All pupils with a reading age under their chronological age improve by a minimum of 6 months</p> <p>All pupils involved in numeracy interventions are at age related expectations or improve their forecast grade by 1 level</p>	<p>Literacy and Numeracy strategy is written and being implemented.</p> <p>All classroom staff support literacy and numeracy skills within their teaching</p> <p>Literacy and Numeracy events to raise the profile of these skills. QA will identify understanding of pupils</p> <p>Reading interventions are planned and systematically delivered and impact regularly reviewed.</p> <p>Numeracy interventions are developed to ensure mathematical knowledge, concepts and procedures are age appropriate.</p>	<p>KB/CP</p>				



<p><b>1.6 To enable YP to access remote learning in any location at any time.</b></p>	<p>All staff can effectively use Office365 for teaching and sharing learning resources.</p> <p>All subjects have course material available to pupils on the learning platform</p> <p>Pupils in the home received high quality remote lessons.</p> <p>Pupils in Teaching Centres who are not in school but available to teach received education in the home.</p>	<p>Develop Class OneNote for courses to hold 'text and exercise books.'</p> <p>Training programme delivered</p> <p>Curriculum action plans reflect the need to develop online learning resources.</p> <p>IT Strategy Implemented</p> <p>Explore ways to showcase and celebrate IT experiences</p> <p>Ensure training, support and monitoring of the live lessons are in place.</p> <p>Technology improves monitoring of teaching and learning including any time learning, teaching QA of pupils work and lesson observations.</p> <p>Teaching Assistants are trained and deployed by teachers to support learning of pupils who are not in school but available to learn.</p>	<p>KB</p> <p>AK</p> <p>AK/ MB/ KB</p> <p>KB</p>				
<p><b>1.7 To review delivery model across Hospital provision</b></p>	<p>To identify suitable and beneficial educational delivery models in Hospital centres</p> <p>To deliver education outside of standard teaching times/dates so YP do not have long periods of time without teaching.</p>	<p>Hospital Centres continue to work with Trusts/Owners to identify best models for JBA input throughout the year.</p> <p>JBA to continue to plan potential delivery models and reports provided to Trustees and SLT</p> <p>Consult with staff regarding any potential impact of changes in delivery model</p> <p>Trial new delivery model to identify benefits and potential issues</p> <p>Continue to develop and review proposed new medical hospitals and STP working model to allow greater flexibility.</p>	<p>KB/CL</p> <p>KB/CL KB/CL /AT</p> <p>KB/CL</p> <p>KB/CL</p>				



<p><b>1.8 To support CYP in overcoming attendance as a barrier to learning</b></p>	<p>Engagement with learning improves. Where appropriate this is through accessing remote lessons as part of a staged approach.</p> <p>Improved attendance</p>	<p>Embedding of enhanced breakfast club which sees more pupil attend.</p> <p>Development of 'remote lessons' offer that includes supporting learners not in school but available to learn.</p> <p>To develop the pastoral team to develop clear pathways in response to the challenges of attendance</p>	<p>LV KB</p>				
<p><b>1.9 To embed the Thrive approach within the curriculum</b></p>	<p>Identified Thrive groups have increased access to a Thrive based curriculum</p> <p>Centres have more capacity through Thrive Practitioners to deliver a Thrive based curriculum and other Thrive interventions</p> <p>HOCs to understand right-time development and identify where this fits into schemes of work</p>	<p>To further expand and embed the Thrive model:</p> <p>To plan for additional Thrive groups at the Teaching Centres</p> <p>To identify additional staff to become Thrive Practitioners</p> <p>To provide training for HOCs around right time development</p> <p>To ensure that Thrive is embedded within the PD/Well-being curriculum.</p> <p>All schemes of work to identify Thrive linked activities/targets</p> <p>Action plans developed for each teaching group within PD</p>	<p>LV/H W  HW  HOCs - Curriculum</p>				



<p><b>1.10 To formalise the offer for the intervention groups in the teaching centres as Thrive groups</b></p>	<p>CYP in teaching centres can access a safe space for emotional regulation and for therapeutic provision</p> <p>Identified groups of CYP have a modified approach to accessing learning, which will be supported by improved attendance, VIP and Thrive Online data</p> <p>Evidence of Thrive opportunities in class planning shown in schemes of work and observed in learning walks/observations</p> <p>Thrive targets integrated into PDRs and triangulated with EHCPs</p>	<p>Work with SENCOs and CLs to develop Thrive rooms based on suggested model</p> <p>Work with SENCOs and CLs to agree a delivery model</p> <p>Identified staff are sufficiently trained to use Thrive Online to track progress of emotional wellbeing of pupils</p> <p>SENCOs to share Thrive approach and theory with parents/carers</p>	<p>LV TC SENCOs CLs</p>				
<p><b>1.11 To further develop the PD offer across the curriculum</b></p>	<p>All staff can identify how they and their subject contributes to PD</p> <p>All staff feel confident to deliver PD topics when they arise or know where to get that support for pupils</p> <p>All PD lessons are of high quality and relevant to pupils needs.</p>	<p>Identify BV/SMSC opportunities within curriculum subjects</p> <p>Personal Development Mapping against the curriculum (including British Values/SMSC) and addressing areas that are underdeveloped.</p> <p>QA identifies strengths and areas of development</p> <p>PD curriculum is adapted to reflect the needs of the centre.</p>	<p>HW/C P</p>				





<p><b>1.14 All pupils receive a coherent and timely plan for all transitions</b></p>	<p>An effective Transition plan is in place for all pupils around key stages</p> <p>Action plans in place for pupils vulnerable to unsuccessful transition between Northfield and Parkway</p>	<p>Review the current Transition activities which then informs a coherent Transition plan developed through a Working party.</p> <p>To plan for early identification of vulnerable pupils to transition and to put in place an action plan where necessary</p>	<p>LV/ SENC os/ CLS</p>				
<p><b>1.15 To offer training/workshops to parents/carers to develop knowledge and skills in order to provide holistic support for CYP</b></p>	<p>Parents/Carers value the training provided.</p> <p>Parent participation in development and implementation of whole Academy approaches</p>	<p>Combination of information sharing, face-to-face support and online training covering:</p> <ul style="list-style-type: none"> <li>•Literacy</li> <li>•Numeracy</li> <li>•E-Safety</li> <li>•Thrive &amp; Impact of Trauma</li> </ul> <p>Emotion Coaching Behaviour Management Strategies •Careers and transition</p> <p>Pupils and parents to be surveyed on training needs to inform workshops provided.</p> <p>Feedback to be analysed and used to inform future training.</p>	<p>TG LV KB CP</p>				
<p><b>1.16 Demonstrating that budgets offer value for money and are impacting positively on pupil progress and achievement</b></p>	<p>Holding budget holders to account and monitoring the valued added from their budget allocation</p> <p>The cost of each curriculum delivery is known. Performance is monitored by no. Pupils and by results achieved</p> <p>Thinking differently about the delivery of teaching and learning to ensure cost effectiveness</p>	<p>Allocation of curriculum reserves will be strongly assessed against value form money before allocations are made.</p> <p>All curriculum and centre budgets are regularly reviewed to ensure the delivery of key objectives.</p> <p>Alternative options for delivery are considered and an ethical decision is reached, which includes the value added by resources expended.</p>	<p>MB/ KB/CP / HoC</p>				



## Mission 2: Creating an inclusive environment that embraces and celebrates our differences.

### Context

The JBA community, staff, and YP represent a wide demographic spanning age, disability, gender, marriage/civil partnerships, race, religion/belief, sex, and sexual orientation. Therefore, it is absolutely necessary to go beyond just acceptance and to proactively celebrate the rich differences and diversity within our Academy, our community, and the world. By ensuring we are inclusive we will become an organisation that embraces everyone, treats everyone with respect and dignity, and empowers staff and YP to lobby for change and make a real difference. This will be achieved by:

- Policies being inclusive by actively considering all protected characteristics. These include the Employee Equality, Child Protection & Safeguarding including Prevent, Positive Behaviour, SEND, Public Sector Equality Duty, Special Leave, & Family Friendly Policies.
- A curriculum that actively celebrates differences and includes coverage of SMSC, British Values, Rights of the Child and allows for YP to have opportunities to contribute to and question its content. The curriculum will be reviewed to ensure it represents and educates on relevant history and issues that impact society, and also reflect our community. Where there needs to be change in the curriculum, JBA will actively aim to influence the relevant bodies and proactively seek inclusivity.
- Having highly trained staff that will tackle discrimination and promote inclusivity. This will be achieved by using role models from our community who represent our YP and can engage and inspire them.
- The staff and governor demographic being representative of the community. JBA will actively seek full representation.
- Staff and pupil minority groups feeling that they are seen, represented, and celebrated.
- A physical environment that supports inclusivity.





Objective	Success criteria	Leadership Actions	Owner	Governor Committee	RAG Aut 2021	RAG Spr 2022	RAG Sum 2022
<b>2.1 To further embed an inclusive climate for learning which promotes respect and celebrates differences</b>	<p>YP feel accepted for who they are and can celebrate their differences. Bi-annual pupil and parent survey results show that most pupils feel safe and happy in their Centre</p> <p>Key workers will ensure they know their key pupils well and advocate for them always</p> <p>Pupil's being bullied is minimal</p> <p>Staff actively celebrate differences which is evidenced in their approach to supporting and managing YP</p> <p>JBA to become a consistently trauma informed provision (TIAAS accreditation)</p>	<p>External Behaviour &amp; SEN audits to be carried out across all Teaching Centres.</p> <p>Pupil and parent survey will address inclusion</p> <p>Centre Leaders will address actions from pupil and parent surveys</p> <p>QA will show that support plans and other relevant paperwork for pupils will be up to date and relevant</p> <p>Specific bullying surveys are carried out during anti-bullying week to evidence and demonstrate Academy wide focus on preventing bullying, and gathers pupils views.</p> <p>Analysis of incident reports should identify behavioural trends which should be actioned.</p> <p>Training schedule around positive behavioural management/emotion coaching/trauma informed approach/growth mindset skills staff up to not have a "one size fits all approach"</p>	<p>TG/LV</p> <p>CLs</p> <p>CLs</p> <p>SENC Os</p> <p>PD Lead-Centre</p> <p>CLs/P Ms</p> <p>TG LV</p>				



<p><b>2.2 To achieve a consistent positive behavioural approach that demonstrates a full understanding of the CYPs presenting needs; thus, enabling increased engagement for learning</b></p>	<p>Staff articulate that they understand the academy's approach to managing behaviour</p>	<p>Autumn Term 2021 Behaviour Audit reviews practice around positive behavioural approach, and feeds into targeted next steps across each Centre.</p>	<p>TG/LV /KB/CP</p>				
	<p>Centres are calm and orderly</p>	<p>Autumn Term 2021 – Training Days to include workshops that focus on Behaviour Management/SEN strategies following areas of focus identified via the QA process.</p>	<p>TG/LV</p>				
	<p>Parents and pupils feel that behaviour at their Centre is good</p>	<p>Staff celebrate and communicate positively with parents/carers – QA of communications to evidence this</p>	<p>Keyworkers</p>				
	<p>Minimal number of fixed term exclusions remain</p>	<p>Termly Positive Behaviour Meetings for Teaching Centres to be implemented.</p>	<p>TG/LV</p>				
	<p>JBA to become a consistently trauma informed provision (TIAAS accreditation)</p>	<p>Staff survey results demonstrates staff understanding of approach to positive behaviour management</p>	<p>AT/TG</p>				
		<p>Survey results show staff feel confident and competent when dealing with incidents</p>					
		<p>Pupil and parent surveys show that most feel behaviour is good at their Centre</p>	<p>TG</p>				
	<p>Centre staff review and further develop pupil rewards</p>	<p>CLs</p>					



<p><b>2.3 Staff create an inclusive environment for themselves and our YP</b></p>	<p>Having highly trained staff who are able to create an inclusive environment</p> <p>YP are able to celebrate their differences openly and be able to understand the differences of others</p> <p>YP see how they are represented within subjects by studying people they can relate to.</p>	<p>Continue to deliver the Diversity and Equality Training Programme across the academy so that staff understand their responsibilities</p> <p>Implement the Equality &amp; Diversity audit (EqualiTeach) to achieve the award in 18<sup>th</sup> months</p> <p>HOC review the breadth of diversity within the curriculum and develop opportunities to celebrate people from all walks of life within their subject.</p>	<p>AT/CP</p> <p>/JTHB</p> <p>CP/KB</p>				
<p><b>2.4 The Personal Development offer across every centre will promote positive social and emotional wellbeing.</b></p>	<p>Promote positivity around mental health and emotional wellbeing and reduce the stigma associated with mental health conditions</p> <p>Psychoeducation around our differences becomes an integral part of the JBA PD curriculum offer</p> <p>Thrive Online used to track progress of emotional wellbeing of pupils at JBA</p>	<p>Termly mental health focussed activities are planned and delivered</p> <p>PD curriculum map should articulate how and where the SEMH needs are being addressed in the curriculum</p> <p>Psychoeducation is built into PD curriculum SOW's</p> <p>Pupil voice around mental health is captured to inform focus and support needed</p> <p>Thrive right time development weaved through Personal Development offer</p>	<p>CP</p> <p>PD Lead-Centre PD Lead – Curriculum</p> <p>LV</p>				



<p><b>2.5 To ensure there is clarity of intent, implementation and impact within SEND documents (EHCPs, SEND support provision plans, PDRs, support plans) for identified pupils</b></p>	<p>Outcomes are related to the PFA (Preparing for Adulthood) outcomes where appropriate</p> <p>SEND support provision plans are received on referral</p> <p>All pupils have the appropriate SEND documents</p> <p>During learning walks/lesson observations:</p> <ul style="list-style-type: none"> <li>- strategies are seen to be consistently applied</li> <li>- context sheets for overview of needs</li> <li>- staff demonstrate quality first teaching approaches</li> </ul> <p>Annual reviews carried out by key workers across teaching centres</p>	<p>SENCOs provide ongoing training to staff around SEND documents</p> <p>To implement consistent use of context sheets via Arbor</p> <p>To train staff so they are confident in delivering and articulating James Brindley’s Universal SEN offer for ASC/SEMH/S&amp;L, including quality first teaching for ASC/SEMH/S&amp;L</p> <p>Learning walks with a SEN focus carried out at all centres</p> <p>To develop the skills of key workers to lead on EHCP Annual Reviews to enable SENCOs at Northfield and Parkway to have more capacity to support the graduated approach within Centres</p>	<p>LV SENCOs</p>				
<p><b>2.6 To identify interventions promptly and to record implementation and impact robustly</b></p>	<p>Analysis of interventions to evidence impact on pupils - VIPs, attendance</p> <p>Targeted pupils to engage with planned interventions</p> <p>Robust documentation of assessment of needs by key members of staff</p>	<p>To use Arbor to record and map interventions in a robust manner</p> <p>For all members of staff to be trained to record implementation and impact of interventions</p>	<p>LV SENCOs</p>				



<p><b>2.7 To further embed the integrated self-Service Human Resources Information System (HRIS) - MyHR</b></p>	<p>Staff have access to streamlined, integrated HR data in relation to HR and Payroll data</p> <p>Smarter working enabled for staff by way of electronic processes and digital records</p>	<p>Implement functionality that has been developed in the project plan from year 1</p> <p>Secure budget for year 2 priorities i.e Talent Management and Recruitment and develop a milestone plan</p> <p>Implement functionality for year 2</p> <p>Provide training to all users</p> <p>Develop a plan for transferring paper files to digital records and implement.</p>	<p>AT</p> <p>AT</p>				
<p><b>2.8 JBA staff demographic is representative of the community</b></p>	<p>Review of the current staff demographics and actions have been planned and implemented.</p>	<p>Provide staff monitoring data to the SLT and Trustee board on a regular basis.</p> <p>Using Positive Action strategies where there are under-represented groups</p> <p>Apply for the Disability Confidence Scheme following review of criteria</p>	<p>AT</p> <p>HB/AT</p> <p>AT</p>				
<p><b>2.9 Review gender specific facilities at each of our sites</b></p>	<p>Staff and pupils feel comfortable to use facilities regardless of how they identify</p>	<p>Prioritise the conversion of facilities in to gender neutral facilities.</p>	<p>MB/PL</p>				



<p><b>2.10 Develop Strategies to Improve the Use of the Premises</b></p>	<p>Asset Management relaunched with proactive approach to premises management</p> <p>The SEN needs of pupils are a key consideration in how teaching spaces are used/managed</p> <p>The accessibility of our estates is increased</p>	<p>The Asset Management Plan is relaunched and becomes a key part of Centre Leaders/Managers communications with Facilities</p> <p>The skills of the Facilities Team are developed so that JBA is able to undertake in house repairs and maintenance</p> <p>Facilities Staff regularly peer review centres to highlight issues/improvements in a timely manner</p> <p>SEN needs of our cohort are known to the Facilities &amp; ICT Team and environments / equipment are managed to support these.</p> <p>We source specialist knowledge to review and suggest ways to improve accessibility.</p> <p>Identify centres where an increased number of pupils can be accommodated</p>	<p>MB/PL</p>				
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# Mission 3: Ensuring that all pupils and staff are safe by leading a transparent and ethically driven organisation

## Context

Being safe and the feeling of being safe is fundamental to all of us and can take many forms. As an organisation it is imperative that we safeguard our community to the highest standard and we teach our YP how they can keep themselves safe inside and outside of school. Efficient systems are in place for reporting and managing incidents. Financial security will be achieved through sustainable planning and this is communicated with staff as appropriate. Effective planning will ensure staffing levels are appropriate and sustainable in the longer term. Communication is transparent and ethically driven so staff are consulted with as appropriate and understand the reasoning for decisions. Staff wellbeing is a core element of supporting everyone to undertake their role effectively by reviewing workload and providing emotional and physical health assistance.

Mission 3 will be achieved by:

- All staff being invested in our vision, mission and values and understanding the future direction of the Academy.
- Safeguarding incidents being reported and acted upon in a timely fashion through a culture of incident reporting and efficient systems.
- The Academy and parents/carers working collaboratively with CYP to increase awareness of how to keep themselves and others safe.
- Ethical Leadership at all levels so that all decisions are made within an agreed framework, that is clear to all stakeholders.
- Effective and regular communication with all stakeholders so decisions are transparent.
- Staff wellbeing initiatives being highly effective, and staff are able to perform their roles to the highest level.
- Decision making having fair representation by staff being able to influence policy making.
- Reviewing procurement processes to ensure that resources are sourced through ethical providers.
- Recruiting in line with Safer Recruitment and providing more staff training.
- Data Protection compliance with all stakeholders feeling confident that their data is secure.
- The Academy being financially secure through effective planning and monitoring.
- Developing a 'Going Green Charter' that will ensure that as an organisation we are increasingly environmentally friendly.



Objective	Success criteria	Leadership Actions	Owner	Governor Committee	RAG Aut 2021	RAG Spr 2022	RAG Sum 2022
<b>3.1 To embed the new academy vision, mission and core values</b>	<p>Staff and pupils are aware of the vision, mission and core values.</p> <p>All staff and pupils are applying the core values.</p>	<p>All training days and events throughout the year are clearly linked to the vision, mission and core values.</p> <p>Induction for new staff clearly incorporates the new vision, mission and values.</p> <p>Recruitment process is based on the core values and visions to ensure we recruit suitable staff that fit in with the ethos of JBA</p> <p>Signage, branding and merchandise is used across centres</p>	<p>HB</p> <p>HB/AT</p> <p>AT/HB</p> <p>HB/MR</p>				
<b>3.2 Decision making is based on ethical leadership framework</b>	<p>All leaders are fully aware of the ethical leadership framework and base key decisions on this.</p>	<p>Refer to the framework in line management meetings</p> <p>Staff forum to discuss key decisions occurs termly and will improve communications and support ethical decision making.</p>	<p>Line managers</p> <p>HB</p>				
<b>3.3 To robustly and efficiently record and respond to pupil safeguarding incidents</b>	<p>Recording of all pupil related incidents is completed by staff on CPOMS in a timely manner</p> <p>CPOMS is used by managers to robustly and consistently analyse incidents, to plan strategic and operational responses</p>	<p>Staff to be provided with training around recording safeguarding incidents on CPOMS to enable more accurate analysis</p> <p>DSLs to receive focussed supervision to support analysis and response to safeguarding incidents</p>	<p>LV/DSLs</p>				





<p><b>3.4 CYP strengthen their knowledge and resilience to a full range of safeguarding topics</b></p>	<p>All SG topics are included in PD curriculum</p> <p>Peer-on-peer abuse addendum to Safeguarding Policy written, identifying universal, targeted and specialist offer to pupils</p> <p>Pupils access and use Safer School App</p> <p>Pupils are aware of the support available to them</p>	<p>PD scheme of work includes all SG topics.</p> <p>Enhanced offer around peer-on-peer abuse is developed</p> <p>Outside agencies used to enhance PD offer, e.g. Loudmouth, Choices project</p> <p>Pupil survey covers safeguarding topics</p> <p>Assemblies cover key safeguarding topics</p>	<p>LV HW</p>				
<p><b>3.5 Staff feel that their workload is manageable and that their wellbeing is being considered</b></p>	<p>Staff wellbeing continues to be embedded into the culture of JB</p> <p>Staff wellbeing offer to be publicised in recruitment campaigns</p>	<p>Enjoy Benefits platform impacts positively on more staff</p> <p>MyHR engagement from all staff impacts positively.</p> <p>Clinically supervision model impacts more staff.</p> <p>Principal's forum is used to support wellbeing by addressing key issues impacting staff</p> <p>Staff Wellbeing charter is utilised and integrated into all wellbeing initiatives.</p>	<p>AT/ CL/W ellbein g Cham pions</p>				
<p><b>3.6 Under-represented staff groups to be involved in policy making</b></p>	<p>Under-represented staff groups have contributed to policy making</p>	<p>Organise and implement how under-represented groups can input into policy reviews for example:</p> <ul style="list-style-type: none"> <li>• Family Friendly policy</li> <li>• Staff Code of Conduct</li> <li>• Flexible Working policy</li> <li>• New staff Probation Policy</li> <li>• Staff Grievance Policy</li> <li>• Staff Anti-Bullying and Harassment Policy</li> <li>• Staff Absence - Sickness</li> </ul>	<p>AT/ HB</p>				



<b>3.7 To further strengthen safer recruitment.</b>	To build in annual safer recruitment checks for contractors	To enhance safer recruitment checks for contractors	LV/AT				
<b>3.8 Ensure the ICT infrastructure meets the changing needs of JBA</b>	Wired and wireless networks ensure reliable connectivity  The number of servers are reduced  The ICT Team can sufficiently meet the demands of the academy	Networks and infrastructure are reviewed and associated action plan, highlighting key risks and opportunities for development  The ICT support function is reviewed to ensure that it meets the needs of JBA	MB/ AK KB/ AK  All staff  KB/ MB				
<b>3.9 Ensure all staff have the equipment they need to support our pupils</b>	Classroom equipment is standardised  Classroom equipment is accessible for all staff  All staff are issued with one device, which is fit for purpose  The needs of all centres and all subjects are assessed	Interactive touchscreens are installed in all learning spaces.  Interactive touchscreens can be linked to ThinkPads  All staff receive a level of training to enable interactive and engaging lessons using MS tools.  All staff receive a level of training to enable improved use of MS tools.  A minimum of 10 staff become Microsoft Innovative Educator (MIE) and showcase their skills  Showcase ICT classroom of the future developed to set the tone.  An inclusive review					
<b>3.10 Development of IT systems to create efficient information flow</b>	Automating of paper-based systems where possible in Office365  Automating of Office365 to analyse data	CPD for team of staff able to use Power Apps, Flow and Power BI  Launch Apps for systems such as CPD applications, Petty Cash Claims, RFDs, H&S reporting	MB/ AK/ MR				



<p><b>3.11 To develop the culture of robust Data Protection</b></p>	<p>Data Protection Action Plan has been successfully completed.</p>	<p>Data Protection Action Plan is reflected in Centre Action Plans.</p> <p>Actions from the plan are undertaken in conjunction with the DPO &amp; DP Team, Data Protection Consultant, Systems Lead and Data Champions.</p> <p>The plan is regularly monitored, and timelines are met.</p>	<p>KB/JM /MR/ RS</p>				
<p><b>3.12 Financial sustainability is proactive and planned in a timely manner.</b></p>	<p>Close the budget deficit gap for 2022/23</p>	<p>Identify and realise income generating ideas (lettings)</p> <p>Identify and realise income generating ideas (other e.g. sales of expertise)</p> <p>Review SEN income for SEMH provisions – challenge LA ‘top up’ if required</p> <p>Review delivery models at each centre, leadership and corporate services. Ensure that the balance of pupil need vs affordability</p> <p>Identify and realise invest to save opportunities that positively change longer term budget plans (reduce the deficit).</p> <p>Ensure that the ADP is supported by a sufficient level of resources in budget planning</p> <p>Review of place numbers in centres – changes in place numbers should support sustainability</p> <p>Pupil Premium income is collected from home schools for dual registered pupils who benefit from JBA interventions</p> <p>Review the directed time of roles working with pupils.</p> <p>Look at ways of increasing staff attendance to reduce the risk of agency cost reliance</p>	<p>MB</p> <p>HB/ MB</p> <p>MB</p> <p>HB/ MB</p>				



<p><b>3.13 To improve fundraising to develop additional opportunities</b></p>	<p>Increased additional opportunities are realised via fundraising.</p>	<p>Agree a fundraising strategy for 2021/22 – 2023/24</p>	<p>MB/MR</p>				
<p><b>3.13 To improve the green credibility of JBA</b></p>	<p>Improve the knowledge of our stakeholders</p> <p>Reduce the amount of CO2 JBA produces/uses</p> <p>Increase the amount of green space at JBA</p> <p>Achieve the ECO Schools Award</p>	<p>Increased opportunities for employees to work from home</p> <p>James Brindley staff deliver awareness of green issues to our pupils</p> <p>Key curriculum focus on green issues</p> <p>Pupils actively engage in our charter and the Eco School committee</p> <p>Identify ways to reduce travel/postage</p> <p>Ban the purchasing of single use plastics</p> <p>JBA looks at ways to use renewable energy sources.</p> <p>Propose solutions and outline benefits to the Board</p> <p>Evaluate working from home policies for non pupil focusses roles</p>	<p>MB</p> <p>MB</p> <p>MB</p> <p>MB</p>				



<p><b>3.13 Ensure that H &amp; S responsibilities are met</b></p>	<p>Ensuring all staff know what is their responsibility</p> <p>Ensure that reporting and auditing is undertaken</p> <p>Ensure that the H&amp;S knowledge of our staff is appropriate</p> <p>Reduce the number of accidents, incidents and near misses.</p>	<p>Ensure that Centre Leaders receive a H&amp;S training update, increase the skills base and ensure they are able to meet the requirements under the policy.</p> <p>Develop simple reporting systems for Accidents, Incidents and Near Misses – these should be recorded in a way that allows trends to be identified.</p> <p>Undertake an activity and risk review. Ensure that all hazardous activities have an associated risk assessment. H&amp;S audits undertaken in house should be completed and filed electronically. Proactive reviews will lead to increased rectification</p> <p>Undertake a role/skill audit to ensure that the knowledge and skillset of all our employees is fit for purpose</p>	<p>MB/PL /</p>				
<p><b>3.14 Increased value from the management of systems and data</b></p>	<p>The systems team is a centre of excellence and expertise for all systems managed academy wide</p> <p>Impact of existing systems is known</p> <p>Impact of new systems is known</p> <p>Engagement in the use of systems increases</p> <p>Systems and processes are reviewed</p>	<p>Increasing the knowledge and skills of the team to ensure that all systems are used to their full capacity</p> <p>The systems team is multifunctional and the reliance of one person managing systems, communications and exams is eliminated.</p> <p>The use of systems is regularly reviewed and user engagement reported.</p> <p>Capabilities of all systems are known and the use of James Brindley evaluated to ensure maximisation of value.</p> <p>The introduction of new systems and process has a clear sign off process before launching.</p>	<p>MB/M R</p>				



# Mission 4: Creating an innovative, optimistic and skilled workforce

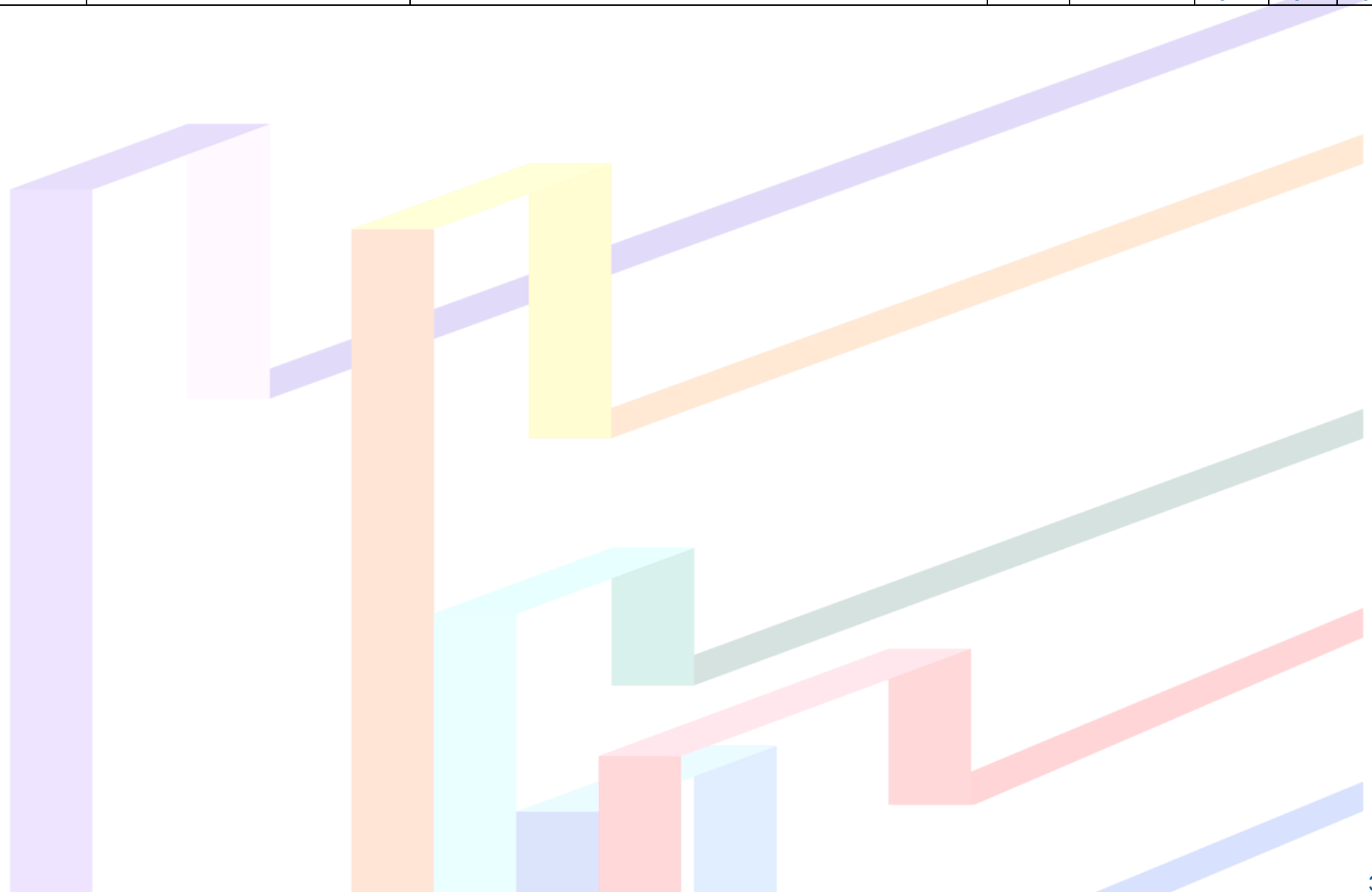
## Context

The greatest assets any organisation has are the people that work within it. JBA will strive to employ and retain staff that are of the highest quality in order to provide the best holistic education to our YP. Staff at JBA should have the intrinsic desire to improve and the organisation will provide suitable support and pathways to allow this to happen. JBA will strive to create an innovative, optimistic, and skilled workforce by:

- Developing a staff training programme
  - Implementing a skills focussed appraisal in line with the 'Improve not prove' model.
  - Staff development requests being supported where appropriate and with an efficient, effective, and transparent application process.
  - Developing 'rising stars' in the Academy to support succession planning.
  - Focussing on staff development and sharing best practice.
  - JBA continuing to be a leader in the field of SEN and new staff understand the culture and standards that set us apart from others.
  - Staff being actively encouraged to be innovative. This will be supported by staff having the tools and resources including IT infrastructure.
  - The recruitment strategy attracting strong candidates.



Objective	Success criteria	Leadership Actions	Owner	Governor Committee	RAG Aut 2021	RAG Spr 2022	RAG Sum 2022
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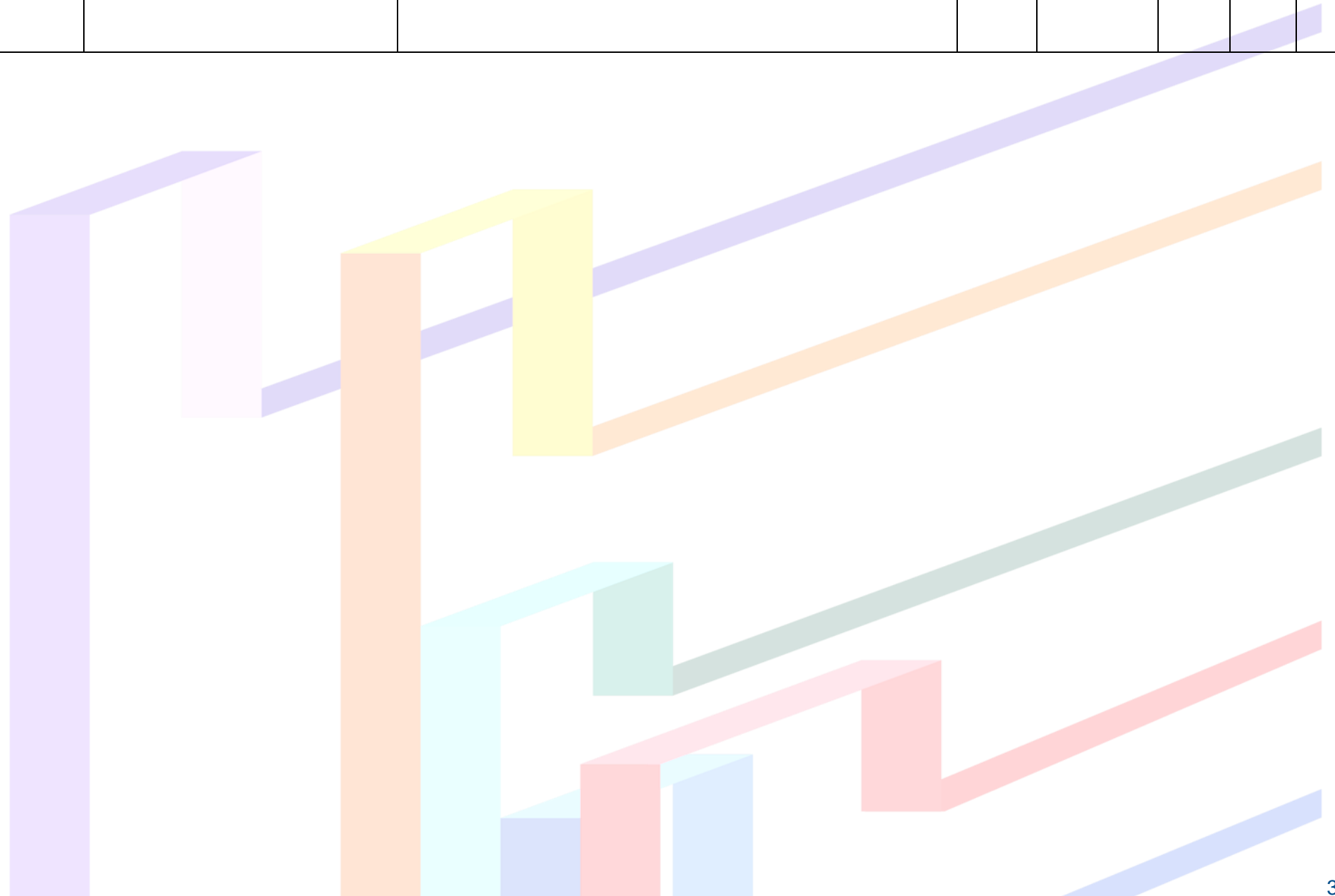


<p><b>4.1 To improve the quality of teaching and learning</b></p>	<p>All staff reflect on their practise and explore teaching and learning pedagogy</p> <p>Teaching and Learning is a focus in every Curriculum Meeting</p> <p>Data shows that pupils are making progress.</p> <p>Teaching &amp; Learning development is celebrated</p> <p>All staff are able to articulate what is expected of them within lessons.</p> <p>Lesson Observations are consistent across leadership.</p>	<p>Develop appraisal policy further in line with the 'improve not prove' ethos. Teaching and learning objective of appraisal is pupil focussed and leads to continual improvement of classroom staff.</p> <p>QA cycle – feedback is used to inform practice and development.</p> <p>Deliver training on responsive teaching.</p> <p>Teaching and learning pedagogy is built into department times that includes: shared planning, professional learning, standardisation and moderation at all age ranges.</p> <p>Join PiXL and relevant leaders attend national conferences, share knowledge gained.</p> <p>Classroom staff use cycles of feedback on their lessons to improve practise. Feedback includes coaching linked to lesson recordings. Lesson recording software is trialled.</p> <p>Teaching staff are trained to use context sheets to inform planning.</p> <p>Teaching Conference in Summer term celebrates and showcases T&amp;L at JBA.</p> <p>Team Meet allows staff to showcase their development and allows staff to learn from each other.</p> <p>Develop Teaching and Learning Policy to include Feedback, Assessment, Non-Negotiables (Centre Specific), Recording and Reporting but clearly identifies JBA's approach to T&amp;L.</p> <p>Deliver training on Lesson Observations to middle and senior leaders.</p> <p>Paired observations for all middle and senior leaders.</p>	<p>AT/CP</p> <p>KB/CP</p> <p>KB/CP</p>				
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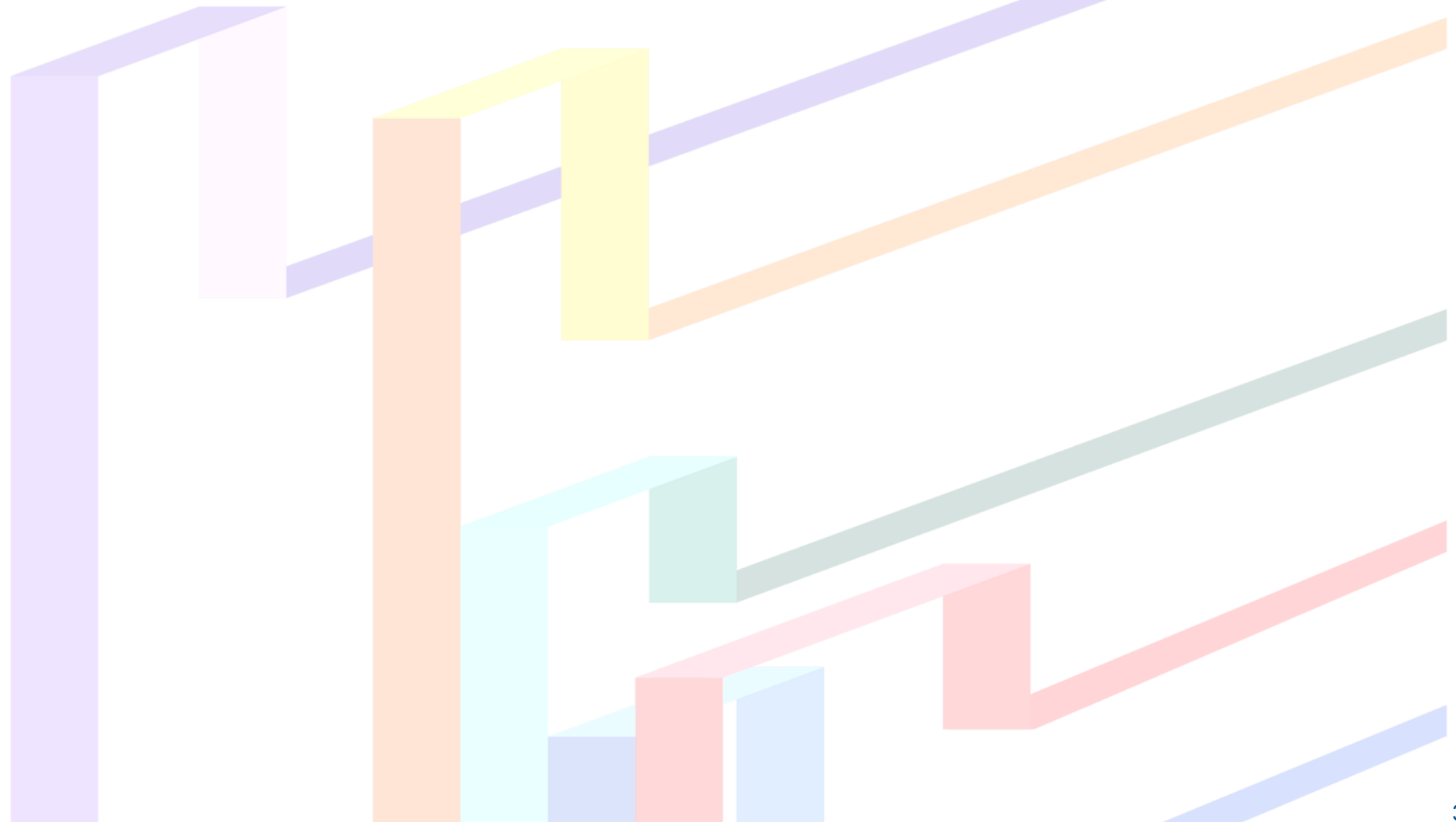
<p><b>4.2 To ensure QA across the academy is allowing us to share success and implement interventions</b></p>	<p>For all centres to be effectively quality assuring within their context.</p> <p>Good practice is shared and built into meetings.</p> <p>Interventions are timely and effective.</p> <p>All interventions are recorded on Arbor to enable an Academy Provision Plan</p>	<p>SLT to work with CLs and HoCs to create effective QA programme. Quality Assurance includes review of: communications (Centre, Teacher, HOC), risk assessments, external education provision</p> <p>Data systems support CL and HoC to enable effective interventions.</p> <p>Interventions are timely and effective.</p>	<p>KB/CP /MR/CL/ HoC</p>				
<p><b>4.3 All staff understand and have a clear progression pathway</b></p>	<p>Progression Pathways are clearly defined for all roles within JB</p> <p>To consider succession planning</p> <p>Staff are promoted internally and externally</p>	<p>Develop Progression pathway booklet</p> <p>Identify and develop 'rising stars' process</p> <p>Encourage the sharing of best practice between colleagues</p> <p>JBA leaders and staff are leading training internally and externally</p>	<p>CP/AT</p>				
<p><b>4.4 To support the development and impact of Middle Leaders.</b></p>	<p>All leaders utilise skills delivered in training to have a positive impact across the academy.</p>	<p>SLT identify key areas of focus for middle leaders training programme e.g. tricky conversations etc</p> <p>Run external/internal CPD programme for Middle Leaders</p> <p>Run coaching sessions for some middle leaders outside of the appraisal cycle</p>	<p>CP/KB</p>				
<p><b>4.5 Retain and recruit high quality staff</b></p>	<p>All newly appointed staff are of high quality</p> <p>Successful Apprenticeship scheme</p>	<p>To develop our Recruitment and retention strategy to include review of competency-based job description based on James Brindley Core Values</p> <p>Review interview process to ensure JBA is attractive.</p> <p>Establish links with Apprenticeship providers and put forward proposal to roll out a scheme within James Brindley</p>	<p>AT/ HB</p>				



<p><b>4.6 Staff to think differently when approaching challenges</b></p>	<p>Examples of case studies where staff have led on an innovative approach that has led to better outcomes.</p>	<p>Staff have used the 'Innovation Award' to trial an innovative approach to a problem.</p>	<p>HB/ MB</p>				
<p><b>4.7 To develop the role of Teaching Assistants.</b></p>	<p>All teaching assistants understand their role within the organisation</p> <p>All teachers understand the role of teaching assistant and direct them effectively when</p> <p>All centre leaders/heads of curriculum deploy teaching assistant for interventions effectively</p> <p>Improve the quality and impact of evidenced-based interventions delivered by TAs</p>	<p>Training for TAs is continuous and focus on improving academic standards including numeracy and literacy.</p> <p>Training for Teachers/CLs/HOCs on utilising EEF guidance on deploying teaching assistants</p> <p>Audit CL/HOC use of Teaching Assistants</p> <p>Interventions are robustly recorded on Arbor and impact is analysed.</p> <p>To offer consistent role of 'TA champions' across the teaching centres</p> <p>For SENCOs and CLs to plan protected time for Champion TAs to deliver interventions.</p> <p>QA cycle reviews how Teaching Assistants are being deployed by Teaching staff.</p>	<p>KB/CP CL</p> <p>KB/CP</p> <p>KB/CP / LV</p> <p>LV</p>				
<p><b>4.8 To increase capacity to deliver Thrive interventions</b></p>	<p>Staff discuss pupil need in terms of developmental phase</p> <p>Identified staff complete 'Thrive Practitioner training</p> <p>Precise and accurate assessment and targeted action of support</p>	<p>SENCOs deliver ongoing training locally within centres and whole screening of groups to be completed within the Teaching Centres</p> <p>To identify next round of staff to be trained to become 'Thrive Practitioners', including Hospitals and SPR</p> <p>To work with 'Thrive Practitioners' to develop additional Thrive groups</p> <p>Centre management teams to identify pupils who require Thrive interventions</p>	<p>LV Teaching Centre SENCOs</p>				



<p><b>4.9 Staff utilise the latest technology to improve the quality of delivery.</b></p>	<p>Upskill our staff in the use of new devices, classroom technology, and MS applications</p>	<p>Staff are trained in new technology and the impact is wide ranging.</p>	<p>MB/A K/KB</p>				
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# Mission 5: Playing a leading role in the community to promote an inclusive approach to support young people unable to access education due to their medical, SEMH needs and other neurodiverse conditions.

## Context

JBA sits between mainstream and special school provisions, and as such, we play an invaluable and unique role in Birmingham which we aspire to further develop. By being ambitious and supporting more YP across Birmingham and from further afield, JBA will look to be recognised for its excellence and continue to be an integral part of Birmingham's SEND offer. We will achieve this by:

- Becoming a key partner with the Local Authority (LA) to achieve consistent SEN standards across the City.
- Working with NHS partners to improve provision across Medical and Specialist Hospital Centres.
- Being recognised as a regional SEMH training provider delivering outreach programmes, creating toolkits, and involvement in Initial Teacher Training programmes.
- Ensuring that JBA maintains the capacity to grow whilst retaining the highest standards for our current provisions.
- Developing a 16-19 curriculum and links with Post-16 providers.
- Developing digital access to learning resources for YP at home.
- Acquiring facilities to support our YP to support vocational learning.
- Building capacity by developing a SEND Teaching & Learning Team to deliver internal and external training.
- Being key influencers. Lobbying the government and LA regarding policy change in the field of SEND.
- International collaboration to improve research and share best practice of SEND.



Objective	Success criteria	Leadership Actions	Owner	Governor Committee	RAG Aut 2021	RAG Spr 2022	RAG Sum 2022
<b>5.1 To formalise JBA's role in the Local Authority's graduated approach in relation to SEN</b>	<p>Work closely with the Local Authority to identify where JBA fits into the local offer and ensure this is articulated in communications across the City.</p> <p>Communications strategy to include Public Relations &amp; Marketing that clarifies our offer and position in the city</p>	<p>SLT increase our representation on LA's Working Groups and community groups</p> <p>Create a JBA prospectus</p> <p>Termly online webinars to showcase the work and support JBA can provide across the city.</p> <p>Outreach website goes live</p> <p>To communicate all strategic discussions with the Governing Body for final agreement.</p> <p>To review internal capacity before offering additional external support provision</p>	HB/T G/LV/ MR				
<b>5.2 To work in partnership with the Local Authority to offer support to other schools around meeting the SEMH and Autism needs of YP across the city</b>	<p>Staff will develop the skills and resources to support the successful delivery of training programs</p> <p>SLT to promote and foster relationships with mainstream settings to address wider systemic change in practice around SEN in our city.</p>	<p>Staff will be identified and supported to put together resources that can be delivered to targeted groups e.g. mainstream or special schools.</p> <p>Referrals Team to identify trends in referrals to inform targeted approaches to training packages</p> <p>SLT attendance at network meetings Promotional attendance at key events to raise the profile of JBA</p> <p>JBA Conference provides city wide cpd for SEN.</p>	TG  JC  SLT				



<p><b>5.3 To work in partnerships with Trusts to develop a complimentary offer that works alongside professionals.</b></p>	<p>Hospitals and SPR provisions have improved their offer by working closely with Trusts and professionals within them.</p>	<p>Hospitals and SPR provisions have actions to further improve offer through working with other professional's e.g. OT, S&amp;L, Art therapist. This will support provision and JBA staff training.</p>	<p>KB/CL</p>				
<p><b>5.4 To ensure the environment at JBA sets the standard to meet the needs of CYP with Autism and SEMH</b></p>	<p>To have achieved at least 'majority met' for all the areas within the NAS audit</p> <p>To have achieved actions and suggested outcomes within external audits</p> <p>To have become a Trauma Informed Attachment Aware School, constantly reflecting and improving on practice</p> <p>To showcase our provisions locally and nationally</p>	<p>To work with the SENCOs to implement the NAS action plan</p> <p>To carry out internal learning walks with a SEN environment focus and execute actions</p> <p>To use feedback from accreditations to reflect and improve on practice</p> <p>To welcome visitors to our sites and showcase good practice</p>	<p>LV SENC os/ CLs</p>				
<p><b>5.5 For JBA to deliver Thrive training within Birmingham</b></p>	<p>Thrive training delivered externally</p>	<p>Deliver training to schools and other agencies outside of JBA</p>	<p>LV EBo</p>				
<p><b>5.6 To work in partnership with other organisations</b></p>	<p>Relationships formed with reputable local organisations that can provide opportunities to develop our staff and pupils</p> <p>Achieve Arts Mark Gold by training and developing others in our community</p>	<p>Staff networking and sharing relevant contacts.</p> <p>TITAN/BEP membership</p> <p>Develop opportunities through the Employer Engagement &amp; careers team.</p> <p>Develop opportunities for work with universities with pupils and staff.</p> <p>Achieve Arts Mark Gold by training and developing others in our community</p>	<p>GM/ KB/ CP</p> <p>All</p>				



<p><b>5.7 To develop the offer at JBA to support the needs of Birmingham</b></p>	<p>Continue to develop plans to open 16-19 provision.</p> <p>Continue to develop plans to open an upper KS2 SEMH provision</p>	<p>Actively pursue the 16-19 provision with the LA to ensure it proceeds at a pace.</p> <p>Actively pursue the upper KS2 provision with the LA to ensure it proceeds at a pace.</p> <p>Plan and proposals are strategically discussed with Trustee Board.</p>	<p>TG/ HB/M B</p>				
<p><b>5.8 Developing estates to improve/increase capacity to support needs of Birmingham</b></p>	<p>St Thomas building is leased to James Brindley with additional space available</p> <p>Develop forest schools at Dovedale</p>	<p>Further work with the LA to take over the lease. Assessed on a risk and return basis.</p> <p>Continue discussions with NBA and Wilson Stuart.</p>	<p>HB/ MB</p>				
<p><b>5.9 Consider how the structure of JBA meets the needs of a unique Academy in the future</b></p>	<p>The development of a Multi Academy Trust (MAT) is an agenda item at Trust level</p> <p>The vision for expansion is clear and a strategy is in place to achieve this.</p> <p>The risk register should include aspects of structure under current government direction</p>	<p>The climate for Single Academy Trusts (SAT) should be reviewed in line with risks, this should lead to wider discussions at Trust level regarding the future of JBA as a SAT.</p> <p>To actively engage with the Local Authority to meet the City-Wide demands in relation to SEN places. Understanding demand will lead to an achievable strategy, acceptable to JBA and the LA</p> <p>Identify how key risks are identified and managed in academy and local</p>	<p>HB/T G/MG/ Trustees</p>				

## OFSTED report – January 2017

### What the school needs to do to improve further





## **Improve the progress that pupils make, particularly in the teaching centres, by:**

- **using close analysis of gaps in pupils' learning to ensure that both day-to-day teaching and intervention sessions teach the skills and knowledge that pupils need in order to progress and to succeed in examinations where appropriate**
- **putting in place further strategies to allow Year 11 pupils to practice sitting examinations in a formal setting, using specialist (access) arrangements to help them where appropriate.**
- **extending the range of courses and accreditation to ensure that all pupils' needs are met and that they are able to demonstrate their achievements**
- **minimising the time that pupils spend out of lessons through their own choice**
- **Improve the attendance of individuals who continue to be persistently absent from school**