

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

Thrive
We create a positive environment where we thrive and succeed

High aspirations
We have high aspirations for ourselves and others

Inclusion
We are inclusive in all we do and celebrate our differences

Nurture
We educate our young people and staff to nurture their emotional health and wellbeing

Keep 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.

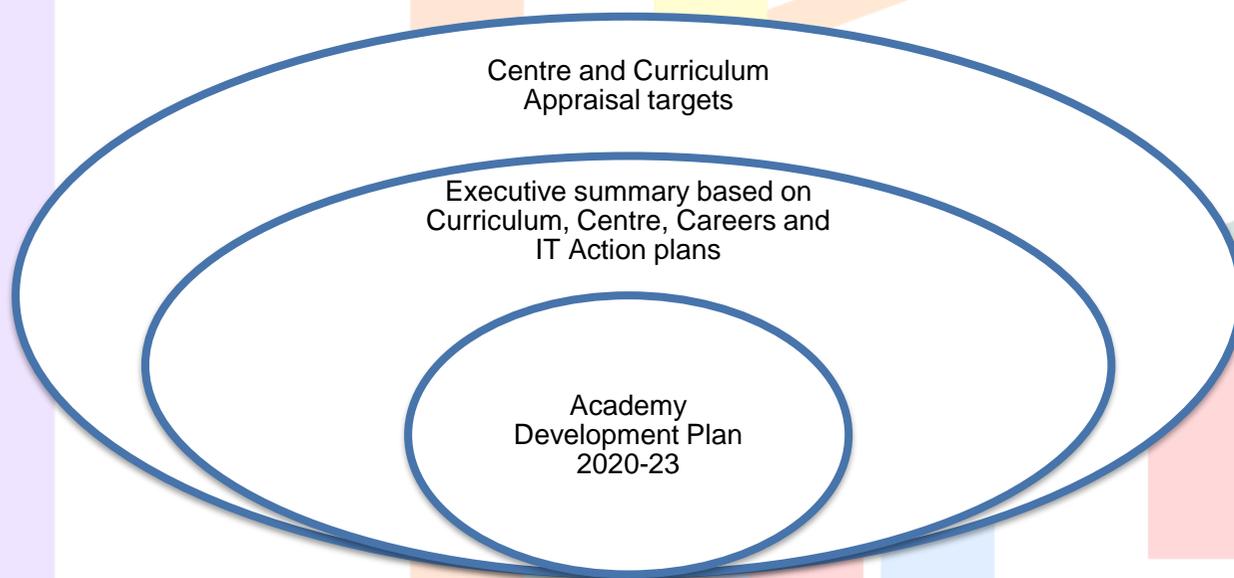
The ADP is based on the new vision, mission and core values that have been developed during 2019/20. The vision statement is firmly at the centre of what we want to achieve, and this will be delivered by our mission statements. The mission statements are used as the subsections within the ADP. These 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 2020	RAG Spr 2021	RAG Sum 2021
1.1 To continually review curriculum implementation to ensure it is fit for purpose	<p>Assessment is used effectively to identify gaps in knowledge & misconceptions</p> <p>Improvement in the quality of lesson delivery</p> <p>Staff subject knowledge is a strong</p> <p>All pupils experience a challenging, exciting and highly aspirational curriculum</p> <p>Having a flexible curriculum that adapts to pupils needs</p>	<p>Departments are trained on how to check pupils understanding, challenge misunderstandings & use assessment as a starting point</p> <p>Steering and supporting HoC to improve quality of assessment, reporting and feedback given to pupils.</p> <p>To ensure that a robust QA cycle is implemented</p> <p>Support is in place for teachers/instructors who teach outside of their subject area</p> <p>Audit of curriculum resources, teaching and learning in curriculum areas including Curriculum intent statement. Feedback to include pupil and parent, staff feedback</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>Well planned opportunities within PD days and cross curricular week to enhance the curriculum. Pupil feedback will be gathered and analysed.</p>	KB	Curriculum and Standards			



<p>1.2 Curriculum intent is made explicit to all stakeholders</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>All pupils can articulate where they are in their learning</p> <p>All parents know what their child is learning.</p> <p>Curriculum information is accessible</p>	<p>Training for HoC/CL to conduct robust QA.</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.</p> <p>Develop opportunities for pupils & parents to understand the curriculum offer</p> <p>Feedback from surveys around what content parents and pupils want to see</p> <p>Curriculum information is shared with pupils and parents through website, displays and other methods.</p> <p>Roadmaps for all subjects and key stages are completed and communicated.</p>	<p>KB/ HoC</p>	<p>Curriculum & Standards</p>			
<p>1.3 To improve pupil progress by ensuring learning is retained within long-term memory</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>Provide staff training based on latest research on retrieval practice and interleaving</p> <p>Summative assessments cover the full specification of the course.</p> <p>Conduct QA that focuses on strategies around how we are moving knowledge into long-term memory</p>	<p>KB/ HoC</p>	<p>Curriculum & Standards</p>			



<p>1.4 CYP to recognise and develop their core skills</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>Work with HOC to build Skills Builder into the curriculum.</p> <p>Work with curriculum groups to run 3 Skills Builder events throughout the year</p> <p>Skills Builder opportunities developed including: Parents events, assemblies, tutor time activities</p> <p>QA will identify if pupils understand the skills they are developing.</p>	<p>KB</p>	<p>Curriculum & Standards</p>			
<p>1.5 To improve Literacy and Numeracy levels</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>CPD for all staff on Literacy and Numeracy across the curriculum</p> <p>Work with Curriculum areas to deliver literacy and numeracy skills and highlight these in SOWs.</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>Further opportunities for reading are developed across the curriculum to include fluency and comprehension</p>	<p>KB</p>	<p>Curriculum & Standards</p>			



<p>1.6 To enable YP to access remote learning in any location at any time.</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>Lessons can be delivered live or pre-recorded via Teams.</p> <p>Pupils in the home receive high quality live remote lessons as part of a new delivery model</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>KB</p> <p>AK</p> <p>AK/MB/KB</p> <p>JB</p>	<p>Curriculum & Standards</p>			
<p>1.7 To review delivery model across Hospital provision</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 to work with Trusts/Owners to identify best models for JBA input throughout the year.</p> <p>JBA to plan potential delivery models.</p> <p>Consult with staff regarding any potential impact of changes in delivery model</p>	<p>JB/CL</p> <p>JB/CL</p> <p>JB/CL/AT</p>				
<p>1.8 To support CYP in overcoming attendance as a barrier to learning</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>Attendance policy refers to pupils accessing remote lessons where appropriate achieving a B attendance code</p> <p>Embedding of enhanced breakfast club which sees more pupil attend</p> <p>Development of 'remote lessons' offer</p> <p>Attendance Officer model is reviewed to ensure optimum time is used to support pupils and families positively</p>	<p>LV</p> <p>EB</p> <p>KB</p>	<p>Safeguarding and Compliance</p> <p>Local Committee</p>			



<p>1.9 To embed the Thrive approach within the curriculum</p>	<p>Opportunities planned within PD curriculum to meet needs of individual cohorts based on outcomes of group screening</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>Thrive targets integrated into PDRs and triangulated with EHCPs</p>	<p>To ensure that Thrive is embedded within the PD/Well-being curriculum.</p> <p>SENCOs to lead whole school screening of pupils within groups within teaching centres.</p> <p>Training with all staff who deliver PD to demonstrate how Thrive and PD lessons will be taught in conjunction with each other</p> <p>CPD for HOCS around embedding Thrive, then to be disseminated whole school</p>	<p>LV/EB y/SM</p> <p>EB - PD SM</p> <p>HOCs - Curriculum</p>	<p>Curriculum & Standards</p>			
<p>1.10 To formalise the offer for the intervention groups in the teaching centres as Thrive groups</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 and VIP 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>Pupils within groups are regularly screened using the Thrive tool</p> <p>SENCOs to share Thrive approach and theory with parents/carers</p>	<p>LV TC SENCOs CLs</p>	<p>Safeguarding and Compliance</p>			

<p>1.11 To further develop the PD offer across the curriculum</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</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>Audit staff and their abilities in PD subjects</p> <p>Training for staff on PD topics</p> <p>QA identifies strengths and areas of development</p>	<p>EB/ TG/KB</p>	<p>Curriculum & Standards</p>			
<p>1.12 To further develop the Wellbeing Offer for pupils</p>	<p>All stakeholders can identify how the wellbeing offer contributes to the development of the individuals: Skills, knowledge, Cultural Capital etc.</p>	<p>Highlighting skills within Wellbeing offer</p> <p>Explicit teaching to pupils and staff of how the activity contributes to wellbeing</p> <p>Impact of WW is evidenced</p>	<p>EB</p>	<p>Curriculum & Standards</p>			
<p>1.13 To improve quality of careers provision so pupils are ready for the next stage of education, employment or training</p>	<p>The careers action plan has been successfully completed which includes:</p> <p>All YP can articulate future ambitions and secure a successful transition.</p> <p>Gaining careers quality award for JBA</p> <p>NEET figures are low</p>	<p>Ensure Career Department's Action plan is ambitious and is regularly monitored.</p> <p>Work towards Careers quality award</p> <p>Transitions Coach is in having a positive impact.</p> <p>HOC build in careers links to their SOW</p>	<p>GM/ KB</p>	<p>Curriculum & Standards</p>			
<p>1.14 All pupils receive a coherent and timely plan for all transitions</p>	<p>An effective Transition plan is in place for all pupils around key stages</p>	<p>Review the current Transition activities which then informs a coherent Transition plan developed through a Working party.</p>	<p>LV/ SENC os/ CL s</p>	<p>Curriculum and Standards</p>			



<p>1.15 To offer training/works hops to parents/carers to develop knowledge and skills in order to provide holistic support for CYP</p>	<p>Parents/Carers value the training provided</p>	<p>Combination of information sharing, face-to-face support and online training covering:</p> <ul style="list-style-type: none"> •Literacy •Numeracy •E-Safety •Thrive & Trauma •Careers and transition <p>Feedback from pupils and parents is analysed and used to inform future training.</p>	<p>TG/ LV/ KB</p>	<p>Curriculum and Standards</p>			
<p>1.16 Learning environments allow our YP to focus on learning</p>	<p>Classroom designs reflect the needs of pupils</p> <p>Rooms are appropriate for the curriculum being delivered</p> <p>Systematic approach to prioritise works</p> <p>Outdoor and shared spaces are of equal importance and are considered as part of premises improvements</p>	<p>Designs are agreed in conjunction with CLs & pupils.</p> <p>Classroom designs are agreed with the curriculum lead</p> <p>A process is followed for premises improvements and decisions are transparent</p>	<p>LV/ CL/ MB/PL</p>	<p>Local committees/Finance, Audit and Premises</p>			
<p>1.17 Demonstrating that budgets offer value for money and are impacting positively on pupil progress and achievement</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>All curriculum and centre budgets are regularly reviewed to ensure the delivery of key objectives.</p> <p>Key performance indicators are used when reviewing curriculum plans</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/ HoC</p>	<p>Finance, Audit & Premises</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 2020	RAG Spr 2021	RAG Sum 2021
2.1 To further embed an inclusive climate for learning which promotes respect and celebrates differences	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	Pupil and parent survey	TG	Safeguarding and Compliance			
	Key workers will ensure they know their key pupils well and advocate for them always	Centre Leaders detail actions from pupil and parent surveys	CLs				
	Pupil's being bullied is minimal	Support plans and other relevant paperwork for pupils will be up to date and relevant	SENC o/ CLs				
	Staff actively celebrate differences which is evidenced in their approach to supporting and managing YP	Specific bullying surveys are carried out during anti-bullying week	CLs/P Ms				
		Analysis of incident reports should identify behavioural trends which should be actioned.	LV				
		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>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</p>	<p>Staff articulate that they understand the academy's approach to managing behaviour</p> <p>Centre's are calm and orderly</p> <p>Parents and pupils feel that behaviour at their Centre is good</p> <p>Minimal number of fixed term exclusions remain</p>	<p>Staff survey results demonstrates staff understanding of approach to positive behaviour management</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>Centre staff review and further develop pupil rewards</p>	<p>TG/ AT</p> <p>CLs</p> <p>TG</p> <p>CLs/ TG</p>	<p>Safeguarding and Compliance</p>			
<p>2.3 Staff create an inclusive environment for themselves and our YP</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>Deliver Diversity and Equality Training</p> <p>Deliver unconscious bias training</p> <p>Apply for the Equality & Diversity Award following review of criteria.</p>	<p>AT/ KB</p> <p>AT/ KB</p> <p>KB</p>	<p>Safeguarding and Compliance</p>			
<p>2.4 The Personal Development offer across every centre will promote positive social and emotional wellbeing.</p>	<p>Promote positivity around mental health and emotional wellbeing and reduce the stigma associated with mental health conditions</p> <p>For the Academy to achieve UNICEF Rights Respecting Schools' Gold Award</p>	<p>Termly mental health focussed activities are planned and delivered</p> <p>Youth Mental Health Champions are identified and trained</p> <p>Gold Award achieved</p>	<p>EBy</p> <p>EBy</p> <p>EBy/ J T</p>	<p>Safeguarding and Compliance</p>			



<p>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</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 strategies are seen to be consistently applied</p>	<p>SENCOs provide ongoing training to staff around SEND documents</p> <p>SENCOs to develop 'fit for purpose' SEND documents</p> <p>Learning walks with a SEN focus carried out at all centres</p>	<p>LV SENCOs</p>	<p>Safeguarding and Compliance</p>			
<p>2.6 To identify interventions promptly and to record implementation and impact robustly</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 and costed manner</p> <p>For key members of staff to be trained to record implementation and impact of interventions</p>	<p>LV SENCOs</p>	<p>Local Committee</p>			
<p>2.7 To successfully implement an integrated self-Service Human Resources Information System (HRIS) and Payroll system</p>	<p>Staff have access to streamlined, integrated HR data in relation to HR and Payroll data</p> <p>Smarter working enabled for staff</p>	<p>Develop and implement a milestone project plan for implementation for HRIS and Payroll for 1 April 2021.</p> <p>Provide training to all users</p>	<p>AT AT</p>	<p>Staffing & Pay</p>			



<p>2.8 JBA staff demographic is representative of the community</p>	<p>Review of the current staff demographics and actions have been planned and implemented.</p>	<p>Providing staff monitoring data to the SLT and Governing 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>Staffing & Pay</p>			
<p>2.9 Review gender specific facilities at each of our sites</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>Finance, Audit & Premises</p>			



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 2020	RAG Spr 2021	RAG Sum 2021
3.1 To embed the new academy vision, mission and core values	<p>All 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>Launch on Training Days in September</p> <p>Policies embed Vision, mission and core values</p> <p>Signage, branding and merchandise is used across centres</p> <p>The ADP ensures the vision, mission and values are incorporated in all relevant objectives and localised action plans</p> <p>“Think Differently” themed events/activities are rolled out during the year</p>	<p>HB</p> <p>HB/AT</p> <p>MR/MB</p> <p>HB</p>	<p>FGB/Governance Leadership/Local Committees</p>			
3.2 Decision making is based on ethical leadership framework	<p>All leaders are fully aware of the ethical leadership framework and base key decisions on this.</p>	<p>Produce JB version of ethical leadership framework</p> <p>Refer to the framework in line management meetings.</p> <p>Ethical Leadership to form part of the Middle Leaders training plan</p> <p>Purchasing and procurement is led by ethically decision making and this is explicitly referred to.</p>	<p>HB</p> <p>Line managers</p> <p>KB/AT</p> <p>MB</p>	<p>FGB/Governance Leadership/Local Committees</p>			
3.3 To robustly and efficiently record and respond to pupil safeguarding incidents	<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>CPOMS training to be delivered locally at all centres.</p> <p>CPOMS report analysis training completed with pastoral managers and centre leaders.</p>	<p>LV/DSLs</p>	<p>Safeguarding and Compliance</p>			



<p>3.4 CYP strengthen their knowledge and resilience to a full range of safeguarding topics</p>	<p>All SG topics are included in PD curriculum.</p> <p>Pupils access and use Safer School App</p> <p>Pupils are aware of the support available to them</p>	<p>SG scheme of work includes all SG topics.</p> <p>Outside agencies used to enhance PD offer, e.g. Loudmouth, Choices project</p> <p>Pupil survey covers safeguarding topics Assemblies – safeguarding topics</p>	<p>LV EB SM</p>	<p>Safeguarding and Compliance</p>			
<p>3.5 Staff feel that their workload is manageable and that their wellbeing is being considered</p>	<p>Staff wellbeing is embedded into the culture of JB</p> <p>Staff wellbeing offer to be publicised in recruitment campaigns</p> <p>Support different methods of working to enable multi-site meetings that could minimise and reduce travel time i.e. virtual meetings, Office365, podcasts</p>	<p>Staff surveys to be carried out.</p> <p>The results of staff surveys to be shared with staff and outcomes to be acted on in a timely manner.</p> <p>Wellbeing champions continue to be supported by SLT</p> <p>Consider a flexible working policy to formalise flexible working practices.</p>	<p>AT AT/ CL/W ellbein g Cham pions</p>	<p>Staffing and Pay</p>			
<p>3.6 Under-represented staff groups to be involved in policy making</p>	<p>Under-represented staff groups have contributed to policy making</p>	<p>Highlight some policies that can be reviewed by under-represented groups</p> <p>Organise and implement how under-represented groups can input into policies reviews</p>	<p>AT AT/ HB</p>	<p>Staffing and Pay</p>			
<p>3.7 To further strengthen safer recruitment.</p>	<p>To ensure that all our panel members (or at least 50% of a recruitment panel) is safer recruitment trained</p>	<p>Review staff who are safer recruitment trained and organise training for those that require it.</p>	<p>AT</p>	<p>Staffing and Pay</p>			

3.8 Provide a reliable IT service	<p>Staff feel that IT is an asset to the organisation.</p>	<p>IT strategy is implemented.</p> <p>Equipment identified and procurement framework in place</p> <p>Staff are trained to realise full benefits</p> <p>All staff store documents remotely</p> <p>Priority users are identified and issued with equipment</p>	<p>MB/ AK KB/ AK</p> <p>All staff</p> <p>KB/ MB</p>	<p>Curriculum and Standards</p>			
3.9 Development of IT systems to create efficient information flow	<p>Automating of paper-based systems where possible in Office365</p> <p>Automating of Office365 to analyse data</p>	<p>CPD for team of staff able to use Power Apps, Flow and Power BI</p> <p>Create Apps for systems such as CPD applications, Petty Cash Claims, RFDs, H&S reporting</p> <p>Undertake a Feasibility review into the replacement of SISRA with an Office365 solution</p>	<p>KB/ AK/ MB</p>	<p>Finance, Audit & Premises</p>			
3.10 To develop the culture of robust Data Protection	<p>Data Protection Action plan has been successfully completed.</p>	<p>Data Protection action plan is reflected in Centre Action Plans.</p> <p>A staffing structure is in place to with sufficient capacity to address all the actions within the plan.</p> <p>Actions from the plan are undertaken in conjunction with the DPO, Data Protection Consultant, new Assistant Principal, Data Lead and Data Champions.</p> <p>The plan is regularly monitored, and timelines are met.</p>	<p>JM/ RS</p>	<p>Safeguarding and Compliance</p>			
3.11 Financial sustainability is proactive and planned in a timely manner.	<p>Close the budget deficit gap for 2021/22</p>	<p>5-year budget plans – incorporated in Management Accounts.</p> <p>Continuous review of non-staffing costs</p> <p>Income maximisation through lettings and trading activities</p> <p>LA change hospital funding through commissioning</p>	<p>MB</p> <p>HB/ MB</p> <p>MB</p> <p>HB/ MB</p>	<p>Finance, Audit & Premises</p>			



<p>3.12 To improve the green credibility of JBA</p>	<p>Going Green Charter is agreed & published</p>	<p>Consultation on steps to 'go green'</p>	<p>MB</p>	<p>Finance, Audit & Premises</p>				
	<p>Green credentials make JBA an employer of choice</p>	<p>ECO-School award – level 1 achieved</p>	<p>MB</p>					
	<p>Pupil involvement in the steps to going green</p>	<p>Alternative sources of energy are considered</p>	<p>MB</p>					
	<p>Significant reduction in JBA's carbon footprint</p>	<p>Staff have access to assistance when buying new vehicles</p>	<p>MB</p>					
		<p>Staff have access to cycle to work schemes</p>	<p>MB</p>					
		<p>Increased opportunities for employees to work from home</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 2020	RAG Spr 2021	RAG Sum 2021
4.1 To improve the quality of teaching and learning	<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>Develop appraisal policy further in line with the 'improve not prove' ethos</p> <p>QA cycle – feedback is used to inform practice and development</p> <p>Deliver training on reflective classroom practice & peer coaching</p> <p>Set direction and provide support so Teaching and learning development is a priority for all curriculum meetings and information sharing is assigned to email</p>	<p>AT/ KB</p> <p>KB</p> <p>KB</p>	Curriculum & Standards			
4.2 To ensure QA across the academy is allowing us to share success and implement interventions	<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>SLT to work with CLs and HoCs to create effective QA programme.</p> <p>Data systems to support CL and HoC to enable effective interventions.</p>	KB/ CL/ HoC	Curriculum & Standards			
4.3 All staff understand and have a clear progression pathway	<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'</p> <p>Encourage the sharing of best practice between colleagues</p> <p>JBA leaders and staff are leading training internally and externally</p>	KB/ AT	Staffing & Pay			



<p>4.4 To support the development and impact of Middle Leaders.</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 internal CPD programme for Middle Leaders</p> <p>Complete train the trainer for the MPQML/SL course</p> <p>Run MPQML</p> <p>Run coaching sessions for some middle leaders outside of the appraisal cycle</p>	<p>AT/ KB</p>	<p>Staffing and Pay</p>			
<p>4.5 Retain and recruit high quality staff</p>	<p>All newly appointed staff are of high quality</p> <p>Low staff turnover</p> <p>Successful scheme</p> <p>Apprenticeship</p>	<p>To develop our Recruitment and retention strategy to include review of competency-based job description.</p> <p>Interview process (including shortlisting) is thorough, robust and highly challenging.</p> <p>Review the retention payments within the Pay Policy to see whether this is up-to-date with market rates.</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>Staffing & Pay</p>			
<p>4.6 Staff to think differently when approaching challenges</p>	<p>Examples of case studies where staff have led on an innovative approach that has led to better outcomes.</p>	<p>Devise an 'Innovation Award' that supports staff with either budgetary or time allowance, to trial an innovative approach to a problem.</p>	<p>HB/ MB</p>	<p>Curriculum & Standards</p>			



<p>4.7 To develop the role of Teaching Assistants.</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>TA skills audit</p> <p>Training for TAs</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>KB/CL</p> <p>KB</p> <p>KB/LV</p> <p>LV</p>	<p>Curriculum & Standards</p>			
<p>4.8 To increase capacity to deliver Thrive interventions</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>Deliver 'An Introduction to Thrive' to all staff</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'</p> <p>To work with 'Thrive Practitioners' to develop Thrive/Nurture groups</p> <p>Centre management teams to identify pupils who require Thrive interventions</p>	<p>LV Teaching Centre SENCOs</p>	<p>Local Committee</p>			



<p>4.9 To have a fit for purpose and relevant induction programme that communicates the Academy's Vision, Mission and core values.</p>	<p>To have an inclusive induction programme</p>	<p>To fully review the induction programme based on survey of inductees</p> <p>To launch a fully inclusive innovative induction programme</p>	<p>AT/ HB</p>	<p>Staffing & Pay</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 2020	RAG Spr 2021	RAG Sum 2021
5.1 To formalise JBA's role in the Local Authority's graduated approach in relation to SEN	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	SLT representation on LA's DMGs To communicate all strategic discussions with the Governing Body for final agreement. To review internal capacity before offering additional external support provision.	TG/LV	FGB/Governance Leadership			
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	Staff will develop the skills and resources to support the successful delivery of training programs SEMH Decision Making Group (DMG) formed with BCC around placements at JBA	Staff will be identified and supported to put together resources that can be delivered to targeted groups e.g. mainstream or special schools. Referrals Team to identify trends in referrals to inform targeted approaches to training packages	TG JC TG	FGB/Governance Leadership			
5.3 To work in partnerships with Trusts to develop a complimentary offer that works alongside professionals.	Hospitals and SPR provisions have improved their offer by working closely with Trusts and professionals within them.	Hospitals and SPR provisions have actions to improve offer through working with other professional's e.g. OT, S&L, Art therapists.	JB/CL	Hospitals Local Committee			



<p>5.4 To ensure the environment at JBA sets the standard to meet the needs of CYP with Autism and SEMH</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 practise</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 take external audit into account when creating NAS action plan for Dovedale</p> <p>To carry out internal learning walks with a SEN environment focus and execute actions</p> <p>To attend network meetings and to feedback to centres.</p> <p>To welcome visitors to our sites and showcase good practice</p>	<p>LV SENC os/ CLs</p>	<p>Local Committee</p>			
<p>5.5 For JBA to deliver Thrive training within Birmingham</p>	<p>Thrive training delivered externally</p>	<p>Plan to deliver training to schools and other agencies outside of JBA</p>	<p>LV EB</p>	<p>Safeguarding and Compliance</p>			
<p>5.6 To work in partnership with other organisations</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 & careers team</p> <p>Develop opportunities for work with universities with pupils and staff</p>	<p>GM/ KB All</p>	<p>Curriculum & Standards</p>			
<p>5.7 To develop the 16-19 offer at JBA to support the needs of Birmingham</p>	<p>Explore plans to open 16-19 provision and make proposal to LA</p>	<p>SLT representation on the DMG to review Post 16 SEMH provision across the city.</p> <p>Plan and proposals are strategically discussed with Governing Board.</p>	<p>TG/ HB</p>	<p>Curriculum & Standards</p>			
<p>5.8 Developing estates to improve/increase capacity to support needs of Birmingham</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>Finance, Audit & Premises</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