



James Brindley Academy Development Plan September 2018-19

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Context

1. The 2017-18 Academy Development Plan was compiled with reference to the Ofsted Action Plan in place for 2016-17 and it continued to use the headings contained within the Ofsted Inspection Framework. This meant that a number of key issues appeared within more than one section with the result that the total document was slightly repetitive.
2. For 2018-2019 we have moved away from the Ofsted format to allow for a clearer, hopefully more coherent, document. The Key Strategic Priorities have been identified (page 8) and then used as the sub-sections of the plan. There are of course other significant issues for the school which will continue to be given high priority but the items listed are the ones which will be the subject of significant change, training or development over the next 12 months.
3. The identified priorities will provide the basis for development planning within each of the Sectors and across all curriculum areas. Sector and Curriculum plans will be produced by the end of September 2018 and will be cross-referenced to this plan.
4. Each strategic priority will be led and monitored by a member of the Leadership Team and quality assured by either the Full Governing Body or the relevant GB committee. Evidence of how these risks are being mitigated will be recorded within the Governors' minutes.
5. The Governors have also defined the "top level" strategic risks and these have also been cross-referenced to this document. The Risk Register extract can be found on pages 27-29.

James Brindley Academy: Vision Statement

All children and young people have the right to an education that provides them with the skills and opportunity to achieve their potential regardless of their circumstances or medical needs. At James Brindley we keep the needs of each individual at the heart of everything we do so that all our pupils are challenged and supported to experience success. For those in hospital, we seek to minimise the interruption and disruption to children and young people's education so that academic progress will continue as far as their health permits.

Across all our settings we provide an individually tailored educational programme and pathway to enable each pupil to succeed at school and to prepare them for their future life.

We will achieve this by:

- Ensuring that Academy developments are planned exclusively around meeting pupils' needs.
- Continuously reviewing and evaluating our work with the aim of further improving the quality of educational opportunities and the achievements of our pupils.
- Recognising and celebrating the success of both staff and pupils.
- Working effectively and in partnership with parents, our colleagues in the NHS, BCC and other key professionals and the wider Birmingham school community.
- Delivering a broad, balanced and engaging curriculum.
- Providing a safe, secure and stimulating learning environment in which the team of highly skilled staff deliver engaging teaching and effective support programmes to meet the needs of all pupils.
- Valuing the entire school community, promoting well-being and encouraging spiritual, moral, social and cultural development in an atmosphere that fosters British Values and the growth of respect and responsible behaviour.
- Making learning an integral part of children and young people's stay in hospital or a longer term residential centre in order to ensure continuity and enjoyment for each individual pupil.
- Preparing and empowering pupils for their future lives
- Placing a high importance on transferring back to school or to another educational setting as seamlessly as possible.
- Providing a range of stimulating, age appropriate 'extension' activities designed to build confidence, self-esteem, resilience and emotional maturity.

Staff and Governors have adopted 'The Seven Principles of Public Life' and have high expectations of themselves and others and will always strive to achieve the highest standards of education and care for our young people. (Last reviewed Summer 2017)

James Brindley School Governance Structure

Full Governing Body

Claire Marshall (Community)	Mark Harvey (Community)
James Brown (Community)	Melissa Daly (Community)
Alastair Cowen (Community)	Rebecca Lloyd (Community)
Clive Reeves (Community)	Chris Jeff (Parent)
David Marriott (Parent)	Jayne Hinchliffe (Staff)
Paula Quiney (Staff)	John Bradshaw (Principal)

**Staffing & Pay
Committee**

**Curriculum &
Standards Monitoring
Committee**

**Finance & Audit
Committee**

**Safeguarding, Health
and Safety & Premises
Committee**

**Dovedale
Local Committee**

**Hospitals and Specialist
Provision
Local Committee**

**KS3 Northfield/
KS4 Parkway
Local Committee**

Academy Leadership Team

Principal:	John Bradshaw	Achievement & Standards
Vice-Principal:	Hardip Bissell	Teaching, Learning & Assessment
Assistant Principal:	Tosin Gabriel	Academy Lead DSL Head of KS3/4 Sector (Northfield and Parkway)
Assistant Principal:	Lisa Valentini	Academy-wide Strategic Lead for Inclusion Head of Dovedale Sector
Strategic Lead for Hospitals & Development:	Kristina Murphy	Academy-wide Strategic Lead for Development Head of Hospitals Sector

Corporate Services Managers:

- Finance:	Mike Burton
- HR:	Angela Thakur
- Data:	Greg Jones
- Premises:	Paul Lynch
- ICT:	Nik Horvat-Marcovic
- Transitions Manager (Referrals):	James Challoner
- Company Secretary:	Jo Murgatroyd
- Professional Support Officer for Leadership Team:	Claire Brown

James Brindley School - Sectors & Sector Leadership 2018-19

Dovedale Sector - Teaching Centre (ASC)	Leadership
Dovedale 72 pupils 32 staff (approx. FTE)	Head of Sector (Assistant Principal) - Lisa Valentini <ul style="list-style-type: none"> • Assistant Head of Sector (SENCO) – Emma Lee Thomason • Assistant Head of Sector (Teaching & Learning) – Anthony Buckley • Pastoral Manager - Louise Connor • Attendance Officer – Kay Jaan
Dovedale Local Governor Committee	

KS3/4 Sector - Teaching Centres (SEMH)	Leadership
Parkway & Northfield <ul style="list-style-type: none"> ❖ KS3 Centre (Yrs 7, 8, 9) + Transition group ❖ KS4 Centre (Yrs 10 & 11) + Transition/Nurture group 140 pupils approx. + 20 transition places KS4 100 + 10; KS3 40 + 10 47 staff (approx. FTE)	Head of Sector (Assistant Principal) - Tosin Gabriel KS3: <ul style="list-style-type: none"> • Centre Leader - Sophie Bartlett • Pastoral Manager - Kerry Flavell • Attendance Officer – Lizzie Rowes • SENCO – Sarah Lisle-Denny KS4: <ul style="list-style-type: none"> • Centre Leader - Emma Byrne • Pastoral Managers - Allan Wright & Eunice Obeng-Oppong • Attendance Officers - Alix Wood & Jo Thompson • SENCO – Esther Bowles <ul style="list-style-type: none"> • Assistant Head of Sector (Teaching & Learning) – Louise Thomas
KS3/4 Local Governor Committee	

Hospitals & Specialist Provision Sector	Leadership
Hospitals: BCH, The Royal Orthopaedic Hospital (ROH), Heartlands, Q.E. 250 beds Short Term Provision 40 places Specialist Provision: Ardenleigh (12 beds), Willows (34 beds), Newbridge (28 beds), Adriatic (6 beds) 80 pupils (resident) 60 staff (approx. FTE)	Strategic Head of Sector – Kristina Murphy <ul style="list-style-type: none"> • Hospitals Centre Leader- Tracey Deathridge • Ardenleigh Centre Leader - Simon Lee • Newbridge House Centre Leader - Nicola Winslow • Willows Centre Leader - Suzy Bradbury • SENCO x 3 (combined with other roles) - Suzy Bradbury/ Jim Turley/Lucy Leggett • STP and Transitions Manager – James Challoner • STP Educational Lead – Ben Bury • STP and Transitions Officer – Iqra Arif
Hospitals & Specialist Provision Local Governor Committee	

ASC = Autism Spectrum Condition

FTE = Full Time Equivalent

SEMH = Social & Emotional Mental Health

Curriculum Leadership 2018-19

Maths:

Kath Hunter – Director of Maths
Sarah Young – 2nd in Department

English:

Charmaine Parry – Director of English
Parminder Mann – 2nd in Department

Science, including Health & Social Care:

Matt Thomas – Acting Head of Science
Alice Reade – Acting 2nd in Department

Art, including Photography & Textiles:

Ash Daly – Head of Art

Humanities, including History, Geography, RE, MFL, Forest Schools:

John Bloomer – Head of Humanities

ICT:

Bob Thacker – Head of ICT

PE:

Julia Smith – Head of PE

Technology including Resistant Materials, Food Technology, Ardenleigh Applied Learning:

Leanne Parker – Head of Technology

PSHE:

Sarah Maybeck – Head of PSHE

Performing Arts:

Ann-Louise McGregor – Head of Performing Arts

Primary:

Kirsty Robinson – Primary Lead Hospitals
Claire Hysted – Primary Lead Dovedale

Off-site Vocational Learning (Teaching Centres)

Dave Phillips – Lead Teacher

What the school needs to do to improve further (Ofsted, January 2017)

- 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.

NB. A special school judged to be good at its last inspection normally receives a 2 day inspection every 3 to 4 years. An Ofsted visit can be triggered at any point however, if they receive complaints or concerns – these are generally “no notice” inspections.

James Brindley Development Plan: Strategic Priorities for 2018 – 19

All Staff

1. To implement positive, **inclusive behaviour strategies and rewards** to increase attendance and engagement and further reduce exclusions.
2. To establish effective **Data and ICT Strategies** to ensure reliable, future-proofed systems and resources to support pupil learning and development.
3. To further develop **flexible, personalised learning and growth** programmes which both extend the most able and support pupils with significant gaps in their prior learning to accelerate progress and attainment.
4. To introduce an **enhanced Careers Education programme** to inform curriculum choice, raise aspiration and broaden post-16 opportunities and increase employability.
5. To create a “development for all” CPD culture that provides **staff** with relevant and **developmental opportunities** in line with their aspirations, well-being and appraisal targets.
6. To enhance the Academy’s **profile and reputation** through effective communication with parents, wider stakeholders and partners.

Governors

7. To action a **sustainable business model** designed to maintain a high quality of educational provision whilst ensuring future financial viability.
8. To sharpen quality assurance procedures and processes to ensure that **Governors are able to fulfil their accountability** function.
9. To consider options for **expanding current provision** prior to clarifying priorities for the future development and direction of James Brindley.

All Staff and Governors

10. To continue to place **safeguarding and inclusion** at the heart of everything we do.

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
1. Inclusive behaviour strategies and rewards Lead: TG	1.1 To implement the revised Positive Behaviour Policy.	Teaching and Hospital Centres Behaviour Policy (2018)	All staff are familiar with the policy and apply it consistently through training and coaching. Pupils feel valued, safe and secure. Data system is available to enable the policy to be implemented and maintained. “Our Values” displayed in all classrooms. SENCOs provide more support for Key Workers with strategies. VIP rewards system well used by staff and pupils (see data).	2	Safeguarding/ H&S/Premises Local			
	1.2 Identify lead practitioners and develop a new model for supporting staff and pupils with regards to the SEMH and SEND/additional needs	Dovedale Northfield Parkway	Lead practitioners are identified in each sector, as part of a rolling programme. Lead practitioners receive training and are able to communicate their knowledge to staff. Staff are able to deal with mental health issues and know when to escalate concerns.	18				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	1.3 The use of Dojo is developed beyond a conversation tool.	Teaching Centres	<p>Pupil walls are used to showcase their own work.</p> <p>Use is changed in line with new positive behaviour policy.</p> <p>Key Worker handbook includes a section on Dojo that clarifies expectations of its use.</p> <p>When a child leaves all communications with the parents are downloaded and stored.</p> <p>The pupil induction pack includes Dojo consent for pupils over the age of 13.</p> <p>Pupil and parental engagement increases.</p>	5	<p>Safeguarding/ H&S/Premises</p> <p>Local</p>			
	1.4 Each pupil receives a James Brindley Record of Achievement, reflecting achievements and progress.	Teaching Centres	<p>The Record of Achievement is successfully integrated into the key worker role.</p> <p>Pupils and parents recognise that achievements are celebrated and recorded.</p>	10				
<p>2. Data and ICT strategies</p> <p>Lead: JB</p>	2.1 Develop the ICT infrastructure, as part of the ICT strategic plan, so that teaching and learning is effectively supported	<p>ICT strategy</p> <p>RM health check</p> <p>Staff survey (culture)</p>	<p>Log on times reduced.</p> <p>System reliability is improved.</p> <p>Systems are GDPR compliant.</p> <p>Pupil use increases.</p>	3	<p>Curriculum and Standards Monitoring</p> <p>Local</p>			

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	2.2 Agree and implement a JBS Data Strategy	Data strategy	<p>2018-19 Data Strategy in place.</p> <p>Relevant data is accessible to stakeholders.</p> <p>Data supports teaching innovation, creativity and catch-up.</p> <p>Data supports compliance with GDPR, safeguarding and health and safety.</p> <p>Interim solutions are made available while MIS systems are evaluated to match requirements and budget.</p> <p>Pupils and parents/carers feel well informed.</p> <p>Clarity on focus groups across the school, followed by associated interventions to increase progress.</p> <p>School confidence in accuracy and completeness of safeguarding information/ability to take immediate action.</p>	3	<p>Curriculum and Standards Monitoring</p> <p>Local</p>			

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	2.3 New pupil assessment system is successfully implemented	Data Strategy Curriculum SISRA Information	<p>Pupil assessment data is easily accessible to all staff.</p> <p>Forecast and progress grades support pupils and teachers to identify progress and areas to develop.</p> <p>Pupil assessment data is analysed effectively by HoC, AHoS, VP and all teachers. This will require training on SISRA.</p> <p>Pupil assessment information to be reported on regularly to Leadership team and governors.</p>	10 5	Curriculum and Standards Monitoring Local			
	2.4 Pupil's summative assessments are accurate and drive improvements in curriculum design and high quality feedback.	Curriculum	<p>This is to be achieved by moderation of pupils work in national context.</p> <p>Implementation of 'No more marking' policy.</p> <p>Evidence of external moderation.</p> <p>HoC to develop clear moderation programme to ensure staff are clear on how robust moderation will be undertaken.</p>	10				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
3. Flexible, personalised learning and growth Lead: HB	3.1 To integrate Growth Mindsets and resilience into the curriculum to support high challenge and low threat.	Curriculum Teaching and Hospital Centres	Growth Mindsets Training day-26 th October 2018 QA evidences increased pupil engagement; high challenge and low threat; use of growth mindset language by staff and pupils. Evidence that pupils have a growth mindset and increased resilience through pupil voice.	12	Curriculum and Standards Monitoring Local			
	3.2 Develop vocational offer within a cost effective, sustainable model.	Teaching Centres QA Database	Assess impact of vocational courses through pupils' progress, pupil feedback, QA, attendance and access to future pathways. Identify other vocational courses that are suitable for JBS pupils. Regularly review the cost of courses.	11				
	3.3 To improve feedback to support learning through impactful pupil feedback	Curriculum Teaching and Hospital Centres QA Database	Feedback policy to be reviewed to ensure that feedback is meaningful, manageable and motivating. Feedback policy is implemented and followed by all staff and this is evidenced through QA.	10				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	3.4 To identify and close gaps in learning that are caused by pupil absence	Curriculum Teaching Centres	<p>Back to School sheets are completed by the key worker as soon as the pupil returns to school.</p> <p>Book scrutiny and assessment analysis evidences that gaps in work are identified and that effective catch-up has taken place.</p>	10	Curriculum and Standards Monitoring Local			
	3.5 Differentiation linked with reading ages and strategies that support pupil conditions	<p>Curriculum Teaching Centres</p> <p>QA Database</p>	<p>Reading ages information to be available and used by all staff for differentiation at all levels.</p> <p>QA identifies differentiation based on reading ages and strategies.</p> <p>QA identifies that literacy is a core element of lessons across all subject areas.</p> <p>Reading age data show that all pupils are improving and where this does not happen there is contextual information.</p>	10				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	3.6 To revise the strategy and delivery of pupil premium to ensure pupil access and accountability at centre level.	Dovedale Northfield Parkway	<p>KM in consultation with TG and LV to revise the Pupil Premium Strategy to make it centre focussed (once salaries are deducted).</p> <p>The centres provide a termly impact report on the interventions to KM for her to provide QA.</p> <p>Impact is demonstrated to governors through the local committees</p> <p>Annual reporting requirements on the website are met.</p>	12 10	Curriculum and Standards Monitoring Local			
	3.7 To develop the extended learning programme	Curriculum Centre Plans	Opportunities (eg homework) are identified and trialled in every sector	10				
	3.8 To develop an RE programme for KS4 pupils to fit with the new curriculum delivery model.	Humanities	Scheme of work written, resourced and implemented.	4				
	3.9 Develop the creative classroom and achieve Arts Mark Accreditation	Curriculum	<p>Arts Mark achieved.</p> <p>“Creative Curriculum” training day delivered on 12th April 2019.</p>	10				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	3.10 Pupils who require an EHCP are identified as early as possible. Pupils to remain dual registered as long as possible.	Teaching Centres STP	<p>Pupils are identified at referral who may need an EHCP.</p> <p>Consistency is shown in using the updated guidance for completing an EHCP request, including having a single point of contact at school for each pupil and family going through the EHCP process.</p> <p>New EHCP tracker is kept up to date by all JBS SENCOs for sole registered pupils.</p> <p>Dual registration of KS4 pupils means that the number of home schools completing the application increases.</p> <p>QA of EHCP requests to be carried out by LV. (Timely completion and quality plans with focus on outcomes).</p>	12	Curriculum and Standards Monitoring Local			
	3.11 To become a member of the TITAN network from September	Curriculum TITAN events calendar	<p>The network is joined.</p> <p>The network is used to provide moderation, training and advice to the organisation.</p>	13 15 6				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
4. Enhanced Careers Education programme. Lead: HB	4.1 Develop and implement a careers programme in line with Gatsby benchmarks.	Careers Teaching and Hospital Centres	Identify the Careers model for JBS for 2018/19. Careers programme increases the employer contact for all pupils. Pupil motivation enhanced. Careers to form part of the cross curricular days. Tracking the Gatsby benchmarks and stay on track to achieve Careers Award by 2020.	10	Curriculum and Standards Monitoring Local			
5. Development opportunities for staff Lead: HB	5.1 To successfully implement a Human Resource Information System (HRIS) to support and record staff management processes – enabling central monitoring and reporting.	HR Dept workplan	HRIS implemented for HR & payroll Key Milestones: Communication to staff – mid September 3 rd parallel payrun -28 th September Launch to managers and staff – October Fully migrated payroll – 28 th October	14 15	Staffing and Pay Local			

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	5.2 Develop, implement and analyse the impact of a training and development plan that both supports and motivates staff whilst also meeting legal and academy priorities	Training and Development Plan	<p>Talent is identified and developed appropriately.</p> <p>Staff identify training requirements through appraisal process.</p> <p>Legal obligations are fulfilled.</p> <p>High staff retention</p> <p>Paradigm shift in the role of the TA to be a joint teaching practitioner to be evidenced in each sector.</p> <p>Staff questionnaire supports the fact that CPD programme is supporting their development</p>	13 15	Staffing and Pay Local			
	5.3 To improve the quality of teaching and learning through ongoing professional development.	Training and Development Plan	Develop ongoing T & L programme in each sector based on requirements. To include Teaching assistants and other classroom based support staff.	13 15 6				
	5.4 To increase the resilience of staff.	Training and Development Plan CPD log	<p>Training opportunities are identified.</p> <p>Wellbeing programmes are developed for staff.</p> <p>Staff survey reflects improved mental health.</p>	15 18				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
6. Academy's profile and reputation Lead: KM	6.1 Raise the academy's profile by extending the digital footprint.	Teaching Centres	<p>Increased use of facebook, twitter and other social media platforms by the school, leads to an increase in communication.</p> <p>We are represented on other organisation's websites and tweets etc eg NHS trusts</p>	6 5	Full Governing Body Local			
	6.2 To re-brand and launch a new, compliant school website which enables key stakeholders to easily access information and keep up-to-date with school developments and events.	All Centre Plans	<p>New website and branding launched.</p> <p>Website compliant with DfE requirements.</p> <p>Key staff identified in sectors to keep content live.</p> <p>Information about pupil successes regularly updated.</p>	5 6				
	6.3 To produce a prospectus containing information on the offer provided (whole school and sectors)	Teaching Centres	<p>Outside agencies are aware of the school's offer and are able to make appropriate referrals</p> <p>Prospective parents are able to make an informed decision when a referral is made.</p> <p>Open day events are held.</p>	5 6				
	6.4 To develop effective integrated relationships with other professional groups/organisations.	Hospital Sector BCC Partnership Agreement	<p>SEND integrated model SALT, CAMHS.</p> <p>The organisation is invited to participate in external strategic meetings and groups.</p>	5 6				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	6.5 To create opportunities to bring in extra resources through fund raising and marketing activities.		Funds are raised and publicised. Website and social media are used effectively for marketing.	8 15 17	Local Finance			
	6.6 To fully implement GDPR requirements with further training and audit activity as required	All Centre Plans Compliance Action Plan Training and Development Plan	DSP Toolkit is used and is compliant with the action plan. Cyber Security Essentials are implemented. Staff training continues.	4	Safeguarding/H&S/Premises			
7. Sustainable Business Model Lead: JB	7.1 To establish a staffing strategy and 3-5 year business plan.	Staffing and Finance action plans	Staffing strategy developed that closes the financial gap by 2019/20 is agreed by Governors. The financial strategy delivers a balanced budget in the short and medium term. Non-staffing costs are reviewed.	7 8	Staffing and Pay Finance			
	7.2 Renegotiate commissioning/funding model for KS3/4 with BCC	SLA with BCC	The KS3/4 sector is financially sustainable in 2019/2020.	7	Full Governing Body Finance			

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	7.3 Remodel STP to ensure cost effectiveness and efficiency.	Hospitals Sector	STP pupils can access full-time education Change of funding commissioned.	6 8	Hospitals Local Committee			
8. Governor accountability Lead: CM	8.1 To ensure that all local committee meetings are fulfilling their accountability function.	Committee Action Plans Meeting Minutes	Reports, data analysis and other documents to be sent out with the agenda Local committee meetings more frequent Increased accountability and Governor scrutiny Company secretary ensures minimal duplication between meetings (eg. Attendance) Allocate roles and responsibilities to individual governors. Consider whether staff should sit on their own sector committee meetings.	1 4	Local Committees			

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	8.2 The Governor Curriculum and Standards Committee to ensure that data about progress and curriculum input are effectively interrogated	Committee Action Plans	<p>Governing Body Curriculum and Standards Committee records show interrogation of reports as part of monitoring process.</p> <p>Committee plan set in advance and schedules challenge.</p> <p>Recruit a new community governor with teaching and learning knowledge.</p> <p>QA is provided through learning walks with governor involvement</p> <p>Increased reliability and focus of data means that governors have the right information to challenge.</p>	1 9	Curriculum and Standards Monitoring			
	8.3 The Governors identify top level strategic risks and review at each committee meeting.	Risk Register	<p>Risk register updated as a live document</p> <p>Increase in staff awareness and reporting of risks.</p> <p>High level risks integrated into committee agendas and minutes and demonstrate monitoring by each committee.</p>	1	Standing Committees			
	8.4 The policy schedule is up to date	Company Secretary Schedule	All policies correctly updated and approved on time	4	Standing Committees Full Governing Body			

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	8.5 To use the link governor roles to build in opportunities for governors to understand and know the school better.	Governor Calendar and Link Roles	<p>Link Governor roles clarified</p> <p>Link Governor visit schedule created that ties in with the meeting schedule.</p> <p>Governor site visit offer created.</p> <p>Governor contributions to discussions and effective challenge increases.</p> <p>A governor skills audit is completed and the results used to strengthen governance.</p> <p>Effective induction of new governors.</p> <p>Governors are regularly offered training and development opportunities.</p>	9	Full Governing Body			
9. Expanding provision Lead: KM	9.1 To establish priorities for future academy developments In order to meet needs of present and future needs of children and young people in Birmingham.	SLA with BCC Agreements with NHS	<p>Organisation meets changing requirements in the light of local SEND needs (2017-2020 SEND BCC vision) and NHS requirements.</p> <p>The model is sustainable with respect to finance and premises.</p> <p>The staff mix and the staff:pupil ratio for each teaching centre is affordable.</p>	6 10 11	Finance Safeguarding/H&S/Premises Full Governing Body			
	9.2 Further explore opportunities to expand hospital provision with local and regional NHS trusts	Hospital Sector	Governor review of the Midlands local authorities and their provision of hospital teaching.	6 7	Hospitals Local Committee			

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	9.3 To reduce the impact to business continuity from a critical incident eg prepare pupils for a lock down and where possible reduce/mitigate the risk.	Continuity Plan	School Business Continuity Plan. Risk Register updated as a live document. Evidence that pupils are prepared.	19	Safeguarding/ H&S/Premises Local Committees			
10. Safeguarding Lead: TG	10.1 To ensure that all adults working in each setting receive a SG briefing pack on their first day (175 audit)	All Centre Plans Induction Programme	Cover staff and visitors working with children receive a SG flowchart on arrival. All members of staff, including sessional staff, receive a SG pack on their first day. Records are kept to show compliance.	18	Safeguarding/ H&S/Premises Local Committees			
	10.2 To ensure visitors/workers who meet the 3 times in 30 days criteria are logged on the SCR (175 audit)	All Centre Plans	Electronic visitor systems are evaluated A system, whether electronic or manual, is devised and implemented for each sector.	18				
	10.4 To meet the public sector equalities duty (175 audit)	All Centre Plans	Ensure that our equality objectives are updated at least every 4 years and are published. Ensure that information to demonstrate our compliance with the public sector equality duty is published annually.	4				
	10.5 To increase staff confidence at all levels when dealing with safeguarding incidents through continuing	All Centre Plans	Regular audit evidences progress and identifies further training needs Fewer low level incidents require SLT input and advice	18				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	training /coaching/mentoring		New initiatives to help staff be self-sufficient are launched. The early help process is understood and used by staff.		Safeguarding/ H&S/Premises Local Committees			
	10.6 To ensure that the school sites are fit for purpose through a programme of planned improvements	All Centre Plans	Establish a rolling programme of premises improvements. Establish a termly condition report on all centres. Improvements are prioritised and completed so that premises condition is matched with suitability and opportunity. Parent, pupil and staff satisfaction is increased.	17 19				
	10.7 Develop a new process for the management of Health and Safety in school	All Centre Plans	SLA with Solihull is reviewed to produce an inclusive process which reduces risk and adds value to school processes.	17 19				
	10.8 To provide pupil attendance progress reports using previous school attendance as the baseline as appropriate.	All Centre Plans	Each pupil to have an attendance profile. Key workers use the profiles for celebrations and interventions. Every teacher and TA has an active engagement in raising attendance	16				

Strategic Priority	Operational Objective	Local plans and Documents	Actions/Evidence of Impact	Risk Register	Governor Committees	RAG Aut 2018	RAG Spring 2019	RAG Sum 2019
	10.9 To implement Fastrack attendance procedures (replaces Spotlight)	All Centre Plans	Relevant staff receive training. Parents Informed. New procedures are implemented. The impact of the changes is evidenced.	16	Safeguarding/ H&S/Premises Local Committees			
	10.10 To evaluate SENAR referrals to ensure that pupils are correctly placed.	All Centre Plans	Review placement/attendance of SENAR referred pupils after half a term/a term/an academic year to analyse success of placement and provide data and case study feedback to LA. Reduced number of inappropriate referrals. The majority of SENAR referrals are successfully accessing education.	12				
	10.11 To record the graduated approach in a robust and costed manner in each sector.	Teaching Centres	Information is used to support EHCP applications.	12				
	10.12 Ensure all sites are ASC accessible environments.	Asset Management Dovedale model classroom plan	Work towards ASC accreditation. Staff training programme	17 13				

Risk Register Extract: Top Level Risks

As at 4.7.18

Ref	Reviewed date	Risk	Risk Category	Governor Monitoring	Risk Owner	Gross Risk (before controls)	Net Risk (after controls)
1	17/18	Leadership & Governance do not have the capacity to move the school forwards	STRATEGIC	Full Governing Body	Principal	16	12
2	17/18	Systems & organisational changes have an unforeseen negative impact on the well-being of pupils	STRATEGIC	Full Governing Body	Principal	16	12
3	Sum 18	ICT system not fit for purpose	OPERATIONAL	Full Governing Body	Principal	25	20
4	17/18	Academy legislative compliance	COMPLIANCE	Full Governing Body	Company Secretary	20	8
5	17/18	Ineffective communication with parents and other stakeholders	OPERATIONAL	Full Governing Body	Principal	16	8
6	Sum 18	Operating In isolation	OPERATIONAL	Full Governing Body	Strategic Development Manager	12	6
7	17/18	Loss/reduction of income streams/poor management/planning of costs	FINANCIAL	Finance & Audit	Head of Finance and Facilities	24	15
8	Sum 18	Failure to balance the budget in future years	OPERATIONAL	Finance & Audit	Head of Finance and Facilities	25	15

Ref	Reviewed date	Risk	Risk Category	Governor Monitoring	Risk Owner	Gross Risk (before controls)	Net Risk (after controls)
9	Sum 18	The quality assurance process gives insufficient impact	OPERATIONAL	Curriculum & Standards	Vice Principal	16	16
10	Sum 18	Pupils not making progress	STRATEGIC	Curriculum & Standards	Vice Principal	20	12
11	17/18	Pupils not accessing lessons	OPERATIONAL	Curriculum & Standards	Vice Principal	20	16
12	17/18	Not complying with the SEND code of practice	STRATEGIC	Curriculum & Standards	Asst. Principal (Inclusion)	16	8
13	17/18	Poor retention of staff	OPERATIONAL	Staffing & Pay	Head of HR	16	12
14	17/18	Ineffective performance management	OPERATIONAL	Staffing & Pay	Vice Principal	16	12
15	17/18	Low morale leading to a negative culture	OPERATIONAL	Staffing & Pay	Principal	20	20
16	17/18	Failure to understand & review reasons for pupil non attendance	STRATEGIC	Safeguarding & Premises	Asst. Principal (Lead DSL)	24	12
17	17/18	Buildings & learning environments are not fit for purpose	OPERATIONAL	Safeguarding & Premises	Head of Finance and Facilities	16	12
18	17/18	Staff are not confident when dealing with safeguarding issues	OPERATIONAL	Safeguarding & Premises	Asst. Principal (Lead DSL)	25	15

Ref	Reviewed date	Risk	Risk Category	Governor Monitoring	Risk Owner	Gross Risk (before controls)	Net Risk (after controls)
19	17/18	Unexpected building failures or incidents leading to closure	OPERATIONAL	Safeguarding & Premises	Head of Finance and Facilities	15	12

Key to risk ratings

Risk Score	Prioritisation	Colour	Action
>25	High	Red	Immediate action
15-24	Medium	Amber	Consider action or contingency plan
1 to 14	Low	Green	Keep under review

James Brindley Strategic Priorities for 2018 – 19

<u>Lead</u>	<u>Strategic Priority</u>	<u>Governor Committees</u>
TG	1. To implement positive, inclusive behaviour strategies and rewards to increase attendance and engagement and further reduce exclusions.	Safeguarding/H&S/Premises Local Committees
JB	2. To establish effective Data and ICT Strategies to ensure reliable, future-proofed systems and resources to support pupil learning and development.	Curriculum and Standards Monitoring Local Committees
HB	3. To further develop flexible, personalised learning and growth programmes which both extend the most able and support pupils with significant gaps in their prior learning to accelerate progress and attainment.	Curriculum and Standards Monitoring Local Committees
HB	4. To introduce an enhanced Careers Education programme to inform curriculum choice, raise aspiration and broaden post-16 opportunities and increase employability.	Curriculum and Standards Monitoring Local Committees
HB	5. To create a “development for all” CPD culture that provides staff with relevant and developmental opportunities in line with their aspirations, well-being and appraisal targets.	Staffing and Pay Local Committees
KM	6. To enhance the Academy’s profile and reputation through effective communication with parents, wider stakeholders and partners.	Full Governing Body Local Committees

<u>Lead</u>	<u>Strategic Priority</u>	<u>Governor Committees</u>
JB	7. To action a sustainable business model designed to maintain a high quality of educational provision whilst ensuring future financial viability.	Staffing and Pay Finance Full Governing Body
CM	8. To sharpen quality assurance procedures and processes to ensure that Governors are able to fulfil their accountability function.	Standing Committees Local Committees Full Governing Body
KM	9. To consider options for expanding current provision prior to clarifying priorities for the future development and direction of James Brindley.	Full Governing Body

<u>Lead</u>	<u>Strategic Priority</u>	<u>Governor Committee</u>
TG LV	10. To continue to place safeguarding and inclusion at the heart of everything we do.	Safeguarding/H&S/Premises