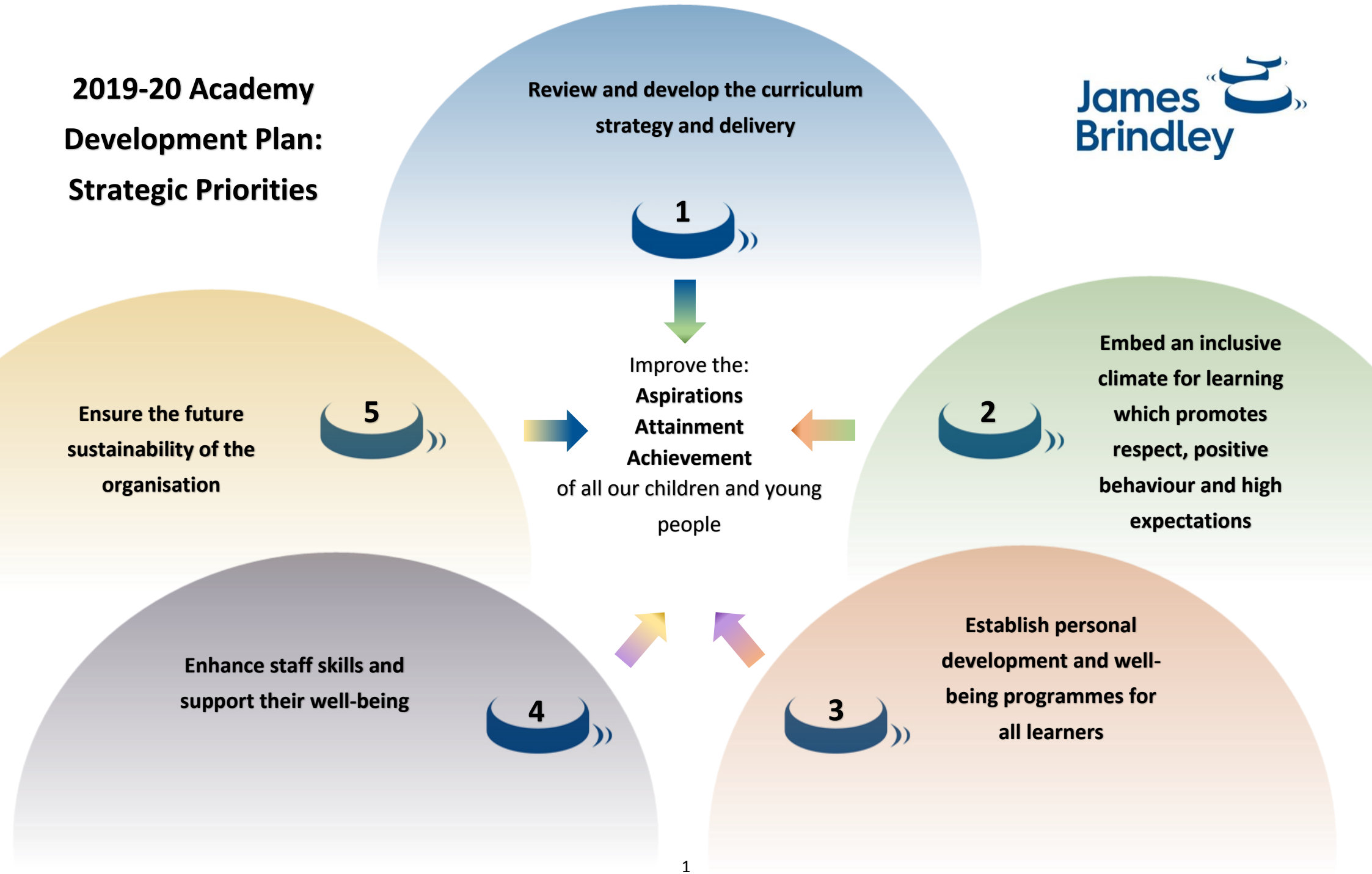


2019-20 Academy Development Plan: Strategic Priorities



Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
1. Review and develop curriculum strategy and delivery Lead: HB	1.1 To design a JB curriculum that is appropriate, ambitious, challenging and flexible.	To write the Curriculum Intent. To support curriculum teams to create a 'vision' in line with the curriculum intent. To produce a curriculum support model for 16-19 year old students in medical hospitals.	KB/HB JB/TD	Pupils know and understand the curriculum intent and how it supports them Parents know and understand the curriculum intent and how it supports their children Staff have a clear understanding of the intent of the curriculum and vision within their subject area. Pupils (patients) and their families understand the hospital offer and post-16 are in a position to choose from the available options.	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	1.2 To implement the re-designed curriculum.	<p>To lead and plan a curriculum development time line. This is to include 'stage not age' as a priority.</p> <p>To support and monitor the 'stage not age' curriculum to ensure it is being delivered effectively across JB.</p> <p>To produce a sustainable and scalable model of educational delivery for STP which mixes specialist teachers with Support Tutors and utilises e-learning platforms for external opportunities.</p>	<p>KB/HB</p> <p>KB/HB</p> <p>JB</p>	<p>Pupils demonstrate high levels of engagement and attendance in lessons. They are studying courses that are challenging and ambitious.</p> <p>Parents have access to what their child is being taught termly in KS3.</p> <p>Staff deliver high quality teaching through the stage not age approach in line with the re-designed curriculum programmes.</p> <p>Pupils in the home are able to access a more flexible and varied curriculum/support package in line with their age/stage and health condition.</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	1.3 To improve the quality of Learning and teaching	<p>Design and deliver a Coaching Model for T&L improvement.</p> <p>Deliver T&L CPD for TAs including strategies to support pupil independence.</p> <p>Develop an improved appraisal model with an ‘improve not prove’ ethos.</p> <p>Train staff to use social media to access CPD. This includes twitter and podcasts.</p> <p>Middle managers to work with mainstream colleagues to share best practice.</p>	KB	<p>Pupils experience high quality teaching to improve their progress. The level of challenge and support is consistently high.</p> <p>Parents acknowledge that their child is being challenged and supported to improve progress.</p> <p>Staff improve their pedagogy and support strategies/interventions.</p>	Curriculum and Standards			
	1.4 Enhance opportunities through educational partnerships	<p>To make links with educational partnerships that develop and support the JB curriculum.</p> <p>To ensure that opportunities are of high quality and cost effective.</p>	KB/HB	<p>Pupils have access to a wider curriculum with better facilities that improves engagement and attendance.</p> <p>Parents are aware of the opportunities their child is engaging with through educational partnerships.</p> <p>Staff use the opportunity to deliver the curriculum through a variety of sources while ensuring “value for money”.</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	1.5 To enhance the Careers Programme across all centres.	<p>To further develop the role of the Employer Engagement Officer.</p> <p>To continue to develop an inspiring, stable, structured careers programme across all the JBA centres.</p> <p>Monitor the delivery of the Gatsby Benchmarks via termly reports from the careers team.</p>	GMc/KB	<p>Pupils have access to regular and timely careers advice and guidance for employment and the full range of post 16 and 18 opportunities.</p> <p>The careers programme will actively challenge stereotypical thinking and raise aspirations. It will be published on the website.</p> <p>Pupils and parents will have access to high quality information about future study options and labour market opportunities through the website and other sources within the centres.</p> <p>Pupils will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace through meaningful encounters with employers by visiting work places and attending talks from apprenticeships, workshops and assemblies.</p> <p>Staff will link their subject with careers and each curriculum area will include careers links in their schemes of work.</p> <p>Staff have systems in place to monitor and evaluate the delivery of the Gatsby Benchmarks.</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	1.6 To effectively use the catch up premiums to improve pupil outcomes	Year 7 catch up and Sports premium are planned during the autumn term to ensure maximum benefit is achieved for pupils.	KB/HB	<p>Pupils experience interventions that lead to accelerated progress.</p> <p>Parents are informed of how premiums are spent on their child</p> <p>Staff implement interventions to support their pupils in making accelerated progress as evidenced through data analysis.</p>	Finance and Audit			
	1.7 Improve the environment to support engagement and learning.	<p>All centres identify the 'aim of the environment'.</p> <p>Classroom designs are drawn up to include IT requirements.</p> <p>Learning environments across all sectors are improved in line with academy branding and design.</p>	KB/MB	<p>Pupils demonstrate greater engagement, attendance in lessons and progress. This is evidenced through data analysis and pupil voice.</p> <p>Staff effectively utilise classroom design and IT to deliver high quality lessons.</p>	Local Committees			
	1.8 To improve the Numeracy and Literacy programmes	<p>To work with the Director of Maths to deliver an enhanced Numeracy programme to be delivered through whole staff training.</p> <p>To work with the Director of English to deliver and ensure Literacy and Reading programmes are implemented and impact measured.</p> <p>Support the delivery of Literacy and Numeracy workshops for pupils & parents.</p>	KB	<p>Pupils improve their literacy/reading and Numeracy levels.</p> <p>Parents are informed of Literacy and Numeracy initiatives that allow them to support work outside of school hours.</p> <p>Staff regularly deliver Numeracy and Literacy programmes through form time, lessons and communications with pupils.</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	1.9 Improve the quality of reporting progress and forecast data.	<p>Review of reporting of data to ensure that it is suitable for all centres including Hospitals/SPR.</p> <p>Organise training for staff so that they are aware of forecast and progress data for their pupils. This will allow scrutiny of the impact of interventions.</p>	KB/GJ/ JB	<p>Pupils study courses that are challenging and offer the highest level of qualifications possible.</p> <p>Parents have clarity about how their child is performing; what areas they need to develop and how they can support progress.</p> <p>Staff are more skilled in using data to select and evaluate interventions.</p>	Curriculum and Standards			
	1.10 To offer greater extended learning opportunities	<p>To support the design of an extended curriculum programme outside of lesson times.</p> <p>Develop a Learning Platform that allows pupils to access work from outside of the school buildings.</p>	KB/ centre leaders	<p>Pupils are allowed the opportunity to engage in learning outside of lesson times and therefore make further progress.</p> <p>Parents are aware of the extended curriculum programme and how to access it.</p> <p>Staff provide an effective extended learning programme.</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	1.11 Enhance IT to support teaching and learning.	<p>Implement the elements of the ICT strategy that are timetabled for 2019/20</p> <p>Introduce “virtual classroom” opportunities for STP, Hospitals and where possible long-term absentees in Teaching Centres.</p>	KB/GJ	<p>Pupils experience accelerated progress through the appropriate use of IT.</p> <p>Parents are communicated with about teaching and learning in an effective way through IT.</p> <p>Staff have access to appropriate IT to support creative teaching and reduce administrative burden. IT is deployed effectively to support teaching in the home and hospital settings.</p> <p>STP pupils and 16-19 year old students in hospital are able to access specialist lessons via a virtual classroom environment.</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
2. Embed an inclusive climate for learning which promotes respect, positive behaviour and high expectations. Lead: LV	2.1 To achieve a consistent positive behavioural management approach that demonstrates a full understanding of the young people’s presenting needs; thus enabling increased engagement for learning.	<p>To plan a training schedule for all staff regarding positive behavioural management/emotional coaching/trauma informed approach/growth mindset</p> <p>Following the implementation of the new MIS managers are expected to robustly analyse incidents and to plan strategic and operational responses</p> <p>To review and further develop rewards for pupils</p> <p>Ensure parents/carers receive regular communication and are asked for feedback</p>	<p>TG/LV</p> <p>LV</p> <p>TG</p> <p>TG/MR</p>	<p>Analysis of incidents demonstrates that staff are confident and competent in dealing with incidents.</p> <p>Interventions for pupils are planned and targeted using feedback from analysis of incidents.</p> <p>The number of exclusions of pupils, both internal and external, are minimal.</p> <p>The number of change of placements for pupils with EHCPs from JBA are minimal.</p> <p>Pupils are engaged and motivated by rewards system.</p> <p>Parents are aware of our approach to behaviour management and actively support the school</p> <p>Regular communication with parents provides information about rewards, engagement, sanctions and personalised approaches</p>	<p>Safeguarding, Health & Safety and Premises</p> <p>Local Committees</p>			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	2.2 To reduce barriers to engagement caused by SEN/SEMH needs	<p>To work with SENCos and Mental Health Practitioner to plan schedule of SEN/SEMH training in all centres.</p> <p>To work with Centre management, EPs and CAT workers to plan schedule of workshops available to parents to enable them to better support and understand their children</p> <p>To plan to incorporate SEN learning walks and book scrutinies into the whole school QA schedule</p> <p>To work with the hospitals/STP to develop the PMLD curriculum/assessment offer</p>	<p>LV</p> <p>LV</p> <p>LV/ KB</p>	<p>For staff to feel confident to differentiate lessons effectively to meet needs of pupils – evidence observed in lesson observations and book scrutinies</p> <p>For there to be increased pupil attendance and engagement with lessons</p> <p>For parents to feedback that they feel supported by school to support their children</p> <p>For pupils to feedback that they feel supported and understood by the staff</p> <p>Pupils with PMLD have access to specialist lessons lead by specialist staff</p>	<p>Curriculum and Standards</p> <p>Safeguarding, Health & Safety and Premises</p>			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	2.3 To identify interventions promptly and to record implementation and impact robustly	<p>To implement the new MIS 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>To work with SENCos, Centre Leaders and lead practitioners to plan the strategic use of other agencies such as EP service and CAT team</p>	<p>KB/GJ</p> <p>GJ</p> <p>LV</p>	<p>For there to be robust documentation of assessment of needs by key members of staff</p> <p>For key findings of assessments of need to be shared effectively with staff</p> <p>For targeted pupils to engage with planned interventions</p> <p>For analysis of interventions to evidence impact on pupils</p>	Safeguarding, Health & Safety and Premises			
	2.4 To evaluate and improve the environment of the teaching centres for young people with Autism	<p>To create a time line mapping out the National Autism Accreditation (NAS) auditing process</p> <p>To implement the auditing of teaching centres in order to develop an action plan leading to gaining the NAS accreditation</p>	<p>LV</p> <p>LV</p>	<p>A clear time line is produced, mapping out the audit with key members of staff having a clear understanding of their role within the process</p> <p>An action plan is produced, detailing clear actions and outcomes in each centre for pupils and staff</p> <p>Part of the outcomes will be that the pupils feedback that they feel supported and understood regarding their ASC needs</p>	Local Committees			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	2.5 To address social and emotional development through evidence based targeted interventions tailored to the needs of the individual pupil.	<p>To introduce a training programme for staff alongside specific interventions designed to deliver an integrated approach to education and emotional/social support.</p> <p>To implement 'Thrive'</p> <p>To implement the Creative arts therapy 'Catharsis'</p>	<p>LV/TG</p> <p>LV/TG</p> <p>LV/TG</p>	<p>Staff will access emotional coaching refreshers and trauma aware training</p> <p>For the whole school to become a 'trauma aware' school</p> <p>For key staff members to become trained regarding 'Thrive' and 'Catharsis'</p> <p>For 'Thrive' training to be cascaded to other key staff</p> <p>For pupils to access 'Thrive' and 'Catharsis' interventions</p> <p>For there to be a reduced number of cases of 'change of provision' for pupils related to the availability of appropriate interventions at JBA</p>	Safeguarding, Health & Safety and Premises			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	2.6 To improve regular school attendance, particularly in the teaching centres	<p>To engage and collaborate across relevant services to improve regular school attendance</p> <p>To ensure everyone in the school has a role in respect of attendance and they are clear on their own responsibilities and those of the staff with additional specific roles</p> <p>Free up Attendance Officer time to work with parents</p> <p>To review rewards and processes in regards to attendance</p> <p>To investigate/explore other strategies effectively in use elsewhere.</p>	<p>LV</p> <p>LV</p> <p>LV</p> <p>LV</p> <p>LV</p>	<p>For staff, particularly attendance officers, to engage with parents in a positive way around attendance</p> <p>For all staff to be engaged with pupil attendance and to be clear about their roles and responsibilities</p> <p>For there to be a reduction in the levels of pupils who are persistent absentees</p> <p>For pupils to be regularly aware about their attendance data and the impact of this</p> <p>For parents to receive attendance information regarding their child frequently</p> <p>Governors are satisfied that all possible approaches have been considered or trialled</p>	Local Committees			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	2.7 To further develop the role of lead practitioners	To collaborate with SENCos, Centre Leaders, the Speech and Language Teacher and the Mental Health Practitioner in order to further develop and improve the way in which Lead Practitioners carry out their roles within centres	LV/TG	<p>Identified staff as lead practitioners are able to carry out support as planned</p> <p>For there to be an increased impact on the engagement and well-being of pupils</p> <p>For pupils and parents to feedback that they feel they have a good understanding of their needs and feel well supported</p>	Local Committees			
	2.8 To develop the curriculum to enable learners to strengthen their knowledge and resilience to the full range of safeguarding topics	To work with key staff to plan and deliver schedule of safeguarding training that covers the range of relevant topics for pupils/staff and DSLs and parents where appropriate	LV	<p>Pupils are well informed regarding a range of safeguarding topics</p> <p>Through analysis of incidents reports, the evidence suggests that staff feel confident in dealing with safeguarding incidents at the local level</p> <p>Parents have access to a range of safeguarding workshops, e.g. e-safety</p>	Safeguarding, Health & Safety and Premises			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	2.9 To strengthen the Inclusion team to enable them to successfully manage the application of EHCPs and other SEN Code of Practice requirements, including banded funding	<p>To have a training/coaching programme in place for developing Inclusion team.</p> <p>To prepare the Inclusion team for the wider banded funding process involving all teaching centres.</p> <p>To have a reduced number of young people identified as requiring EHCPs in year 11, without the process started by home schools.</p>	LV	<p>For staff who are key workers to be trained to a sufficient standard to feel confident to be able to deliver EHCP reviews</p> <p>For staff within the Inclusion team to successfully prepare for and pass the moderation of banded funding</p> <p>For pupils to be on the appropriate banding and therefore to be receiving the right amount of funding</p> <p>For there to be a reduced number of pupils in year 11 who are without an EHCP out of those identified who require one</p>	Safeguarding, Health & Safety and Premises			
	2.10 To create a culture that raises the aspirations and achievements of all young people that access James Brindley	<p>To plan a programme of training and CPD around resilience/growth mindset for pupils and staff</p> <p>To have systems in place that allow young people to catch up on missed work e.g. VLE system</p>	LV/TG KB	<p>Staff have access to training around resilience/growth mindset</p> <p>Pupils have access to training or workshops around resilience/growth mindset</p> <p>Evidence from QA suggests that staff promote a culture of high aspirations</p> <p>Evidence from QA suggests that pupils demonstrate high aspirations</p> <p>Pupils have access to clear ways in which to catch up with missed work</p> <p>Parents support and reflect the aspirational approach for the young people</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	2.11 To improve the communication between school and parents	<p>To plan the consistent use of digital media in order to communicate with parents</p> <p>To produce guiding principles regarding communication and engagement with parents i.e. language, timeliness, coordination with main base, use of digital media, consultation</p>	TG	<p>For staff to follow a communication guide which is used consistently</p> <p>Parents report in feedback evidences that they feel there is improved communication</p> <p>Informal and formal feedback demonstrates that parents are knowledgeable about their child's curriculum, opportunities and progress</p>	Local Committees			
	2.12 To produce a pupil premium and pupil premium plus strategy that ensures the effective use of funds.	To work with key members of staff to plan targeted additional support strategies that results in every pupil identified as PP or PP+ having the full access to the curriculum and to extra-curriculum experiences.	LV/KB	<p>For all pupils in the target groups to make improved progress leading to narrowing of attainment gaps</p> <p>Pupil premium and pupil premium plus report suggests that use of funds are well planned and work towards having an impact on identified pupils</p> <p>Identified members of staff plan effective use of funds and evidence impact</p>	Finance and Audit			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
3. Establish personal development and well-being programmes for all learners Lead: TG	3.1 To design and deliver a Personal Development Curriculum that promotes positive social and emotional wellbeing; mental health; resilience and wellness for pupils, staff and our wider community.	<p>To appoint a lead for Personal Development</p> <p>To write the Personal Development Curriculum strategy/policy</p> <p>To promote positivity around mental health and emotional wellbeing and reduce the stigma associated with mental health issues</p> <p>To ensure that the Well-being (Wednesday) Curriculum is implemented and the impact tracked.</p> <p>To design a new model of PHSE delivery that is bespoke to individual centres.</p>	PD Lead/TG	<p>To increase awareness and understanding among staff, pupils and parents/carers of issues surrounding mental health.</p> <p>For all parents to be made aware of the Personal Development Curriculum from September 2019 particularly what it entails for their child.</p> <p>For all staff to have a clear understanding of the rationale behind the personal development curriculum and support in achieving the intent.</p> <p>The rationale will be made visible to all stakeholders via the website. Staff are engaged with the new PHSE delivery model.</p>	Curriculum and Standards			

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	3.2 To empower our young people with the skills, knowledge and understanding needed to keep themselves and others physically and mentally healthy and safe.	<p>To design a new model of PHSE lessons (Personal Development) delivery that is bespoke to individual Centres from 2019/20</p> <p>To design an E-Safety/online safety policy to include curriculum delivery map</p>	<p>PD Lead/ TG/</p> <p>KB/GJ</p>	<p>For all pupils to be aware of the Personal Development Curriculum and what it entails</p> <p>All pupils to have at least 1 timetabled lesson of Personal Development a week. Lesson content to include</p> <ul style="list-style-type: none"> ○ Relationships and Sex Education ○ Drugs & Alcohol ○ Mental & Emotional health <p>Staff delivering Personal Development lessons to access termly training and updates from Personal Development Coordinator</p> <p>Pupils and parents are educated on the dangers of the Internet (including Social Media sites) and how to use them in safe and productive ways.</p> <p>Pupils and parents are made fully aware of the academy's code of conduct regarding the use of ICT and technologies and behaviour online.</p> <p>Staff observe a reduction in the number of e-safety incidents reported in Centres.</p>				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	3.3 To implement the Personal Development Curriculum across all James Brindley sites	<p>To ensure that the Personal Development curriculum is being implemented and the impact tracked.</p> <p>To lead and plan with Centre Leaders, a termly Personal Development Map detailing timeline of key concepts and outcomes</p> <p>To support Centre Leaders, Curriculum Leaders and their teams to fulfil the intent of the personal development curriculum.</p>	TG/PD Lead	<p>All staff to have involvement in delivery of different aspects of the Personal Development Map.</p> <p>Pupils will be engaged with Wellbeing (Wednesday) across the Teaching Centres</p> <p>In hospitals, pupils will be engaged with the wellbeing offer.</p> <p>Parents will be well informed of the programme of activities at the Centre their child attends.</p> <p>Parents will offer their support and skills as and where appropriate to add to the wellbeing offer at their child's centre.</p>	Curriculum and Standards			

	<p>3.4 The Personal Development Curriculum to support the Spiritual, Moral, Social and Cultural Development of all pupils</p>	<p>To include fundamental British Values into Personal Development curriculum map to detail where the values are taught discreetly, as well as opportunities available within each setting to promote British Values.</p> <p>For the Academy to achieve UNICEF Rights Respecting Schools' Gold Award</p> <p>The academy to have children's rights embedded throughout policies, practice and ethos</p>	<p>PD Lead/CL's/JT</p>	<p>All Centres to have a named UNICEF Rights Respecting member of staff to support and lead on "going for gold" bid.</p> <p>Pupil-led steering group feel confident and empowered to drive RRSA forward in each Centre</p> <p>Parents, carers and governors are provided with information about the UN Convention on the Rights of the Child and why we are involved in the Award</p> <p>Each centre to have a "Right of the Month" theme, planned by the pupil steering group.</p> <p>Each centre to include references to the children's rights in their assembly plans.</p> <p>Each Centre to have at least 1 assembly planned and led by pupils as an effective way of conveying the principles of Rights Respecting.</p> <p>Each centre to have displays and posters about rights to provide an engaging way of learning about rights for staff, parents and other stakeholders.</p> <p>Displays about curriculum themes, topics and wider information to be linked to explicit Articles where relevant.</p> <p>Pupils, parents and staff engage with Healthy School/Green school initiatives.</p>				
--	---	--	------------------------	---	--	--	--	--

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
				<p>Pupils to actively engage in Sporting Events.</p> <p>Pupils have access to an effective Buddy system where appropriate.</p> <p>Pupil led solution circles are trialled.</p> <p>Pupils are trained to be Youth Mental Health Champions.</p> <p>Pupils, staff and parents support fund raising in their local context.</p> <p>Pupils are offered relevant trips within the local area of the centre and are encouraged to participate in the community.</p>				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	3.5 To evidence the impact of the Personal Development Curriculum	<p>To ensure diagnostics when pupils join each Centre includes Thrive screening.</p> <p>To review the Personal Development policy on a regular basis, ensuring it is further developed in consultation with pupils, staff and parents</p> <p>To evidence pupils' understanding of equality and diversity, and how this is promoted and celebrated in each setting</p>	PD Lead/TG	<p>Staff undertake learning walks & observations to include Personal Development focus on QA schedule.</p> <p>Thrive data to be analysed by staff and presented to evidence impact of interventions and Personal Development Curriculum.</p> <p>Extended learning programme to show active engagement and support from pupils, staff and parents.</p> <p>Pupil mental health and wellbeing policy to quality assure across each centre the range, quality and take up of activities.</p> <p>Staff analysis of incident reporting should show reduction in incidents relating to pupil wellbeing e.g. self-harming etc.</p> <p>Pupil's being bullied is minimal.</p> <p>Reduction in parental complaints about their child's well-being.</p>	Curriculum and Standards			

	<p>3.6 To ensure all young people feel adequately prepared and equipped to join and leave James Brindley</p>	<p>To implement a transition plan for each young person incorporating the transition support package</p> <p>To ensure all young people have experience of exam preparation</p> <p>To ensure all young people are appropriately baselined</p> <p>To ensure there is a planned programme of activities around careers and future options for pupils and parents</p>	<p>JC/LV/G Mc</p>	<p>All parents and pupils to receive information about the Centre prior to starting.</p> <p>All pupils to be assigned a Key Worker.</p> <p>Pupils and parents benefit from all referral/assessment meetings being conducted by a member of the Centre Management Team.</p> <p>The most vulnerable pupils have access to support e.g. Speech and Language (SALT) input.</p> <p>Pupils and parents to access Careers days focused on exploring careers and future options including visits, talks and workshops.</p> <p>Pupils are accessing targeted support from small group work such as Friends Resilience or other Social Communication groups.</p> <p>Transition meetings with parent/carers, pupils and relevant staff are held.</p> <p>Key Workers to support pupil visits to other provisions e.g. mainstream schools or Post 16 providers.</p> <p>Pupils take mock exams and end of year exams to under exam conditions.</p> <p>Pupil access arrangements are put in place prior to any formal examinations.</p>	<p>Local Committees</p>			
--	--	---	-----------------------	--	-------------------------	--	--	--

4. Enhance staff skills and support their well-being. Lead: AT	4.1 Staff feel that their workload is manageable and that their well-being is being considered	Agree a well-being budget	MB/HB	Less absence related to stress and anxiety.				
		Develop a well-being strategy	HB/AT	Fewer occupational health referrals.				
		Develop a centrally led programme of activities with opportunities for centres to develop their own packages	HB/AT	High staff retention.				
		Identify staff that would be willing to lead /support well-being initiatives	HB/AT	Formal and informal feedback via staff surveys, appraisals and meetings.				
		Communicate the feedback from the well-being survey on a regular basis	HB/AT	Improved staff morale.				
		Successfully embed a Management Information System (MIS) replacement to support access to data in a timely fashion	GJ	Less duplication of effort in Academy wide processes.				
		Introduce and support different methods to enable multi-site meetings that could minimise and reduce travel time i.e. virtual meetings, podcasts, Microsoft teams	KB	Staff feel that their time is not wasted by unnecessary and often stressful travel.				
Reduce the number of pupil assessment points from six to four throughout the year		Reduced travel claims.						
				Pupils and parents are clear about progress and next steps.				
				Staff are able to spend more time analysing data and adjusting approaches to teaching and learning.				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	4.2 To develop a training and development plan that meets the needs of the Academy	Develop an Academy wide training and development plan Agree a training and development budget Relevant staff to receive regular clinical supervision support/training	HB/KB MB/HB AT	Fully equipped staff who feel able to undertake their role with confidence The resilience of staff is improved Staff feel supported in dealing with challenging situations Less capability/disciplinary cases				
	4.3 To develop a better understanding of Teaching Assistants and Key Worker roles	Define the role of Teaching Assistants across the Academy including the responsibilities of the key worker	AT	The expectations of the role of Teaching Assistants is understood by all staff The expectations of the role of the Key Worker is understood by all staff				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	4.4 Establish Professional Development pathways for staff at all levels to enable career progression and succession planning for the Academy	<p>To develop and celebrate programmes for success i.e. SENCOS/instructors</p> <p>Investigate opportunities of formalised programmes i.e. work placements</p> <p>To further develop the formal career progression guidance for teaching and support staff</p>	AT/KB	<p>Staff talent is developed in-house</p> <p>Staff are developing skills and knowledge that are directly relevant to their jobs</p> <p>Staff are motivated</p> <p>Staff development: offering work experience placements can provide opportunities for existing staff to supervise and mentor a young person, therefore helping to develop their management and other professional and personal skills</p> <p>Evidence of staff undertaking and achieving professional qualifications via face-to-face or eLearning programmes</p> <p>Staff are supported to undertake external training (e.g. HLTA, SENCo qualification, further degrees) have opportunities to progress within the academy</p>				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	4.5 To develop partnerships with universities e.g. social workers/teachers – opportunities for placements to work with staff	Investigate the opportunities to see how the Academy could introduce apprenticeships Investigate opportunities for regular formalised work placement programmes	AT AT/KB	Staff talent is developed in-house Staff are developing skills and knowledge that are directly relevant to their jobs Staff are motivated Staff development - offering work experience placements can provide opportunities for existing staff to supervise and mentor a young person, therefore helping to develop their management and other professional and personal skills Engagement with the local community helps profile				
	4.6 To develop ways in which the Academy can coach our managers to be able to deal with people issues more confidently	To agree a management development programme To implement a coaching programme for staff HR to have a presence within centres to provide support	HB/KB HB/KB AT	Confident managers who are able to deal with people management issues with ease Less parent complaints Less staff grievance cases				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	4.7 To successfully implement an integrated self-Service Human Resources Information System (HRIS) and Payroll system to support and record staff management processes – enabling central monitoring and reporting.	Identify preferred supplier Identify and secure budget Develop milestone project plan for implementation for HRIS and Payroll for 1 April 2020	AT	<p>Staff have streamlined, integrated HR data in relation to HR and Payroll data</p> <p>Smarter working enabled for staff</p> <p>Accurate and timely statistics available to staff in order to assist decision making</p> <p>Reduction of manual collection and collation of data</p> <p>Improved recruitment processing</p> <p>Improved absence management</p> <p>Ability to improve HR’s contribution, effectiveness and capacity to support staff</p>				
	4.8 To ensure that the current appraisal system is fit for purpose	Review the current systems in place and develop new policies and procedures	HB/AT	<p>Staff are able to actively promote the vision and ethos of James Brindley</p> <p>Fully equipped staff who feel able to undertake their role with confidence</p> <p>Less capability / disciplinary cases</p> <p>Able to analyse individual staff training requests and incorporate into the training and development plan</p>				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
5. Ensure the future sustainability of the organisation Lead: MB	5.1 Increase the level of positive PR to attract pupils and customers	Create a prospectus to be used across all of James Brindley Run promotion events to James Brindley is a credible choice for SENAR, pupils and parents/carers. Develop marketing techniques to attract customers for commercial activities.	HB/JB	<ul style="list-style-type: none"> Prospectus is available as a hard copy for pupils and parents/carers and in pdf format on James Brindley website. Increased number of pupils that preference Dovedale for Yr7. Commissioned places have 95%+ subscription (no. of pupils on roll). Academy income is generated from profitable commercial activities. 				
	5.2 Ensure that pupils with an EHCP receive the correct level of funding from SENAR.	Educational Psychology SLA is reviewed and agreed at the correct level. SENCO timetables are reviewed to provide sufficient time for applications to be made. Training is delivered to SENCOs to ensure ESN applications can be made where appropriate.	LV/MB	<ul style="list-style-type: none"> Sufficient Education Psychology time is available to meet pupil needs. SENCOs have sufficient time to fully undertake their role. Annual rates of 'top up' are agreed for each pupil with an EHCP. Annual rates of 'top up' are agreed for pupil without an EHCP. EHCP requests are submitted ahead of the SENAR deadline. 				
	5.3 Ensure that all expenditure demonstrates value for money	All non-salary expenditure is reviewed to ensure continued value for money. Develop and agree a James Brindley staffing strategy to underpin all staffing changes. Produce a schedule of contracts which allows sufficient time for review.	MB	<ul style="list-style-type: none"> Efficiency savings are made and included in future budget plans. An agreed staffing strategy is used as a key document in staffing decisions. Staffing costs are capped at 85% of the EFSA and top-up funding The introduction of any new costs have been through a well-considered process 				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	5.4 James Brindley is a key player for meeting SEND needs in Birmingham.	Ensure James Brindley estates offer flexibility to change commissioned numbers. James Brindley to work as a critical business partner for BCC.	LV/MB	<ul style="list-style-type: none"> Classrooms have sufficient teaching space for increased group sizes James Brindley is part of BCC's inclusion planning 				
	5.5 To develop and deliver support or training events as a recognised quality brand in special education	James Brindley should develop an offer of support, training and guidance to others working similar cohorts.	LV/HB	<ul style="list-style-type: none"> Training is delivered and positive feedback received 				
	5.6 Develop longer term financial plans in order to achieve a 3 – 5 year balanced budget.	Develop a staffing strategy which is limited by available budget. Trading income budgets are included as part of continued planned business activity. Undertake activity based costing (ABC) which will allow analysis of income to expenditure by sector.	MB	<ul style="list-style-type: none"> Ensure that a 3-5 year plan is developed and part of regular reporting Ensure that staffing costs are capped within the staffing strategy to 85% of ESFA and top-up income Trading income budgets are achieved. Results of ABC can clearly identify unsustainable or financially problematic areas and leadership and governor attention is prioritised to focus on these areas. 				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	5.7 Ensure that sufficient Contingency Planning is in place for the Academy	<p>Identify possible events that may prevent operational activities continuing.</p> <p>Enable Teaching centres to have input into the plans.</p> <p>Business continuity plans should be updated and should include premises, data and ICT.</p>	MB/PL/GJ	<ul style="list-style-type: none"> • New plans are drafted and supported by SLT and FGB. • Centre leaders have input local arrangements into contingency planning. • Centre leaders are aware of plans and the need to continually update the plans when material business changes have been made. 				
	5.8 Take reasonable steps to enable James Brindley to reduce its Carbon Footprint	<p>Launch a recycling campaign.</p> <p>Consider how renewable energy sources could benefit the Academy.</p> <p>Reduce the amount of paper and printing used at meetings.</p> <p>Introduce measures to enable a successful application to the “Eco Schools Award”.</p> <p>Reduce the amount of postage and replace with more environmentally friendly communication methods.</p>	MB/PL	<ul style="list-style-type: none"> • A decrease in the amount of waste taken to landfill. • Renewable energy sources become a real option and are formally considered. • A reduced amount of energy is used. • A reduction in the amount of paper used. • James Brindley to achieve the ‘Eco Schools Award’. • Reduction in the amount of post that James Brindley sends. 				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
	5.9 James Brindley to consider creating an MAT	Assess whether an empty MAT is the right approach for James Brindley under the Suitability, Acceptability, Feasibility (SAF) model. Present to Governing Board. (Actions subject to Governing Board support)	MB/JM	<ul style="list-style-type: none"> Governing Board debate options and reach agreement Budget in place for professional support Timelines agreed Articles of Association produced Application made 				
	5.10 James Brindley to consider options for expansion	Opportunities for increased numbers within current centres are sought. Seek opportunities to deliver new services within Birmingham. Seek opportunities to deliver new services outside Birmingham.	HB/TG/MB	<ul style="list-style-type: none"> James Brindley increases numbers across teaching centres. James Brindley delivers new services within Birmingham. James Brindley delivers new services outside Birmingham. 				
	5.11 Ensure adequate funding of hospital education	Consider hospital education funding levels and whether a funding review is required. Audit hospital provision and consider whether a bid to the DfE for 16-19 education should be made. Ensure that current funding can withstand changes to the	MB	<ul style="list-style-type: none"> Children and young people in all Birmingham hospitals have access to appropriate support and educational services from James Brindley. 				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
		<p>hospital education national funding formula.</p> <p>Review levels of hospital funding and it's appropriateness since academisation.</p>						
	<p>5.12 Review staff benefits, including salary and non-salary items</p>	<p>Ensure that staff benefits attract and retain the best possible staff for James Brindley.</p> <p>Ensure that staffing expense can be justified and is in line with market rates</p> <p>Consider additional staff benefits and the cost/benefit to James Brindley.</p> <p>Consider the appropriateness of the current payscale (teachers and staff) and propose possible changes would benefit the organisation.</p>	<p>MB/AT</p>	<ul style="list-style-type: none"> • The percentage spend on salaries does not exceed 85% of ESFA and top-up income. • James Brindley is able to retain its best staff. • James Brindley is able to attract high calibre candidates. • Job roles are evaluated against market rates. • Non-salary benefits are considered and proposed to the Governing Board for approval where appropriate. 				
	<p>5.13 James Brindley achieves full compliance in Health and Safety</p>	<p>Develop a Health and Safety strategy that meets the needs of the organisation and ensures legislative compliance.</p> <p>Ensure James Brindley staff have the skills to undertake what is required.</p>	<p>MB/PL</p>	<ul style="list-style-type: none"> • SLT and Governors support the strategy for improving Health and Safety. • James Brindley receives robust and trustworthy Health and Safety support. • A Health and Safety audit is undertaken to focus areas for key improvements. 				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
		Full professional review of H&S within James Brindley and Action Plan key issues. Implement changes/improvements.		<ul style="list-style-type: none"> Knowledge and understanding within James Brindley is increased. We can demonstrate key Health and Safety improvements. 				
	5.14 James Brindley achieves full compliance in Data Protection	Develop a data protection strategy that meets the needs of the organisation and ensures legislative compliance. Update job descriptions to include data protection. Ensure that every centre has a single point of contact for data protection eg champions. Audit of data protection compliance and action plan key issues. Ensure staff have the skills to undertake what is required.	JM/AT	<ul style="list-style-type: none"> SLT and Governors support the strategy for improving data protection. Governor terms of reference to include data protection and regular compliance reports are received. All staff receive appropriate induction training. Policies are fit for purpose and are implemented. Knowledge and understanding within James Brindley is increased. 				
	5.15 Review the land and premises within the Trust.	Work with North Birmingham Academy so that Dovedale has access to playing fields. Continue to improve the Dovedale learning environment	MB/HB	<ul style="list-style-type: none"> Access to additional outside spaces at Dovedale. The Dovedale learning environment improves and increased flexibility added for class size. 				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
		<p>and increase flexibility for class size.</p> <p>Work with BCC to become landlords of the St Thomas site.</p> <p>Increase the amount of space available to Parkway.</p> <p>Refresh BCH classrooms and those within specialist provision.</p> <p>Review the learning spaces across the whole academy.</p>		<ul style="list-style-type: none"> James Brindley becomes landlord of the St Thomas building and can dictate the space available to lettings. Further places commissioned in Northfield and Parkway. 				
	5.16 Ensure that James Brindley can be flexible in addressing the needs of the city	<p>Stage not age implemented at DD to allow flexibility of intake.</p> <p>Consider the development of a KS5 provision.</p>	TG/CP	<ul style="list-style-type: none"> The referrals data analysis informs strategic planning and partnerships. Ensure that classrooms can take an additional +1 pupils in each group. James Brindley meets SENAR deadlines on referrals. Panel ensure that commissioned numbers are maintained. 				
	5.17 Maximise income through commercial activity and trading	Develop a menu of trading options and assess under the SAF framework the potential of marketing them.	MB	<ul style="list-style-type: none"> Areas of the Trust are identified which are a strength and have a tradable value. Current or potential facilities which have a hireable value are identified. 				

Strategic Priority	Objective	Leadership actions	Owner	Success Criteria Pupils, Parents, Staff and other stakeholders	Governor Committee	RAG Aut 2019	RAG Spring 2020	RAG Sum 2020
		Set a lettings income budget and achieve bookings at this level. Set an income budget for other commercial activity and achieve income at this level.		<ul style="list-style-type: none"> Commercial income budgets are achieved. 				
	5.18 James Brindley to meet the changing needs of NHS Trusts	Consider how we cater for the 16-19 cohorts in medical hospitals. Develop a revised model of delivery across hospitals to ensure staff are deployed equitably across the Trusts. Set up regular review meetings with senior staff within each Trust.	JB	<ul style="list-style-type: none"> Hospital staff across all local Trusts feel that James Brindley is a significant partner. Young people in hospital for 4 days or more receive appropriate teaching and support. Staff recognise the need for flexibility within our approach. Benchmark provision against other hospital schools. 				
	5.19 The website gives all on-line visitors a positive and accurate picture of the school's ethos and values	Review internal processes to ensure that the website is compliant, regularly updated and easy (intuitive) to navigate.	MB/HB	<ul style="list-style-type: none"> Parents and other stakeholders are positive about the website and can access relevant information easily. Regular audits confirm that the website is correct and presents a positive image of James Brindley to all users. 				

Context

1. Previous Academy Development Plans have been compiled with reference to either the Ofsted Action Plan (2016-17) or the headings contained within the Ofsted Inspection Framework.
2. For 2019-2020 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 1) and then used as the sub-sections of the plan. There are of course other significant issues for the organisation 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 Centres and across all curriculum areas. Sector and Curriculum plans will be produced by the end of September 2019 and will be in the same format as this plan. The column entitled “Leadership Actions” will be replaced by the appropriate Centre or Curriculum Actions. The objectives and the success criteria will be the same for all plans, however. If an individual objective is not relevant to a team plan it will be removed, but subsequent numbers will remain to allow for easy cross-reference and comparison. Any additional, centre or curriculum objectives will be added to the appropriate strategic priority.
4. Each strategic priority will be led and monitored by a member of the Leadership Team and quality assured by either the Full Governing Board or the relevant GB committee. Evidence of how these risks are being mitigated will be recorded within the Governors’ minutes. RAG rating will be completed on a termly basis.

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.

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.

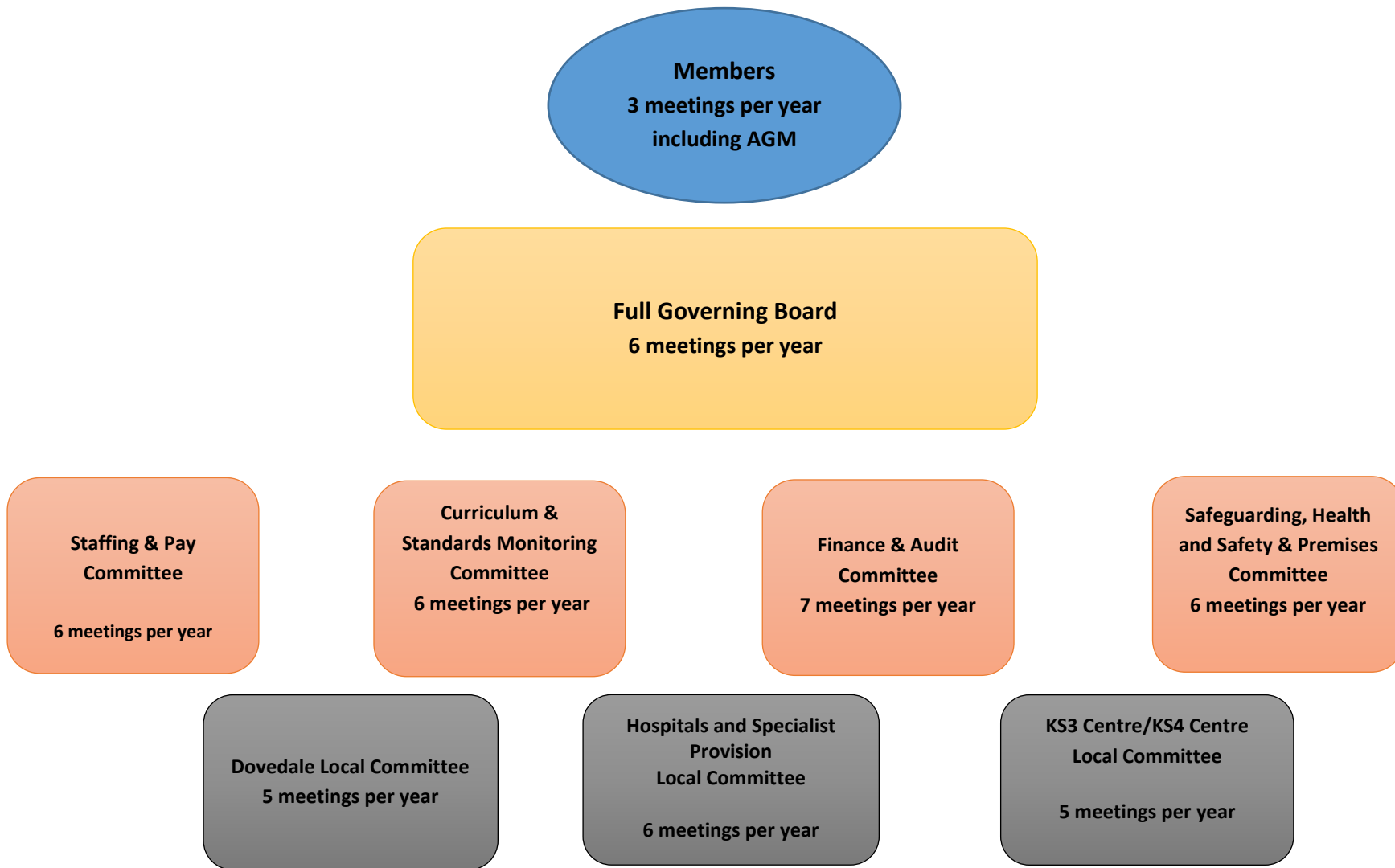
Across all our settings we provide an individually tailored educational programme and pathway to enable each pupil to succeed at school and to prepare them for their future life.

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 Academy Governance Structure and number of meetings



Academy Leadership Team 2019/20

Principal:	Hardip Bissell	Achievement & Standards
Vice-Principal:	Tosin Gabriel	Learning & Personal Development Head of Sector – Teaching Centres
Associate Director:	John Bradshaw	Head of Hospital Provision
Assistant Principal:	Kevin Biggs	Curriculum, Teaching and Assessment
Assistant Principal:	Lisa Valentini	Safeguarding & Inclusion
Head of Finance, Facilities and Development:	Mike Burton	Finance, Facilities and Development

Executive Support Officer for Leadership Team: Claire Brown

Centre Leaders

Teaching Centres: Dovedale – Charmaine Parry; Northfield – Sophie Bartlett; Parkway –

Hospitals: Birmingham Children’s Hospital, Heartlands, Royal Orthopaedic Hospital, Queen Elizabeth – Tracey Deathridge

Specialist Provision: Ardenleigh – Simon Lee, Newbridge House – Nicola Winslow, Willows – Suzy Bradbury

Corporate Services

Head of Human Resources – Angela Thakur
Strategic Lead for Data and ICT – Greg Jones
Transitions Manager (Referrals) – James Challoner
Company Secretary – Jo Murgatroyd

Curriculum Leadership Team 2019-20

Maths:

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

English:

Sally Hurlston – Director of English
Parminder Mann – 2nd in Department

Science, including Health & Social Care:

Laura Wilson – Interim Head of Science
Holly Wilsdon – Interim 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:

Leanne Parker – Head of Technology

Personal Development:

- Academy-wide Lead
Sarah Maybeck – Head of PSHE

Music:

Ben Sullivan – Lead Teacher

Primary:

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

Off-site Vocational Learning (Teaching Centres)

Dave Phillips – Lead Teacher

