



Dear Local Governing Body

Take notice that a meeting of the Local Governing Body will be held on 24th January 2022. The meeting will be held by ZOOM at 5.30

Join Zoom Meeting

<https://us02web.zoom.us/j/86483974822?pwd=TmFDYmxrenldUxpNmVpOGJxTzAydz09>

Meeting ID: 864 8397 4822

Passcode: 454434

Comments and questions relating to this Agenda should be emailed to cgentle@fbaok.co.uk

AGENDA

Invitees:

Mrs A Hawkins (Chair) Fr Hingley
Mrs L Harvey Mr J Dutnall (CEO)
Mr M Dineen

In attendance:

Mrs T Cox (Head of School)
Mrs M Jackson (Head of P/D & W)
Mrs D Broom (Director of Operations)
Mr S Adams (Head of Estates)
Mrs V Smith (Head of HR)
Mrs C Gentle (Clerk)

Item		Timing	Raised
1.	WELCOME & APOLOGIES - to note and approve apologies for absence	2mins	AH
2.	DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.	1 min	AH
3.	All Governors should ensure that if they are unable to attend a meeting but wish to comment or raise questions on any point of the Agenda, they should email any and all comments and questions to the Clerk Chris Gentle, cgentle@fbaok.co.uk by the date of the meeting. The Chair of the LGB will ensure that any comments or questions submitted by the absent Governor will be raised during the appropriate agenda item.		AH
4.	MINUTES OF THE PREVIOUS MEETING – to receive and confirm the Minutes of the meeting held on 8 th November 2021 (Draft copy attached)	2 mins	AH
5.	MATTERS ARISING – to note matters arising from the above minutes	2 mins	AH

	There were no matters arising from the previous meeting		
6.	HUMAN RESOURCES a. To receive Staffing Update (Verbal) b. To complete Healthcheck (Attached) c. To raise AOB relevant to this agenda item	15 mins	TC/AH
7.	FINANCE a. To receive Budgetary Position (Attached) b. To complete Healthcheck (Attached) c. To raise AOB relevant to this agenda item	15 mins	DBr/JD
8.	PREMISES a. To receive Premises Update (Verbal) b. To complete Healthcheck (Attached) c. To raise AOB relevant to this agenda item	15 mins	DBr/TC
9.	LEADERSHIP & MANAGEMENT a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item	15 mins	TC/AH
10.	QUALITY OF EDUCATION a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item	15 mins	TC/MD
11.	PERSONAL DEVELOPMENT a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item	15 mins	MJ/FrH
12.	BEHAVIOUR & ATTITUDES a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item	15 mins	TC/LH
13.	POLICIES – (Attached) To approve the following local policy/ies: <i>No local policies for this meeting</i> To note the following Trust level policy/ies that have been agreed by the Board: <ul style="list-style-type: none"> • LIFE Accessibility Policy • LIFE Charging and Remissions Policy • LIFE Equality and Diversity Policy Nov 2021 • LIFE Finance Procedures Manual • LIFE Flexible Working Policy and Flexible Working Statement Nov 2021 • LIFE Pay Policy Nov 2021 • LIFE Recruitment Policy Nov 2021 • LIFE Reserve Policy 	10 mins	
14.	BOARD INFORMATION - To receive Board & Committee Meetings summary Summer 2021 (Attached)	2 mins	
15.	ANY OTHER BUSINESS	2 mins	
16.	DATES OF LGB MEETINGS FOR 2021-2022 28/03/2022 09/05/2022 Healthcheck Meeting 23/05/2022 18/07/2022		

Chris Gentle, Clerk to the Local Governing Body



Dear Local Governing Body

Take notice that a meeting of the Local Governing Body was held on Monday 8th November 2021.
The meeting was held by ZOOM at 5.30pm

All Governors should ensure that if they are unable to attend a meeting but wish to comment or raise questions on any point of the Agenda, they should email any and all comments and questions to the Clerk Chris Gentle cgentle@fbaok.co.uk by the date of the meeting. The Chair of the LGB will ensure that any comments or questions submitted by the absent Governor will be raised during the appropriate agenda item.

DRAFT MINUTES

Invitees: Mrs A Hawkins (Chair) Fr Hingley
 Mrs L Harvey Mr J Dutnall (CEO)
 Mr M Dineen

In attendance: Mrs T Cox (Head of School)
 Mrs M Jackson (Head of P/D & W)
 Mrs D Broom (Director of Operations)
 Mr T Mercer (Trust Finance Manager)
 Mrs C Gentle (Clerk)

Item		Raised
1.	WELCOME & APOLOGIES - to note and approve apologies for absence The Chair welcomed everyone to the meeting. There were no apologies	
2.	DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.	
3.	MINUTES OF THE PREVIOUS MEETING – to receive and confirm the Minutes of the meeting held on 20 th September 2021 (<i>Draft copy attached</i>) Page 6 Item 14a PD2 – “Ethos is something you live not something you do” Fr Hingley noted this should read “Ethos is something you LIVE as well as DO” <i>Subject to the above amendment The Chair declared the minutes of the 20th September 2021 meeting to be a true representation A unanimous show of hands approved the minutes.</i>	
4.	MATTERS ARISING – to note matters arising from the above minutes <i>No matters arising from previous meeting</i>	

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SCHOOL DEVELOPMENT PLAN

a. To review the SDP (*Attached*)

Mrs Cox addressed Governors in regard to the SDP and noted the following points

Objective 1

- The SDP has now been RAG'd – Green has been actioned
- Orange shows impact – this is difficult to report as it is an ongoing programme and we are only 6 weeks into the term
- All new students have been baselined
- The offer of doing 4 GCSE's is dependent on attendance
- 3 or 4 Yr 11's recently joined so it will not be possible for them to do 4
- The outcome will be determined at the end of the year.
- Drama workshops as part of the enrichment programme have been well attended and engagement good
- SEPT scores will be reported next term to show the improvement
- Janick continues to monitor the schools "Flight Path" in her role as Head of Assessment.

Mr Dineen joined the meeting

Mrs Cox went on to note there are lots of activities in place but the outcomes will take longer than 6 weeks to determine.

The Parent Workshop feedback went directly to the company that carried it out but reports indicate that Parents found it very informative and enjoyed hearing and meeting other Parents

The Chair suggested discussing ways in which we can see results as we go.

Mrs Cox stated that 91% of Parents attended both days which included sessions on Mental Health and Wellbeing

Objective 2

- Students used Unique Me stickers to clarify their understanding of Developing Healthy Habits.
- Lesson observations confirmed staff were also using the stickers
- Elaine Gilham created a healthy eating plan and used stickers to identify students healthy options
- Lorain Holland Teacher of Biology taught students the physical and mental benefits of exercise

Mrs Cox noted it's not just about knowing what the objective is but they must understand the impact/outcomes also which can only become clear as it goes along

Mrs Cox highlighted the one RED action – inserting a reward chart into the school planner. Unfortunately we missed the deadline for printing

The Chair asked if it is something can could be added on ?

Mrs Cox noted that as this is unique to The Bridge and we don't use the Trust Passport this had to be done by the start of term to be included

Mrs Harvey suggested not waiting for the new planner but perhaps have it as an insert

Objective 3

Mrs Jackson addressed Governors and noted the following points

- CPD – there is a learning programme in place and regular meetings are held to follow the Trust "Building Great Learning Communities" programme
- Learning walks conducted and staff are on board and open to having people in and out of their lessons
- Behaviour management has never been a problem in the past however there are a few issues now which change the dynamics of teaching. We do not want those to disrupt what has been in place

Mr Dineen made a point about the section on "increase the frequency of lesson monitoring and feedback" and the fact that the collaboration on this practice had changed from David Turrell to Paul Claydon.

Mr Dineen commented that he wasn't aware of this change and asked if Mrs Jackson was comfortable with the change. He asked if Paul Claydon had been given a handover and would know the answer to any questions he might have in relation to Unique Me and Trust Passport

Mrs Jackson confirmed that Paul had taken over from David and she was very comfortable with this. She noted that Paul had created the Trust Programme and there was now many more things going on than in previous years

Mrs Cox acknowledged that David Turrell had a wealth of knowledge but not the time to be able to continue working with the Bridge. Paul previously oversaw T/L at The Bridge so he is familiar with the setting..

Mr Dutnall noted that having Mrs Jackson in place at The Bridge was really beneficial and working with Paul to knit together the strategies across the Trust. He clarified that the QE Healthcheck would still be completed by Mrs Jackson

Mr Dineen noted he should have been informed at local level as he had been meeting with David Turrell on a 1-1 basis and wanted to make sure he was being helpful and seamless but with this change over he was playing catch up

The Chair made a note to better communicate issues with everyone concerned

The Chair went on to ask about lesson observations and whether there was a set number of expected observations ie a Min/Max?

Mrs Jackson confirmed she had spoken with Paul Claydon to make sure they were having the right amount. 1 learning walk per half term was agreed and would include popping into lessons

The Chair noted when the action says "increase" it's difficult to know where it starts from

Mr Dutnall mentioned that this would be discussed at Standards committee tomorrow. He also noted that in the interests of communication there was now a termly summary of Board matters and a weekly newsletter

The Chair asked if the success criteria should be more statistical and numerical rather than just a description

Mrs Harvey commented that it needs to be tighter/smarter

Mr Dutnall noted that the process regarding targets was going to be reviewed as it has to go through Standards Committee. He suggested it was the progress towards targets and not the success criteria that needed changing. It would be difficult to go back to Standards so soon to ask for changes

Mrs Cox noted that the data/statistics was there in the report but not in a standalone column. For example the data for the percentage of students taking part in the workshops compared to the overall attendance was measured and reported. Results from the Students survey would also be available, as well as the numbers of students who participated in the World Mental Health Day.

Mrs Harvey also pointed out further in the report it stated that 5 students had been identified as being eligible to take 4 GCSE's

Mr Dineen noted that perhaps these numbers were missed when the SDP was discussed in the Summer meeting due to the 123 other pages that made up the meeting pack. He highlighted the importance of being able to focus on important issues like the SDP and not create more work for the team

	Mr Dutnall pointed out that the packs had been greatly reduced in size following other similar comments	
6	<p>STAKEHOLDER FEEDBACK (from formal sources)</p> <p>a. Pupil <i>(nothing for this meeting)</i></p> <p>b. Parent Survey Results <i>(nothing for this meeting)</i></p> <p>c. <u>Staff Survey Results (x2) – Governors to review report (Attached)</u></p> <p>Mrs Cox made the following points in respect of the Staff survey</p> <ul style="list-style-type: none"> • The Staff survey results were very pleasing and above the Trust average in all areas • New supply/contract staff in September were not in attendance for the induction day so they were not in a position to answer some of the questions. • There were some “don’t knows” in answer to the SDP question – if they were taken out results would be better • “Technology enhances student learning” results would be different now there are new chrome books available to students. • Staff feel valued and morale is up – this is very important as some staff were worried about returning after the lockdown <p>Mrs Harvey noted the low score for LGB effectiveness</p> <p>Mrs Cox commented that it included a number of don’t knows which effects the numbers</p> <p>Mr Dutnall acknowledged that “don’t know” doesn’t necessarily mean “disagree” and that there were low LGB scores across the Trust</p> <p>Mr Dineen noted that the survey results were excellent and that seeing 100% of staff think workload is manageable is a testament to The Bridge leadership and they should be very proud</p> <p>The Chair agreed it was a good set of statistics</p> <p>d. Governor - <i>(nothing for this meeting)</i></p> <p>e. Trust - <i>(nothing for this meeting)</i></p> <p>f. External - <i>(nothing for this meeting)</i></p>	
7	<p>OPERATIONS UPDATE</p> <p>a. <u>Finance</u></p> <p>a. To receive budgetary position (Attached)</p> <p>Mr Mercer addressed Governors with a Budget update and noted the following points</p> <ul style="list-style-type: none"> • The Bridge has started the year in a good position • The last line of the 2nd report shows we are largely on budget for month 1 • There are some small variances in income and expenditure • The figures have been spread equally over 12 months and the report is going to be tidied up to reflect when we expect money to come in and when we expect it to be spent • The Bridge is in a good position and the a/c’s are now being finalised to get the actual reserve figure which will be reported to Governors next time <p>Mr Mercer invited questions</p> <p>Mr Dutnall reiterated that the report is saying that we are almost exactly where we expected to be</p> <p>Mr Mercer confirmed this to be correct.</p> <p>Mr Dineen asked if the Finance Team were involved in researching and finding grants/bids etc from The Arts Council or National Lottery funding. He noted there were many incentives to help support things like Cultural Capital and a great deal of money available from these agencies for Independent Schools.</p> <p>Mr Mercer confirmed that the Finance Team would help support any applications to these bodies but would not be involved in the initial search. He acknowledged that having Mr</p>	

Dineen on board to identify such links would be very beneficial. Once links had been established the Trust Finance Team would take on supporting any relevant applications

Mrs Jackson asked Mr Dineen if he could forward some of the information he had found and she would research into the possibilities. Mrs Cox asked if independent schools were eligible as she had made several applications in the past but had been turned down because of being an independent school, often the criteria is the school must be receiving central government funding.

Mrs Broom also echoed this saying independent schools are not always eligible

b. Premises

a. To receive Premises Update (**Verbal**)

Mrs Broom noted the following points in relation to Premises

- There is an architect/builder meeting coming up as it coming to the end of the defect period
- Any repairs or replacements will be carried out before the warranty runs out
- A shortlist of things is being done in the next few days
- The building will then be signed over to us to maintain
- Both companies have been very complementary about the state of the building after 1 year
- H/S audit to be carried out soon

Mrs Cox noted that the budget included costs for the vinyl covering for the corridor which had been done and looks good and compliments The Bridge very well. Reds 10 funded 50% of the cost and lastly the net for the MUGA is being fitted in 2 weeks

c. HR

a. To receive Staffing Update (**Verbal**)

Mrs Broom noted there was nothing to report

Mrs Cox noted a new member of staff had been given a 1 year contract – the school offers a minimum of 4 GCSE's. There is an additional Science Teacher who is an ex FBA staff member. Another day of Art has been added and Florence Jackson has been facilitating some drama workshops

Mr Dineen asked if The Bridge was covered by the 10 year new building insurance in a similar way to a new home and whether the kitchen was covered also

Mrs Broom confirmed that as a modular building we are covered by the insurance for the building and all the white goods were covered and this had been built into the 3 year forecast

Mr Dutnall noted that we are well informed and there are no surprises, we have a lovely new building which we are already growing out of. The Bridge is also currently using a room in The House at FBA and may be able to consider an extension or having some outside buildings erected.

Mrs Broom had a brief discussion about availability of space on the site to get an idea of what space there is and what can be accommodated without compromising the useable outdoor space. Possibly a conservatory or porta cabins.

Mrs Cox suggested a garden building in wood, which would be in keeping with the current building

Mrs Harvey noted this could be an expensive option as getting services to these buildings can be problematic

	<p>Fr Hingley expressed a word of caution when deciding about this as there was limited outdoor space which was greatly valued by the students and cannot be reclaimed once it's been built on</p> <p>The Chair asked if there was an option to build upwards</p> <p>Mrs Cox acknowledged that this could be an option and wouldn't compromise the MUGA or the garden but the costs might be high. It is something to be investigated in report back</p>	
8	<p>LGB SPECIFIC ITEM</p> <p>Mrs Cox addressed Governors noting that the Local Authority had bought 24 places at The Bridge and these had almost already been taken up and we would not be able to take any more.</p> <p>In January 2022 most of the Year 11's will transfer from the LA and their school roll onto the roll of The Bridge, this will free up approximately 11 places. January is a busy time with curriculum and timetables and additional staff will be required from January up until May, when Year 11's sit their exams. Some staff are only needed until May</p> <p>The Chair asked if we had any information about the ages of the children coming.</p> <p>Mrs Cox acknowledged that she wouldn't know that yet and that many referrals were backed up and on hold until Jan 22</p> <p>Mrs Harvey expressed that they are likely to be Years 8/9/10 but rarely Year 7</p> <p>Mr Dineen noted it was good to inform people and raise awareness, he asked if there were anything Governors could do?</p> <p>Mrs Cox noted that the Borough screens individuals before we see them so we have no idea who's coming</p> <p>Mrs Cox also gave some details of "Operation Encompass" which deals with domestic violence and noted this would be on the website under the Child Protection Policy</p> <p>Mr Dineen noted that he had not visited The Bridge as yet and asked if it might be an idea if he came for a visit – Mrs Cox said he would be very welcome</p> <p>The Chair asked to clarify if the next meeting would be on zoom as it was a H/C meeting but all others would be face to face ? and asked why this meeting was changed to a zoom meeting</p> <p>Mr Dutnall acknowledged that himself and Mrs Broom and Mr Mercer all had to attend second meetings that evening at Dame Tipping and that it was intended to have at least 2 face to face meetings per year. He noted that with COVID cases on the increase both The Bridge and FBA recent meetings had been virtual</p> <p>Fr Hingley raised the same issue as before that Governors value a meeting in person to be able to judge reactions and work better together</p> <p>The Chair agreed it would be good to arrange a visit for Governors to come to The Bridge during the day while students and staff are on site – and make sure there was plenty of advanced warning</p> <p>Mrs Harvey noted Governors had been invited to the Hello Yellow day</p> <p>Mrs Cox noted that although the cohort are vulnerable they do have visitors coming in, CAMHS workers and parents and she referred to the recent Harvest Festival event And noted the recent Parents' Evening was face to face as the Parents prefer that</p> <p>Fr Hingley agreed he enjoyed it very much and the students were very responsive</p>	

9	<p>POLICIES – (Attached as a separate pdf in the Agenda folder on the Governor portal)</p> <p>To recommend for approval by the Board the following local policy/ies:</p> <p style="text-align: center;">No policies for this meeting</p> <p>To note the following Trust level policy/ies that have been agreed by the Board:</p> <ul style="list-style-type: none"> • LIFE Discipline and Dismissal Procedure Sept 2021 <p>Mr Dineen noted that the flow chart had some content missing</p> <p><i>Mrs Hardy informed to amend</i></p> <ul style="list-style-type: none"> • LIFE Leave of Absence Policy Sept 2021 	Clerk
11	<p>BOARD INFORMATION</p> <p>Mr Dutnall briefly noted</p> <ul style="list-style-type: none"> • Meetings update at the end of term • Pay & Personnel Committee looking at applications for UPS • Work is taking place on the Quality of Education within Curriculum, T/L, Assessments to establish close links across the Trust schools • This is a challenge because the rural primaries are all similar but FBA and The Bridge are not. Ian Gurman and Paul Claydon taking the lead on this <p>Mr Dineen commented about the quality of education – noting especially the use of FBA’s science teacher as a brilliant resource and thanked FBA, he noted that the relationship and partnership between FBA and The Bridge would get stronger and stronger.</p> <p>From an OFSTED point of view important to make sure we are confident in the impact of the quality of education. Using the FBA CPD makes good sense</p> <p>Mrs Cox referring to intent noted that we are creating a bespoke curriculum for individual students to give them the best opportunity and affirming the school ethos of Hope and a Future.</p>	
12	<p>ANY OTHER BUSINESS</p> <p>The Chair reminded Governors that January’s meeting is a H/C meeting</p> <p>Meeting ended 6.40pm</p>	
13	<p>DATES OF LGB MEETINGS FOR 2021-2022</p> <p>20/09/2021 Healthcheck Meeting 08/11/2021</p> <p>24/01/2022 Healthcheck Meeting 28/03/2022</p> <p>09/05/2022 Healthcheck Meeting 23/05/2022 18/07/2022</p>	

Staff Training Log

Training	Date	Lead	Staff Group	Information/Training Delivered
Inset	1 st Sept	TC/MJ	All	<ul style="list-style-type: none"> • Student safeguarding updates • Safeguarding Training KCSIE 2021 • Review of last term/GCSE results • New staffing • Line management changes • Teaching and Learning Meetings • Introduction to students attending The Bridge Sept 2020 • Group structure and timetables • Prep for Meet and Greets
Weekly training	9 th Sept	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • What do you want to see? • Gridmaker update • Student update • Unique Me focus for the half term • Level 1 course for students • Steve • AOB
Weekly training	14 th Sept	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • How we learn and how we learn differently – The forgetting curve and common misconceptions • Staff discussion and sharing of ideas
Weekly training	23 rd Sept	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Scheme of work updates for half term using ideas from last week
Weekly training	28 th Sept	TC/MJ KS	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Understanding students with ASD, ADHD and ODD • What does this mean?

Staff Training Log

				<ul style="list-style-type: none"> • Who has been diagnosed in our school? • Best strategies to manage each student – sharing of IEPs
Weekly training	7 th Oct	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Scheme of work updates • Gridmaker updates
Weekly training	13 th Oct	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Preparing for Remembrance – staff ideas and activities • Bluesky - how to complete your appraisal
Weekly training	21 st Oct	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Appraisal time/meetings • Level 1 Safeguarding Training via Flick
		HALF	TERM	
Weekly training	2 nd Nov	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Appraisal time/meetings
Weekly training	11 th Nov	TC/MJ	All	<ul style="list-style-type: none"> • Full pastoral meeting • Appraisal sign off
Weekly training	16 th Nov	TC/MJ	All	<ul style="list-style-type: none"> • How we learn and how we learn differently – Committing learning to long term memory • Staff discussion and sharing of ideas
Weekly training	25 th Nov	TC/MJ	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Report writing
Weekly training	30 th Nov	TC/MJ	All	<ul style="list-style-type: none"> • Report writing

Staff Training Log

Weekly training	9 th December	TC/MJ/JY	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Gridmaker updates
Weekly training	14 th December	TC/MJ	All	<ul style="list-style-type: none"> • How we learn and how we learn differently – Fundamental instructional strategies to support learning
		CHRISTMAS	HOLIDAYS	
Weekly training	13 th January	TC/MJ KS	All	<ul style="list-style-type: none"> • 45 mins pastoral update • Dyslexia training
Weekly training	18 th January			
Weekly training	27 th January			
Weekly training	1 st February			
Weekly training	10 th February			
		HALF	TERM	
Weekly training	22 nd February		All	<ul style="list-style-type: none"> • Supporting young people with emotional regulation difficulties
Weekly training				
Weekly training				
Weekly training				
Weekly training				
		EASTER	HOLIDAYS	
Weekly training				
Weekly training				
Weekly training				
Weekly training				

Staff Training Log

Weekly training				
Weekly training				
		HALF	TERM	



	Completion Date:	May 2021	Sep 2021	Jan 2022	May 2022
H1	Staffing Sufficiency	G	G	G	
H2	Legal, Disciplinary, Grievances or Capability Issues	G	G	G	
H3	Development	G	G	G	

Human Resources Healthcheck report for Pay & Personnel Committee

School Name: The Bridge

Term to which this Healthcheck applies: Summer 2021

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: V Smith Trust HR Manager

Email to confirm the Healthcheck with: A Hawkins, T Cox and V Smith on (Date)

Healthcheck presented to and agreed by the LGB on: 24th January 2022 (Date)

H1 – Staffing Sufficiency	Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>H1.1 Is there evidence that a secure and cost effective staff structure is in place?</p> <p>H1.2 Has the staffing structure been reviewed in the past 12 months with a clear rationale for it?</p> <p>H1.3 Is there evidence that the school structure has been benchmarked against successful models?</p> <p>H1.4 Are governors confident that those leaving have been suitably replaced with little likely detrimental impact on student outcomes or staff morale?</p> <p>H1.5 Are governors confident that all steps have been taken to fill any vacancies and that plans are in place where there are current unfilled roles?</p> <p>H1.6 Are governors confident that all necessary checking processes have been conducted?</p> <p>H1.7 Is the single central record up to date?</p> <p>H1.8 Are sickness absence trends improving and above comparative averages or is appropriate rationale provided for any negative trends?</p> <p>H1.9 Is any potential impact on student outcomes being monitored and addressed appropriately?</p>				
<p>School's information and narrative:</p> <p>H1.1 Yes, A secure and cost effective staff structure is in place for September 2021 with the addition of a Deputy Headteacher role. The structure was reviewed and approved by Pay and Personnel on the 22nd June 2021.</p> <p>H1.2 The staff structure was reviewed in Spring term 2021, which included a new Deputy Head of School post from September 2021. This was approved by the Pay and Personnel Committee in June 2021. Four additional roles are also to be introduced including 3 Teaching roles and a workshop facilitator role, these are to introduce a broader curriculum offered to the students and to support the increased number of students., All roles are fixed term one year roles and have been included within the budget. A new HR Advisor for the Romford schools will be introduced to the Trust Structure from September as a first point of contact for the Head of School in addition to the Trust HR Manager. Staffing structures and contracts ending will be reviewed by the Trust HR Manager and Head of School during the Spring Term during a monthly HR Meeting.</p> <p>H1.3 The school is not comparable to mainstream settings. The current structure with the support from Life Education Trust ensures the school runs effectively, efficiently and meets the targets agreed by the LGB and the Trust. Healthchecks and Trust support ensures there is an appropriate working structure in place. The Administrative Support Officer role was benchmarked against roles with similar responsibilities in the Autumn Term. This resulted in their current pay band being increased by one scale effective 1st January 2022.</p> <p>H1.4 No members of staff left the school in the summer term 2021 resulting in 100% staff retention from Autumn term 2020. No members of staff left the school in the Autumn Term 2021. The latest staff survey results from the Autumn Term 2021 showed for three years in a row and impressive 100% of staff feeling staff morale was good. This continues to be a strong result and remained 12% above the 80.7% Trust average. Again, for the third year an impressive 100% of staff were proud to be a member on the school, 2.6% above the Trust average and 100% of staff were proud to be part of the Trust, 18.2% above the Trust average. The Trust HR Manager and HR Advisor meet with Head of school for HR monthly meetings, where any concerns are raised and discussed. The last meeting was held on 7th December 2021.</p>				

H1.5 Yes, TES annual subscription with the Trust which enables unlimited adverts. In addition to TES, both teaching and support staff roles are advertised on Essex School jobs and teaching staff on the DfE vacancies website. All vacancies are advertised on the Trust and school's own website. Vacancies are posted on LinkedIn and shared on social media to attract a wider field. One role for an MDA will be published in the Summer Term.

Midday Assistant advert out to be appointed in the Spring Term.

H1.6 All new starter pre-employment checks for any new members of staff joining the school are conducted centrally by the Trust HR team. Candidates have a conditional offer sent and their pre-employment checks completed, Regular communication and updates are maintained with the Head of School. A central shared HR area has been created where the Head of School, Office Administrator and HR Team have shared access to documents and the SCR. Checks that require renewal are managed at school level and audited by the Trust HR Manager once every half term. Chair of Governors audits the SCR once a term, audit for the A Governor file, containing all required information is now set up.

All checks for staff starting in the Autumn Term were completed and cleared prior to the colleagues joining the school. All checks are held on the individuals personnel file.

H1.7 the Trust standardised template is used across all schools within the Trust, colour coding is in place for those members of staff leaving and those due to join the school. Key information is added as pre-employment check results are received. Audits carried out by the Trust HR Manager identify any gaps that need to be actioned. All information held on the SCR reflects that on personnel files, spot checks are carried out to ensure this. Single Central Record is a live document that is continuously updated as staff join and leave, additional checks that are required every 3 years are reviewed a month in advance of expiry. Audits of the SCR are conducted half termly by the Trust HR Manager and reviewed frequently by the HR Advisor. Chair of Governors to audit the SCR termly. Actions and findings from those conducting the audits to be recorded in the checking sheet. The Trust HR Manager conducted an audit on the SCR on the 6th June 2021. Colour coding is in place for those members of staff leaving and those due to join the school. A date to be arranged for Chair of Governors and Trust HR Manager to complete an audit in the Autumn Term.

The Trust HR Manager conducted an audit on the SCR on 16th December 2021. One member of the LGB has their DBS application outstanding. A new version of the SCR was created for the Spring Term and the old version for the Autumn Term was achieved. Staff due to expire at the start of the Spring Term have been informed by the Office Administrator, Head of School has reminded the member of the LGB. A date for Chair of Governors to conduct an audit in the Spring Term to be arranged.

H1.8 Robust absence management process are now in place, which are reflected in the Trust Sickness Absence Management Policy. Return to work meetings are held with all members of staff following every absence. OH referrals and informal absence review meetings to be held when and where necessary with absence improvement plans being put in place, there were no Teaching or Support staff days lost in the summer term due to sickness absence. One member of support staff has a planned procedure during the summer holidays, an OH referral will be made prior to them returning in the Autumn term to support their return back into school.

Sickness absence rates for the Autumn Term

	Autumn Term 2021/2022
	Number of Days
Teaching Staff	0
Support Staff	6
Total	0

2021 are shown in the table below.

10 days were lost due to sickness absence in the Autumn Term following a member of Support Staff who was recovering from surgery over the Summer Term, he was welcomed back into school during the Autumn Term on light duties agreed by the Head of School to ensure he was supported back into his role at the right pace.

Staff who are absent to Covid 19 related reasons are tracked centrally by the HR Team. Staff that are affected are required to complete and return a staff declaration form to reflect the reason for their absence. There were no members of support or teaching staff who were affected by Covid 19 during the summer term.

Data shown in the table below reflects the 2021.

COVID REASON FOR ABSENCE	Number of cases
NHS Track and Trace	0
Symptom Display	0
Symptom Display & Positive test	1
Positive lateral flow	0
Medical Appointment	0
Childcare	0
Trip Abroad	0

number of staff affected in the Autumn Term

H1.9 Staff absences are recorded in SIMS and monitored by the Office Administrator in line with the Trust Policy with the support of the Trust HR Manager. Absences are recorded through SIMS so reports can be run for analysis. Trust HR Manager meets with the Head of School monthly where any concerns are shared and reflecting next steps are implemented. Last meeting held at the end of July. Head of school continues to communicate and share any concerns with HR Manager as they arise in addition to the scheduled meeting. Trust HR Manager continues to support Administrative Officer. Absences levels at the school remain low. Trust HR Manager met with CEO and the Director of Operations on 2nd December. Trust HR Manager meet with CEO weekly and both the CEO and Director of Operations monthly to discuss any concerns.

The HR Manager meets with the CEO weekly and monthly with CEO and Director of Operations to discuss any concerns, the last meetings were held on 1st and 15th December 2021. The Trust HR Manager and HR Advisor met with the Head of School for the monthly HR meeting on the 7th December 2021.

We consider ourselves **GREEN** for this section because the school continues to have a complete and cost-effective staffing structure in place. Although there was a significant increase in the number of days lost due to sickness absence, a robust process remains in place and is being adhered to with the support of the Trust HR Manager. Staff absences continue to be monitored closely. Strong results were achieved in the staff survey Autumn Term 2021.

The main actions required to improve/maintain this rating are:

- Single Central Record Audits to be continued by the Chair of Governors and Trust HR Manager.

- Single Central Record to be treated as a live document by the Administrative Support Officer
- Staff absences to be monitored in line with the Trust Absence Policy by Head of School and Trust HR Manager
- Return to work meetings to be held following every sickness absence
- OH referrals and informal absence review meetings to be used when required
- Covid related absences continue to be tracked centrally
- Exit interviews to be conducted by Head of School
- Trust HR Manager and HR Advisor to support Head of School and Administrative Office with processes and procedures, where required

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- Staff Survey results Autumn Term 2021
- Staff structure 2021
- Absence report
- Single Central Record checking sheet
- Monthly HR meeting agenda and minutes
- Meeting minutes
- Exit interviews
-

Summary of key points of last LGB discussion:

H1 – Staffing Sufficiency – Rating Remaining Green

- Staff structure is in a good place with the appointment of the new Deputy Head.
- No members of staff left in Summer term 2021
- Chair completed an audit of SCR in Summer term and will be arranging the Autumn audit with the HR Manager

H2 – Legal, Disciplinary, Grievances or Capability Issues	Rating:		WHITE	GREEN
<p>Guiding questions:</p> <p>H2.1 Are governors content that the school has a robust system for dealing with all types of HR issues? Are there HR policies in place, fit for purpose and being followed to deal with this?</p> <p>H2.2 Is there evidence that correct processes have been followed in any HR or legal matter?</p> <p>H2.3 Are governors satisfied that there is sufficient justification for any settlements that the school has entered into including any payments made?</p> <p>H2.4 Are governors satisfied that appropriate HR and legal advice has been taken and adhered to in all necessary situations?</p> <p>H2.5 Are governors content that grievance, disciplinary, capability issues and flexible working requests individually or collectively do not reveal concerns for the wellbeing or progress of staff or students?</p> <p>H2.6 Are governors satisfied that any potential reputational damage to the school has been limited?</p> <p>H2.7 Are issues raised by staff being addressed appropriately and effectively?</p> <p>H2.8 Are governors aware of staff turnover and destinations of staff leaving?</p> <p>H2.9 Are governors satisfied that staff are not being discriminated against protected characteristics (Equality Act 2010)?</p>				
<p>School's information and narrative:</p> <p>H2.1 Stone King are contracted as the HR and Legal provider for the Trust. Trust HR Manager and HR Assistant meet with link advisor as and when required. Model Policies in place which are reviewed, updated, approved centrally and circulated to all staff. Policies are saved within the staff drive to allow all staff continues access to them. Monthly meetings are held between the Trust HR Manager and Head of school to discuss any concerns, last meeting held at the end of July, Trust HR Manager meets with the CEO weekly and both the CEO and Director of Operations monthly for the LIFE HR meeting. An additional HR Advisor for the Romford schools is included in the September 2021 Trust structure as first point of call and additional support to the Trust HR Manager.</p> <p>Trust policies to reflect HR processes are reviewed prior to the expiry by the Trust HR Manager and Stone King for any changes to legislation and improvement to practice can be considered, Policies are then reviewed and approved by the Pay and Personnel Committee prior to them being circulated to all Trust staff for a consultation period if any changes are made. All Trust policies are saved centrally to allow staff access for their referral. The Trust HR Manager and HR Advisor continue to meet with the Head of School for monthly HR Meetings where any issues or concerns are raised and the last meeting was held on 7th December 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, the Trust HR Manager meets with CEO weekly. The last meeting was held on the 15th December and the CEO and Director of Operations meet monthly to discuss any concerns. The last meeting was held on 1st December 2021.</p> <p>H2.2 All formal matters are referred to Trust HR Manager. Trust HR Manager meets with CEO and Director of Operations fortnightly where any concerns are shared. Administrative Officer and Head of School in regular contact.</p> <p>Stone King is the external HR and Legal support for the Trust who are there to support with HR and Legal matters if and when they arise.</p> <p>H2.3 Chair of Governors to always be consulted on all transactions regarding staff leaving, which includes any settlements, redundancy, and notice periods.</p> <p>No settlements have taken place</p> <p>H2.4 N/A</p>				

Stone King are the HR and Legal provider for the Trust. All formal matters are referred to the Trust HR Manager and the Head of School. Monthly meetings are held. The last meeting was held end of July. Trust HR Manager meets regularly with link Stone King colleague to update them on any new or ongoing cases.

Trust HR Manager meets with CEO weekly, last meeting held in the 15th December and the CEO and Director of Operations monthly to discuss any concerns, last meeting held the last meeting was held on 1st December 2021.

H2.5 The Head of school continues to have an open door policy which supports staff and their wellbeing and helps to identify any issues or concerns at an early stage so they can be supported. Staff were reminded of the confidential care that is offered to all Trust staff in the Autumn Term. Feedback from those staff who have accessed the service have been very positive.

The staff survey conducted in the Autumn Term 2021 showed that 92% of staff felt that the school handles staff personal and personnel issues well, a marginal decrease from the 100% from the Autumn Term 2020, however 10.5% above the Trust average. 100% of staff felt that the school was well led and managed, consistent with 100% result in Autumn Term 2020 and 2019, and 12% above the Trust average. 100% of staff felt that staff morale was good, 19% higher the Trust average. 100% of staff felt that their workload was manageable, a consistent result over the past three years and 14% above the Trust average.

H2.6 There are currently no issues which cause concern.

Communication with parents remains good with no current issues

H2.7 Communication with staff remains good with regular meetings and a maintained open door policy by the Head of School. The Trust HR Manager meets with the Head of School monthly to discuss any HR concerns or issues, last meeting held end of July. This meeting is in addition to any support and guidance sought by the Head of School from the Trust HR Team.

The staff survey conducted in the Autumn Term 2021 showed that 92% of staff felt that the school handles staff personal and personnel issues well, 18% above the Trust average. The Trust HR Manager and HR Advisor continue to meet with the Headteacher for monthly HR meetings where any concerns or issues are shared. The last meeting was held 7th December 2021.

H2.8 No members of staff left the school in the summer term equating to 100% staff retention. Exit interviews of any staff who leave are to be conducted by the Head of School.

No members of staff left the school in the Autumn Term

H2.9 The school can demonstrate that staff are not being discriminated against the 9 protected characteristics, as there is no evidence, grievances or complaints reflecting them. The school includes a paragraph in all adverts relating to equality.

We consider ourselves to be Green for this section because robust systems and processes are in place and remain effective, with any concerns being identified early and addressed. Strong staff survey results have been achieved and staff retention remains good.

The main actions required to improve/maintain this rating are ...

- HR monthly meetings to continue with the Trust HR Manager Executive Headteacher and the Head of School
- Exit interviews to be conducted with staff who leave the school
- Policies are followed for any concerns that are raised
- Communication with parents and staff to continue to be strong

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- Staff survey results Autumn Term
- Support staff restructure document
- Newsletters
- Exit interviews
- Adverts
- Staff meeting minutes
- Policies
- Monthly HR meeting minutes

Summary of key points of last LGB discussion:

H2 – Legal, Disciplinary, Grievances or Capability issues – Rating Remaining Green

- Stone King provide HR and Legal services
- Teachers are happy there are no highlighted problems

H3 – Development	Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>H3.1 Does staff development information show relevant, fairly distributed and cost effective training for both teaching and support staff?</p> <p>H3.2 Is evidence in place of succession plans for all key roles?</p> <p>H3.3 Do effective staff have opportunities for progression at the school?</p> <p>H3.4 Is INSET training being used effectively by the school to raise standards and deliver school development priorities?</p> <p>H3.5 Is there evidence that training and intervention are leading to improvement in the quality of leadership, management, teaching and learning?</p> <p>H3.6 Is there evidence of staff satisfaction in the school and how is this measured?</p> <p>H3.7 Are governors aware of the appraisal process, how is performance managed, is there evidence from staff that they feel supported with any appeals being addressed appropriately?</p>				
<p>School's information and narrative:</p> <p>H3.1. Both teaching and support staff attend weekly training facilitated by JY, who held the post of Head of T/L at The Bridge. Minuets of all sessions were recorded and distributed to all staff noting any relevant actions points. New starters that join the school to complete review meetings with their line manager during the probationary period. This ensures any concerns or needs are identified and addressed. CPD and staff training is recorded within the Bluesky training system to help support staff objectives and appraisal. During the summer term a number of training sessions were held; please find details in the supporting appendix. The Trust HR Manager and HR Advisor meet with the Head of School where training is discussed. Last meeting held on the 7th December.</p> <p>H3.2 The staffing structure is reviewed annually which is reviewed and approved for Pay and Personnel, last approved 22nd June 2021. New SLT structure in place for September 2021 which includes the post of a Deputy Head of School.</p> <p>H3.3 Of the school's current staff 40% have received internal promotions. New SLT structure for September 2021 has provided an opportunity for an internal promotion and development within the school. The staff survey conducted in the Autumn Term 2021 showed that an impressive 85% felt that the school makes appropriate provision for their professional development, 5% above the Trust average.</p> <p>H3.4 The Head of school confirmed that the new SLT structure in place for September provided a focus on teaching and learning. A strong training programme continued with staff during the Autumn Term. A training schedule for the Autumn Term 2021 can be found as an appendix</p> <p>H3.5 The new SLT structure implemented from September 2021 supported lesson observations being completed in house by the new Deputy Headteacher.</p>				

H3.6 The staff survey results from Autumn 2021 showed that for the past three years an impressive 100% were proud to be a member of staff at the school, 100% of staff were also proud to a member of the Trust, 18% above the Trust average. 100% of staff felt that communication between SLT and staff was good, consistent with the result in Autumn Term 2020 and 13% above the Trust average. 92% felt that the school had a clear vision and core values. For the third year 100% of staff felt that the school was well led and managed, 12% above the Trust average and 100% felt that morale was good, 12% above the Trust average and a consistent three year trend. 100% of staff felt that their contribution to the school was valued, 16% above the Trust average and 100% felt that they had the opportunity to raise suggestions and concerns, consistent with the previous two years and 13% above the Trust average.

H3.7 One member of staff are eligible to apply for threshold this year, one member of teaching staff will increase automatically on the main scale. All Teaching Staff appraisal meetings were held in the Autumn term to review targets from 2020/2021 and set new objectives for 2021/2022. All meetings have been reflected on Bluesky. The member of staff eligible to apply for pay progression for the substantive contract submitted an application which was successful and approved by Pay and Personnel in November 2021. The member of staff was also successful in progressing on the Leadership scale in the current role. Support staff Appraisals to be scheduled and completed in March.

We consider ourselves to be **Green** for this section for this section because a robust appraisal system is in place using Bluesky. Detailed training programme remains. Pay progression application submitted was successful with strong staff survey results being received following the Autumn Term Survey.

The main actions required to improve/maintain this rating are ...

- To maintain high standards and maintain the training with new staff
- Detailed training programme to remain
- Review staff retention
- Trust HR Manager and HR Advisor to continue to hold monthly meetings with the Head of School

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- Bluesky support guide
- Bluesky reports
- Staff survey results Autumn Term 2021
- Staff training timetable
- Pay progression applications

Summary of key points of last LGB discussion:

H3 – Development – Rating Remaining Green

- Mrs Hawkins referred to the list of staff training opportunities that had taken place
- There were a few new starters who had completed review meetings during their probation
- Mrs Jackson was fully in roll now as Deputy Head
- Discussion would continue around succession planning as part of H3

Mrs Hawkins invited any questions.

Mr Dutnall noted that some of the content of the H/C could now be removed for example 1.8 some of the information was more than a year old so can be removed.

Mrs Hawkins asked to clarify that the general plan was to just to have 3 seasons in each H/C

Mr Dutnall confirmed this

Mrs Smith noted that it was a very pleasing report and following regular meetings with Mrs Cox, 3 well deserved GREENs



Management Accounts Report November 2021

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Selection Criteria:
 Company(s) - **Standard Academy V6** ; Location(s) - **BDG - The Bridge** ; Period - **2021/22.03** ; Year End Period(s) - **None** ; Budget - **REVISED BUDGET 2021-2022** ; Comparative Budget - **None** ; Cost Type(s) - **As Selected**
 ; Activities - **As Selected** ; Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **Yes** ; Show Location As - **Non-Consolidated**

[Open Account Enquiry](#)

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	BDG - The Bridge								
	CURRENT PERIOD			YTD TOTALS			FULL YEAR		SPENT
	Actual	REVISED BUDGET 2021-2022	Variance	Actual	REVISED BUDGET 2021-2022	Variance	REVISED BUDGET 2021-2022	Forecast	(%)
Income									
A0 - GAG funding	9,990.00	-	9,990.00	9,990.00	-	9,990.00	-	9,990.00	-
A2 - Other Govt Grants	36,000.00	50,484.00	(14,484.00)	108,000.00	151,452.00	(43,452.00)	605,800.00	562,348.00	17.83 %
A4 - Other Income	-	-	-	0.86	-	0.86	-	0.86	-
Total Income	45,990.00	50,484.00	(4,494.00)	117,990.86	151,452.00	(33,461.14)	605,800.00	572,338.86	19.48 %
Expenditure									
Staffing Expenditure									
B0 - Teaching Staff	17,528.91	17,676.00	147.09	50,024.17	53,028.00	3,003.83	212,104.00	209,100.17	23.58 %
B1 - Educational Support Staff	2,678.85	2,722.00	43.15	8,036.55	8,166.00	129.45	32,666.00	32,536.55	24.60 %
B3 - Admin Staffing	6,608.66	6,799.00	190.34	21,269.03	20,397.00	(872.03)	81,589.00	82,461.03	26.07 %
B5 - Agency Staff	3,675.00	9,571.00	5,896.00	10,895.00	28,713.00	17,818.00	105,281.00	87,463.00	10.35 %
B6 - SLT Staff Costs	-	-	-	-	-	-	-	-	-
Total Staffing Expenditure	30,491.42	36,768.00	6,276.58	90,224.75	110,304.00	20,079.25	431,640.00	411,560.75	20.90 %
C0 - Maintenance of Premises	-	676.00	676.00	605.10	2,028.00	1,422.90	8,110.00	6,687.10	7.46 %
C1 - Other Occupational Costs	441.58	1,119.00	677.42	766.68	4,657.00	3,890.32	14,500.00	10,609.68	5.29 %
D0 - Educational Supplies and Services	3,835.02	2,869.00	(966.02)	10,710.89	8,616.00	(2,094.89)	34,200.00	36,294.89	31.32 %
E0 - Other Supplies and Services	6,090.91	6,084.00	(6.91)	16,181.82	18,252.00	2,070.18	73,000.00	70,929.82	22.17 %
G0 - Staff Development	800.00	125.00	(675.00)	1,000.00	375.00	(625.00)	9,500.00	10,125.00	10.53 %
H0 - Other GAG Expenses	-	-	-	-	-	-	-	-	-
Total Other Expenditure	11,167.51	10,873.00	(294.51)	29,264.49	33,928.00	4,663.51	139,310.00	134,646.49	21.01 %
Total Expenditure	41,658.93	47,641.00	5,982.07	119,489.24	144,232.00	24,742.76	570,950.00	546,207.24	20.93 %
Surplus / (Deficit) excl. Capital	4,331.07	2,843.00	1,488.07	(1,498.38)	7,220.00	(8,718.38)	34,850.00	26,131.62	

Reserves b/f Surplus / (Deficit) - 2020/21	49,809
Income for the Year	605,800
Expenditure for the year	570,950
Contribution to Capital/CIF Projects	
Reserves c/d Surplus/(Deficit)	84,659
Restricted 3% - Core Income / GAG	18,174



The Bridge November 2021 Month End Report

At the end of November 2021 the overall variance was a deficit of £8.7k

This report highlights variances over 5% against budget.

Income

There is a deficit variance of £33.4k for the period ending November 2021.

ESFA / Core Income

- The negative figure of £33.4k relates to the profiling of the income for the additional schools that sit outside of the Havering SLA which will be adjusted going forward.

Other Income

- Nothing of note

Expenditure

There is an overall underspend of £24.7k for the period ending November 2021.

Staff Costs

- Teaching staff is underspent as the back-dated pay awards will be applied in December
- Admin Costs includes mileage and overtime costs. The mileage is to be moved to travel and subsistence
- Agency staff is underspent by £17.8k as not all invoices were received prior to month end for processing and the budget for additional tutoring is yet to be utilised.

Other Occupational Costs

- Maintenance costs underspent by £1.4k
- Insurance is underspent by £1.3k as annual insurance costs have yet to be invoiced
- Energy bills are underspent by £2.1k as the electricity is yet to be recharged. This will be resolved in January 2022

Educational Supplies and Services

- IT consumables are overspent by £2.2k due to the purchase of additional staff access system
- Head Office recharges are underspent by £1.8k due to correcting journal process being duplicated. This will be corrected in January 2022

Financial Summary

Reserves b/f 2020/21	£ 49,809
Income for the year 2021/22	£605,800
Expenditure for the year 2021/22	£570,950
Current Forecast Surplus @ 31/08/2022	£ 84,659



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
F1	Viability	W	W	G	G	G	
F2	Probity	G	G	G	G	G	
F3	Knowledge, Understanding, Planning & Procedures	G	G	G	G	G	

Finance Healthcheck report for Finance & Facilities Committee

School Name: Th Bridge Term to which this Healthcheck applies: Summer 2021 **Autumn 2021** Spring 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

- Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
 Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
 White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Lisa Hickling (School Representative)

Meeting to confirm the Healthcheck with: Julian Dutnall (LIFE Exec/Link Gov) on 17th January 2022 (Date)

Healthcheck presented to and agreed by the LGB on: 24th January 2022 (Date)

F1 – Viability	Rating:	RED	WHITE	GREEN X
Guiding Questions: F1.1 Are Governors aware of the budget setting process? Has the Academy set an in year balanced budget? F1.2 Is there evidence of a 3-year financial forecast. Does this include realistic assumptions and pupil number estimates? F1.3 Have Governors received the audited accounts? Does this illustrate that the Trust is a 'going concern'? F1.4 Are Governors aware that the Trust financial statements include the publication of executive pay which must also be included on the Trust website? F1.5 What evidence is available to Governors to demonstrate that monthly management accounts are produced which include a variance report? F1.6 Do Governors receive termly pupil numbers and projections? F1.7 Have any legal cases been lodged against the school? Has the potential financial implication been accounted for?				AFH 2.10 2.1.1 1.14,2.8.1 2.32 2.19 2.18 2.12
School's information and narrative – (to include actions and impact since last Healthcheck)				
F1.1				
<ul style="list-style-type: none"> The budget for 2021/22 was drafted and presented for approval by the LGB at the May 2021 meeting. The school's revised 2021/22 balanced budget recommended to the Board of Trustees by Finance and Facilities Committee were approved on the 16th November 2021. The in year figure is £34,850 				
F1.2				
<ul style="list-style-type: none"> The 3-year forecast is compiled by the Trust on the basis of the current budget and forecast outturn. All known assumptions are included. This forecast was agreed by the Trust Finance & Facilities committee on 16 June 2020. A new 3-Year Budget Forecast was approved on 16th November 2021. 				
F1.3				
<ul style="list-style-type: none"> The 2020/21 audit fieldwork took place in October 2021. The audited accounts for 2020/21 were reviewed by the Finance and Facilities Committee on 16th November 2021. At this meeting, the audit partner, Mr James Cross, presented the audited accounts and the auditors' management letter that sets out the findings of the audit and any matters for improvement. The Committee members were given the opportunity to ask questions of the audit partner relating to the audit process. The audited accounts were approved by the Trust Board on 24 November 2021. The Bridge has a confirmed carry forward figure of £34,850 				
F1.4				
<ul style="list-style-type: none"> Governors are aware that the Trust financial statements include the publication of executive pay and this will be highlighted when the financial statements are presented to the LGB at the January meeting. Governors were reminded at the last Healthcheck meeting this information is also published on the Trust website. 				
F1.5				
<ul style="list-style-type: none"> A monthly outturn report is produced which highlights variances against budget and provides an explanation for any significant variances. The reports are presented to the governors at each LGB meeting. This forms the basis for capturing any foreseen events to assess impact on forecast outturn. The December monthly report was circulated the week commencing 16th January 2022. 				
F1.6				
<ul style="list-style-type: none"> Pupil number estimates are included a key budget assumption that is reported as part of the budget setting process and in the preparation of the 3-year forecasts. They are again reviewed when the budget is revised in November each year. Projections for the year are included as part of the monthly management accounts. 				

- Pupil number estimates are discussed as part of the monthly management meeting. SEN students and those out of borough have a direct impact on the budget as they are invoiced separately to the funding received as part of the SLA with Havering.

F1.7 There are no legal cases lodged against the school.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be **GREEN** or this section as all areas have been met

The main actions required to maintain this rating are to demonstrate the school's continued access to sufficient resources to continue operating viably.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Signed Audited accounts
- Management Report
- ESFA Notifications
- Monthly management accounts

J Dutnall as Link Governor has seen and all the above documents.

Summary of key points of previous LGB discussion:

F1 - Viability - Rating Remaining Green

F2 – Probity	Rating:	RED	WHITE	GREEN X
Guiding Questions				AFH
F2.1 Have Governors received the annual letter which is sent to the accounting officer covering issues such as developments in the accountability framework?				1.2.2
F2.2 Does the Academy have a register of interests for Trustees and budget holders in place? Are there measures in place to manage conflicts of interest and any relationships with related parties? Can these be proved to be in accordance with the Academy Trust Handbook?				3.10.1- 3.10.22
F2.3 What evidence is there that any management letter points raised by auditors have been responded to, and within a timeframe set by the ESFA?				3.16
F2.4 Who is the Trust's external auditor? Are Governors aware of their term and the requirement to retender every 5 years?				4.5
F2.5 Can the school demonstrate how it is delivering assurance through independent challenge e.g. internal audit, or any other means identified in the Academy Trust Handbook?				3.22
F2.6 Have Governors seen evidence of internal audit reports? How are risks reviewed and the frequency? What evidence is in place to show that internal audit is undertaken by an independent auditor? Have all internal audit requirements been met including the demonstration that funds must not be used to purchase alcohol?				3.15 3.17, 3.20
F2.7 Have Governors seen the structure of the Executive team and their areas of responsibility?				2.35
F2.8 Have Governors seen the scope of work for internal audit?				1.4,1.8
School's information and narrative – (to include actions and impact since last Healthcheck)				1.26,1.36,1.37,1.38 3.1,3.18,3.23 3.15
F2.1				
<ul style="list-style-type: none"> The annual letter sent to Accounting Officer is distributed to Governors in the Autumn Term along with the Academies Financial Handbook. All developments and issues raised are discussed at this meeting. The annual ESFA Letter to Academy Trust Accounting Officers was shared with all Chairs and Governors on the 14th July 2021. The letter will be included in Agenda packs for deliberations in the Autumn Governors meeting. 				
F2.2				
<ul style="list-style-type: none"> The register of interests is maintained by the Clerk. Budget holders register of interests are held in the FBA finance office. Any declared interests are reported to the Finance & Facilities Committee and are reviewed as part of the internal and external audit process. Any identified interests are managed in line with the Academies Financial Handbook and brought to the attention of the external auditors to verify that the 'at cost' requirement has been met (where transactions with related parties exist). 				
F2.3				
<ul style="list-style-type: none"> The audited management letter was reviewed by the Finance & Facilities Committee on 22nd November 2021 and by the Trust Board on the 24th November 2021. Of the 8 points that were raised, 7 were minor points and rated green, and 1 had a medium rating. The medium point has been resolved with the auditors. The management responses for 2020/21 had all been dealt with appropriately and cleared. 				
F2.4				
<ul style="list-style-type: none"> The Trust's external auditor is Moore Kingston Smith LLP. The year ended 31 August 2020 was the final year of their 3-year term. Governors were informed at the last Healthcheck meeting – the re-appointment of Moore Kingston Smith LLP by the Trustees at the last members meeting for another 3-year term. The end of the current re-appointment will be 6 years of continuous service, which breaches the new Academy Trust Handbook (ATH) requirement to retender after 5 years. Trustees will discuss options and decide on the appropriate measures to prevent breaching the ATH. 				
F2.5				

- The Trust employs SBM Services to deliver its programme of internal scrutiny, as required by the Academies Financial Handbook. The scope of work covers 9 key areas that, for FBA and The Bridge, are reviewed over 3 visits during the year. The last review was carried out remotely in the Autumn Term on 3rd December 2020. At the time of writing the report has not yet been received but will be shared with the LGB at the first possible opportunity.
- The report is due by Easter, expected imminently. The Spring Healthcheck Reports have been produced to be discussed with Lead Governor ahead of a comprehensive discussion at full LGB meetings.
- The Trust's Internal Audit was carried out remotely in July 2021 and the reports were made available over the Summer and was shared with Governors at the Autumn Governor's meeting.

F2.6

- Internal audit visits are carried out on a termly basis by an external consultant SBM Services and reports are shared with the Governors. Using an external consultant to carry out the internal audit assures independence. The school has 3 visits per year, one per term, and all reports are shared with the LGB. The scope of the work is reviewed by SBM at the start of every year to ensure that it considers any changes in the Academies Financial Handbook. Risks are reviewed at the start of the year, for example, risks associated with the introduction of the new finance and payroll system were highlighted and reviewed in the first internal audit visit of this year, covering the payroll and purchasing areas.
- SBM Services ensure that all internal audit requirements are met as part of their engagement including the demonstration that funds must not be used to purchase alcohol - this forms part of their review of purchasing.
- The Trust's Internal Audit was carried out remotely in July 2021 and the reports were made available over the Summer and were shared with Governors at the November Governor's meeting. Implemented actions will be reported at subsequent meetings to allow Governors to monitor progress.

F2.7

- The structure of the Executive Team is included in various areas that the governors have access to (including the financial statements). The scheme of delegation is also approved by the LGB annually.

F2.8

- The 2021/22 year's Internal Audit Scope was agreed by the Trust board on the 16th November 2021

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be **GREEN** or this section as all areas have being met

The main actions required to maintain this rating are to ensure full compliance of the Academy Trust Handbook and associated internal and external audit measures are in place to evidence these.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Signed Audited accounts
- Post Audit Management Report
- Academy Trust Handbook
- Monthly management accounts

Summary of key points of previous LGB discussion:

F2 - Probity - Rating Remaining Green

F3 – Knowledge, Understanding, Planning & Procedures	Rating:	RED	WHITE	GREEN X
Guiding Questions				AFH
F3.1 Is there evidence of benchmarking areas of high expenditure i.e. staffing? Have Governors seen the School Resource Management Self-assessment tool?				2.14, 6.8
F3.2 How does the school show that it has internal control risk management processes in place?				3.1,3.15
F3.3 What dated evidence is available to Governors to see that all ESFA deadlines for financial returns have been met?				2.15 4.1
F3.4 Have all Governors received the Academy Trust Handbook, with the annual summary of changes?				2.13,2.3.3
F3.5 Is there a Scheme of Delegation of financial powers in place? Is there evidence that this has been reviewed annually?				2.11
F3.6 Does the school have adequate insurance in place? If external provider, has this been evaluated against the DfE's risk protection arrangement?				
F3.7 Are Governors aware of the sources of income generation? Is the statutory charging policy in place?				2.4
F3.8 Does the school have a financial manual in place? Is there evidence to show that it has been aligned with the Academy Trust Handbook on an annual basis?				2.4
F3.9 Are Governors aware that the Trust has a risk register in place? What is the LGB input to this?				2.5.1
F3.10 Are Governors aware of the risk of cybercrime? Are their measures in place to mitigate this? Are Governors aware of action to be taken if a cyber-security incident occurred?				2.38
<p>F3.1</p> <ul style="list-style-type: none"> The SRMSAT is not relevant to Independent Schools. Support Staff salaries have been benchmarked across the Trust, and the deputy head's salary has been benchmarked against leadership salaries across the Trust. <p>F3.2</p> <ul style="list-style-type: none"> Internal audit visits take place on a termly basis to review internal controls. Internal controls are aligned to the requirements of the Academies Trust Handbook through the Trust's financial procedures manual. Termly internal audit reports are reviewed by the LGB. The 2020/21 Internal Audit Report was shared with Finance and Facilities Committee on 16th November 2021. <p>F3.3</p> <ul style="list-style-type: none"> Evidence is available at trust level from the Trust Head of Finance. <ul style="list-style-type: none"> The deadline for submission of the academy's accounts return has been extended to 23 February 2020. The AAR was actually filed on the 10th Feb 2021. The SRMSAT return was submitted on the 14th April 2021 The Trust's Budget Forecast Return was submitted on the 26th July 2021 The governors are informed of annual requirements when the Academies Financial Handbook is sent to governors in the Autumn term, with a summary of changes following deadlines have been met in the first term of 2021/2022: <ul style="list-style-type: none"> The budget forecast return 3 year submitted on 26th July 2021. Autumn School census submitted on: 17th November 2021. Land and Buildings collection Tool submitted on 5th November 2021. Trust financial statements, management letter and annual internal scrutiny report submitted on 31 December 2021. <p>F3.4</p> <ul style="list-style-type: none"> The 2021/22 version – The Academy Trust Handbook along with the summary of changes were sent to Governors on the 17th June 2021. 				6.16

F3.5

- The Trust's Scheme of delegation can be located on the LIFE Website. Evidence can be found in minutes of committee meetings and also internal audit reports.
- The latest version including annual Academy Trust Handbook updates and Trust updates was reviewed and approved by the **Trust Board and LGB on the 23rd September 2021.**

F3.6

- Adequate insurance is in place via Zurich Insurance. The renewal for **2021/22** was evaluated against the DfE's RPA cost of £18 per pupil. As a Trust wide policy, Zurich offered a more comprehensive cover for the same cost. This exercise will be repeated in good time before renewal next year.

F3.7

- Governors are aware of the sources of income generation and these are reported on in the monthly outturn reports. The statutory charging and remissions policy are in place.

F3.8

- The finance manual is reviewed and updated in line with the Academies Financial Handbook. The internal auditor uses it as a basis for testing to inform Governors that it is being adhered to. The finance procedures manual is updated annually by the Trust (last updated **December 2021**) and circulated to each school.
- The Finance Procedures Manual can be found <https://lifeeducationtrust.com/wp-content/uploads/2021/12/LIFE-Finance-Procedures-Manual-Ratified-Dec-2021.pdf>
- **The Trust Finance manual has been updated with the Academy Trust Handbook changes and was reviewed and approved by the Trust Board at the 16th November 2021 meeting.**

F3.9

- Governors are aware of the existence of the Trust's risk register which is reviewed by the Trust board termly and shared with the LGB annually. Any feedback from LGB members on the risk register is considered by the Trust board.

F3.10

- Governors have been briefed of the Trust's awareness of the risk of cyber crime and informed of work being done to mitigate this risk. A digital strategy which sets out the Trust's risk mitigation plans including a move to cloud based server hosting and also taking out insurance policies against Cybercrime has been developed for discussion and approval at the LGB's 23rd September 2021 meeting.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be **GREEN or this section as all areas have being met**

The main action required to maintain this rating are to ensure that adequate risk mitigating measures are in place. To provide sufficient evidence to enable Governors to assure themselves of the adequacy of Trust Governance and Internal risk management controls measures being followed.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- **Internal Audit Report (2020/21 report 16th November 2021)**
- **2021/22 Trust Board Approved budget**
- **2021/22 Revised budget**
- **Academy Trust Handbook**
- **Scheme of Delegation - (Updated version 16th November 2021)**

- **Finance Manual - (Updated version 16th November 2021)**
- **Charging and remission policy**
- **E-mail confirmation of submissions to the ESFA are available**

Summary of key points of previous LGB discussion:

F3 - Knowledge, Understanding, Planning and Procedures - Rating Remaining Green

- 40k reserves is a slightly higher figure than we should have
- Trust Finance & Facilities say we should have 5% reserves.
- It would be prudent to keep high reserves but these should be reduced to approx. 30k in the next financial year.
- Lots of meetings will be taking place to keep strong monitoring on the figures and Mrs Cox and Mr Mercer meet weekly and have a robust checking system in place.

Mr Dutnall agreed all areas should remain GREEN. He noted that some of the H/C questions had changed slightly in line with the new Academies Handbook

The Chair noted the new MUGA installed and asked about the costs for the planned Netting
Mrs Cox answered that it would be approximately 2.8k



		Sept 2019	Jan 2021	May 2022	Sept 2021	Jan 2022	May 2022
P1	Health & Safety		G	G	G	G	
P2	Condition		G	G	G	G	
P3	Planning, Review & Staffing		G	G	G	G	

Premises Healthcheck report for Finance & Facilities Committee

School Name: The Bridge **Term to which this Healthcheck applies:** **Autumn 2021** **Spring 2022** **Summer 2022**

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
 Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
 White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Steve Adams, Head of Estates (School Representative)
Meeting to confirm the Healthcheck with: _____ (LIFE Exec/Link Gov) on _____ (Date)

Healthcheck presented to and agreed by the LGB on: _____ (Date)

P1 – Health & Safety	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions:</p> <p>P1.1 Are governors aware of the annual changes to the Trust Health & Safety Policy? How does the school demonstrate that all employees have received it?</p> <p>P1.2 Does the school have evidence of how Health and Safety is monitored ? What reports are produced ? What does the action plan show?</p> <p>P1.3 What evidence is there to review accident reports? How are trends investigated and reported ? What procedures are in place to record 'near misses'?</p> <p>P1.4 How often is the Smartlog system reviewed? How can the school demonstrate compliance?</p>				
<p>School's information and narrative – (to include actions and impact since last Healthcheck</p> <p>P1.1 The Health and Safety policy was agreed by the Board on 2nd March and then distributed to LGB's. It was noted that a discussion had taken place with Havering and there were no changes to the existing policy. As an Independent School, the Bridge has to comply with the Education Regulations 2014 (Independent School Standards). There are 8 standards to be met and part 5 relates specifically to Premises. As the Bridge had relocated from Albert Road to the site at FBA this triggered an Ofsted Inspection which took place on 29th March. The Inspector paid particular attention to the Health and Safety policy and was pleased that it was part of the SLA with Havering.</p> <p>P1.2 The Trust has an SLA with Havering for the provision of Health and Safety which includes Health and Safety inspections, audits and the Smartlog compliance system. The Trust undertook a COVID ventilation survey of all schools during the Autumn 2021 term. There were no High Risk rooms identified. A Health & Safety audit was conducted by Havering's Health & Safety advisor on 3/11/21. The audit report was received on 13/12/21. An action plan is being drawn up with timescales for implementation. This will be discussed with the Head and the LGB. The Smartlog system shows 86.4% compliance.</p> <p>P1.3 The school has an accident book in which all accidents and near misses are recorded. This is reviewed by the Head of School to look at any trends that may develop.</p> <p>P1.4 The Smart log system is reviewed weekly by the Head of Estates at FBA who brings any issues to the attention of the Head of School and the Director of Operations. The Ofsted Inspector was complimentary of the use of the Smartlog system to ensure compliance.</p>				
<p>We consider ourselves to be G for this section because Health and Safety processes are in place.</p> <p>The main actions required to maintain this rating are to continue with the current processes.</p>				
<p>Additional evidence: <i>(available to the LGB if requested)</i></p> <ul style="list-style-type: none"> • 				
<p>Summary of key points of last LGB discussion:</p> <p style="text-align: center;">P1 - Health and Safety - Rating Remaining Green</p> <p>Mrs Broom made the following points</p>				

- The Bridge has a different set of standards to that of other LA schools. The Bridge complies with the Education Regulations 2014 which has 8 standards.
- Part 5 of those relates specifically to premises
- When The Bridge moved from Albert Road it triggered a Compliance Ofsted inspection.
- The inspector paid particular attention to section 5 the Health and Safety policy
- He was very complimentary, he asked how we measure our compliance
- Mrs Broom explained that we use the SMARTLOG system and we are currently 75% compliant

Mrs Cox also noted that the JCQ inspector had also been in school to inspect the exam rooms – there were no issues and we passed the inspection

P2 – Condition of Building & Equipment	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions:</p> <p>P2.1 Is there evidence that the school is in good condition? How is this monitored?</p> <p>P2.2 Which building works have been undertaken recently? How do we know that they have added value to the school?</p> <p>P2.3 When was the condition survey carried out? What issues did this highlight? What is the cost to the budget?</p> <p>P2.4 Can the school demonstrate that it has an asset management plan in place? What is the impact on budget over the 5 years?</p> <p>P2.5 Can the school identify any Health and safety issues that need addressing? What does the plan look like to address these?</p> <p>P2.6 Is there evidence that projects eligible for CIF funding been identified? Has funding been applied for?</p>				
<p>School's information and narrative – (to include actions and impact since last Healthcheck</p> <p>P2.1 The Bridge moved to the site on FBA in September, taking up occupancy from January. It is a modular building which has been designed and purpose built to reflect the needs of the students. Constructed by a company called REDS10 who specialise in this area the building is energy efficient as well as aesthetically pleasing. It encompasses many of the design features that were successful at Albert Road e.g. the wide corridor as well as fulfilling the Independent School Standards.</p> <p>P2.2 The Muga pitch was added to the site as a separate contract to the building. This has proved popular with students as well as forming part of the Standards that have to be met. Netting has been added over the top of the MUGA.</p> <p>P2.3 The Bridge does not have a condition survey as the property is leased and maintained by the LA. The Bridge has a 12 month snagging period during which any issues are recorded on line and dealt with by REDS10. After this period a condition survey will be undertaken for a maintenance plan to be put in place. An end of defects meeting was held on the 19th October to discuss any outstanding issues. Reds10 have completed outstanding issues to date e.g. hob, lighting timings using the defects email. An issue remains with the electronic gates. This is due to be addressed on 13th January 2022.</p> <p>P2.4 There is no requirement for the Bridge to have an asset management plan in place as the building is leased. When the Bridge moves to the FBA site the building will be within a defects period which will be covered by guarantees. At the end of this time an asset management plan will be drawn up to maintain condition. An asset management plan will be drawn up when the defects period expires.</p> <p>P2.5 The school does not have any Health and safety issues. The advisor from Havering visited the school during the pandemic to review the risk assessment and did not identify any problems. As the guidance from the DfE changes the risk assessment is updated. As part of the SLA with Havering the Bridge will have a visit from the Health and Safety advisor to discuss any issues that arise.</p> <p>P2.6 As an Independent school the Bridge is not eligible for CIF funding.</p>				
<p>We consider ourselves to be G for this section because the condition of the school has been well maintained.</p>				
<p>The main actions required to maintain this rating is to continue to address any issue that arise as well as drawing up an asset management plan when the defects period ends.</p>				
<p>Additional evidence: (available to the LGB if requested)</p> <ul style="list-style-type: none"> • 				
<p>Summary of key points of last LGB discussion:</p> <p style="text-align: center;">P2 - Condition of Building and Equipment - Rating Remaining Green</p>				

Mrs Broom explained that as we are in a brand new building there is not much to say on this section. We remain GREEN.

Site walks carried out regularly and if any issues are raised they are dealt with immediately.

We are still in the 12 months snagging period with REDS10 and any problems are logged online and they come back to us very quickly

P2.2 – the MUGA was added as a separate contract and has added great value for the children and for standards compliance

P2.5 – no H/S Audits have taken place recently due to COVID restrictions but now that they are being relaxed we will be able to arrange a visit from the H/S advisor from LA.

P3 – Planning, Review & Staffing	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions</p> <p>P3.1 Is the accommodation is suitable for pupil numbers. How does the school show that it is suitable for any future projections?</p> <p>P3.2 What evidence does the school have to show that ICT is reviewed in line with curriculum need , Management Information systems , and GDPR?</p> <p>P3.3 How does the school demonstrate that the condition survey reports are used to identify potential areas of capital investment?</p> <p>P3.4 Is the budget is allocated to the asset management plan?</p> <p>P3.5 Is there evidence that students and staff are content with the catering service? How does the school evidence this? How is 'value for money' determined? What KPIs have been set against the catering contract?</p> <p>P3.6 Is the school clean? How is this measured?</p> <p>P3.7 Can the school demonstrate that is has benchmarked areas of support staff against other schools? How does this compare?</p> <p>P3.8 Can the school demonstrate that all contracts are reviewed at least 3 months before renewal? Are Governors aware of the tendering process with particular reference to "related party transactions"?</p>				
<p>School's information and narrative – <i>(to include actions and impact since last Healthcheck</i></p> <p>P3.1 The school has an SLA with the LA for an agreed number of students and can accommodate them within the site at Albert Road. The Bridge has a capacity for 50 students but this may need to be reviewed depending on demand. The Bridge is now using a room within the FBA house when student numbers increase on specific days. The feasibility of further outside classrooms is being explored.</p> <p>P3.2 With the 3rd lockdown the DfE asked schools to provide a higher proportion of on-line face to face learning for pupils. This was implemented using Google classroom and the strategy published on the school website.</p> <p>P3.3 The school does not have a condition survey report as it is a leaseholder. When the Bridge is on the FBA site it will not require a condition survey report until the defects period is complete.</p> <p>An asset management plan will be drawn up in the Spring term 2022.</p> <p>P3.4 The school allocates a small amount of funding to internal maintenance e.g. improved lighting. The Bridge has a maintenance budget which is used for minor items.</p> <p>P3.5 Catering is provided by the Bridge staff for its students which has been well received. Catering is provided using the new kitchen cooking facilities and, the adjacent Hall is used as a dining room.</p> <p>P3.6 The school employs a cleaner who cleans the school to a high standard. The Headteacher monitors the cleaning on a daily basis. There have been enhanced classroom cleaning regimes during the pandemic which have been well received by staff. These have been identified as part of the risk assessment and verified by the Health and Safety advisor. The Bridge has retained the same cleaner even though the School has relocated. Enhanced cleaning regimes will be retained going forward.</p> <p>P3.7 The support staff structure is aligned to the requirements of the students. As an SEMH school there is limited benchmarking available as the requirements are varied.</p> <p>P3.8 The school reviews contracts held by them and in discussion with the Trust undertakes a tendering process in accordance with the scheme of delegation. Governors are given the Academies Financial Handbook in September each year which outlines the criteria for 'related party transactions.' Which explains that any such contracts must be 'at cost'. This would then be audited by the external auditors. Any contracts are reviewed by the Trust Finance manager before sign off.</p> <p>The new Academies Financial Handbook is expected to be published in June for September implementation. The changes will be circulated to all Governors.</p> <p>The Academies Trust handbook was published in June, effective September. The name has been changed to reflect the wider content.</p>				

We consider ourselves to be G for this section because there are good systems in place to review operational areas in the school.

The main actions required to maintain this rating are to keep these areas under review.

Additional evidence: *(available to the LGB if requested)*

Summary of key points of last LGB discussion:

P3 - Planning, Review & Staffing - Rating Remaining Green

The Bridge has capacity for 50 students, this may need to be reviewed if demand increases. There may be a possibility of using the house adjacent to The Bridge building

P3.2 – during lockdown DfE asked schools to provide more online learning, this was provided by using Google classroom

P3.4 – The Bridge has a maintenance budget but no major spends are expected as we are in a new building.
The building is also solely run on electric and is very energy efficient

Catering is still provided by The Bridge in its own kitchen and the Hall used as dining area

P3.6 – The building is much easier to keep clean in the new build and we have retained the same cleaner. Ofsted noted on their inspection how clean the school was

Mr Dutnall noted that we weren't planning on going over 50 places
Mrs Cox confirmed that we would have to apply to LA for more places

The Chair made a note that the wording of P3.5 could be misunderstood as it referred to catering being provided on the new FBA site cooking facilities – this could be made clearer that it is not on FBA site



	Completion Date:	May 2021	Sept 2021	Jan 2022	May 2022
LM1	Strategic Leadership	G	G	G	
LM2	Educational Focus	G	G	G	
LM3	Safeguarding & Wellbeing	G	G	G	

Leadership and Management Healthcheck report for Standards Committee

School Name: The Bridge

Term to which this Healthcheck applies: Autumn 2021

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

- Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
- Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
- White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Toni Cox

Email to confirm the Healthcheck with: Anna Hawkins (LIFE Exec/Link Gov) on 11th January 2022

Healthcheck presented to and agreed by the LGB on: _____ (Date)

Strategic Leadership	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>1.1 Pupil Premium: does the school have a PP policy and a clear rationale for expenditure? Is it reviewed regularly? What is the evidence of impact?</p> <p>1.2 How many pupils does the school have in off-site or alternative provision? How is this quality assured?</p> <p>1.3 How many pupils have left the school since the start of the year? Could any of these be considered as artificially “off-rolling”?</p> <p>1.4 Is governance effective? How well does the governing body fulfil all of its statutory duties? Are there any vacancies on the LGB?</p> <p>1.5 What training has been provided for governors? How strong and consistent is governor attendance to meetings, events and training?</p> <p>1.6 What evidence exists to show that governors, staff and pupils support Trust events and activities?</p>				
<p>School’s information and narrative:</p> <p>1.1 During the Spring Term 2021, PP students received food vouchers from the school, the school also provided laptops and art packs to ensure all disadvantaged students had access to all the resources they needed to engage fully in the school’s online learning offer.</p> <p>The school’s PP statement is on the website. As an Independent School there is no Central Government funding for disadvantaged students, however, the school calculates expenditure in line with mainstream school funding and allocates funds for Pupil Premium Students based upon the time each student remains at The Bridge. During the Summer Term 2021, there were 5 students categorised as Pupil Premium. One Year 11 student who joined the school at the end of year 10 was allocated additional 1:1 biology lessons to cover year 10 modules after being out of education for almost the whole of Year 10. The additional teaching meant he had additional teaching time to cover year 10 biology modules. The result of this intervention was a GCSE Teacher Assessed Grade level 5. Two KS3 students accessed all school trips, which were fully funded by the school; one year 8 student had never attended a school trip previously in primary or secondary. CLA Student was timetabled for 1:1 sessions each week with the school’s Life Coach, following a difficult period of integration. The result of the intervention realised an increase in the number of timetabled lessons this student accessed, which went from 15 lessons per week to 22 lessons by the end of the Summer Term.</p> <p>During the Autumn Term 2021, The Bridge supported PP Students in various ways according to the individual needs of the student. One Year 11 student who attends therapy every Wednesday and by doing so misses Science and Maths Lessons has a tutor who visits the home on a weekly basis to ensure the student covers the lesson content in both subjects. Current progress data indicates this student is on track to meet her expected grades in both subjects. Year 10 student who struggles to attend school is currently working with a mentor who meets with the student on a regular basis outside of school. The student’s outgoing attendance was 7%, since the start of the Autumn Term the student has achieved an attendance of 82%. One Year 11 Art Student has a one to one Art lesson with the school’s Art Teacher with the specific aim of raising the student’s predicted GCSE Grade in this subject, which will enable the student to secure an Art Course at college Post 16. Current predictions highlight the student is currently expected to achieve a level 5 at the end of year 11.</p> <p>1.2 Students do not access any other provision while attending The Bridge. The Bridge is the provision, identified by the Local Authority for those students who are unable to access mainstream school due to their SEMH needs.</p> <p>1.3 Students who leave the school during the academic year are considered ready to access mainstream school, and it is at the request of the student and family. There were no students reintegrated back to their mainstream school during the Spring 2021 Term.</p>				

Students in year 7 – 10 are dual registered and therefore off rolling is not applicable to The Bridge. Students who leave The Bridge do so to re-integrate back to mainstream school. During the Summer 2021 Term, one student was successfully re-integrated back to his previous mainstream school.

During the Autumn Term The Bridge successfully re-integrated a year 10 student back to her referring school following a 7 month period of absence from school, during which time the student had been admitted to Brookside prior to attending The Bridge. Head of School has monitored the progress of this student and to date the student is coping well and is currently accessing a full timetable

1.4. Governor Meetings are consistently well attended. A Hawkins meets with the Head of School on a regular basis. Lisa Harvey Vice Chair works closely with The Bridge supporting students with EHCP Plans.

Regular meetings with the Chair of Governors and the Head of School continued during the Summer Term, discussions took place with regard to Safeguarding and the SCR as well as any matters arising since the previous LGB Meeting. There are currently no vacancies on the school's LGB.

All LGB Meetings were fully attended during the Autumn Term. Head of School met with Chair of Governors for a general up-date with the focus on Safeguarding and student numbers and finance.

1.5 Head of school met with Anna Hawkins Chair of Governors virtually or in person every month to discuss finance and safeguarding. Link Governors have met with their respective staff members to discuss the Healthchecks.

In May 2021, there was 100% attendance for the school's Healthcheck Meeting. All but one LGB Member attended the final LGB face-to-face meeting of the school year held at The Bridge. In addition to the LGB Meetings, the Chair contacted LGB Members collating their views and observations for the end of year report LGB members report. Anna Hawkins attended the LIFE Portal Training for Governors.

Julian Dutnall and Father Hingley attended the school's Wold Mental Health Day event held at The Bridge. Father Hingley delivered a presentation to the whole school in celebration of the Harvest Festival and in December students and staff attended a Christmas Service specifically for Bridge staff and students, which was delivered by Father Hingley at the Church of St Alban, Romford. There are currently no vacancies on the Bridge LGB.

1.6 Due to COVID restrictions, a number of Summer 2021 events were cancelled. However, in July a number of school Governors had the opportunity to attend the school for a tour of the new building and its facilities. Staff, parents, and students accepted their invitation and attended the virtual LFE Celebration Event, held in July.

Anna Hawkins – Chair of Governors attended the LIFE Education Trust Conference in October and in November Anna Hawkins and Lisa Harvey Deputy Chair of Governors attended the Governor Consultation Meeting.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We remain Green for this section. PP students are very well supported and outcomes monitored. The Bridge has a full complement of LGB Members.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Pupil Premium Tracker of support
-

Summary of key points of the previous LGB discussion:

LM1 Strategic Leadership – Rating Remaining Green

- There was not a great deal to point out
- This section remaining GREEN as everyone was doing a great job
- The new questions were slightly confusing as there was no history to refer back to.

Educational Focus	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 What is the school vision and how does this translate into a strong ambition for high standards and a high-quality education for all?</p> <p>2.2 In what ways are the school's vision and values aligned to and supportive of those of the Trust? How are these communicated to all stakeholders?</p> <p>2.3 How does the HT/SLT ensure they remain focused on improving curriculum, pedagogy and staff development (and not other school organisational matters)?</p> <p>2.4 How does the school develop effective middle leaders to ensure consistency of high standards?</p> <p>2.5 What training has been given to staff so far this year on matters of curriculum and pedagogy? What has been the impact? How do you know?</p> <p>2.6 How does performance management, target setting and school development planning work, and how do they drive the raising of standards?</p> <p>2.7 How does the school ensure robust monitoring and evaluation, including from external sources?</p>				
<p>School's information and narrative:</p> <p>2.1 Staff worked hard during the Spring 2021 Term to ensure the new school was fully equipped and operational ready for the return of students in January. During lockdown, 50% of students attended school and received face-to-face learning across all subjects. Year 11's were afforded the opportunity to have one to one lessons in key subjects, to provide additional support and gather as much evidence of student progress prior to staff awarding centre assessed GCSE Grades. The school also ensured students who remained at home were not disadvantaged, and received timetabled live Zoom Lessons in PSHCE, English, Maths, Art and Science, along with work packs for Food Tech and I.T.</p> <p>To support students adjust following a period of lockdown the school embarked upon a number of whole school projects and trips to help raise attendance, attainment and resilience among all students. Specific activities to encourage team building, communication and re-connecting with their peers and staff took place throughout the Summer period. Following consultation with all teaching staff, the Head of School re-visited KS4 student timetables in order to create bespoke 1:1 teaching offers for those students who required additional support leading up to GCSE assessments. Staff set a number of formal assessments for all year 11 students to make sure all students had every opportunity to gain confidence to sit formal assessments and reach their full potential prior to staff awarding GCSE grades. Additional core subject lessons were available to Year 10 SEN Students, as well as those KS4 students who had lost confidence in their own ability following the Spring lockdown; the aim of the additional 1:1 teaching was to support Year 10's prior to transitioning in to Year 11.</p> <p>The school continues to monitor student's wellbeing as well as their academic progress. This term the school extended its GCSE offer to a number of students who the school identified as more able both academically and emotionally and therefore able to take on the additional challenge. One year 10 student is currently working towards 7 GCSE's taking on three extra subjects, which are being delivered on a one to one basis in English Literature, Physics and Statistics. These bespoke interventions will provide the student with the necessary qualifications to apply for a 6th form school placement when he leaves The Bride next academic year. A year 9 student is currently taking on one additional GCSE to the four already on offer. In spite of his poor physical health and as a consequence low attendance, the school took the view that this highly able and motivated student should be given every opportunity to secure an additional GCSE in Year 11, and the additional year will allow for every eventuality with regard to missed schooling due to his health condition. This term the school has also offered our less able students the opportunity to sit I.T. Functional Skills Entry Level in year 10, with the view to sitting Level 1 in year 11. KS3 students are working on the school's new project, to become a Green Flag Eco School, those students directly involved in the project will be responsible for fulfilling the requirements to ensure the school receives an accreditation from the Keep Britain Tidy Charity. The aim of the project is to empower our young students to lead environmental and educational action and to give them a voice. The project will help students build confidence to put forward their own ideas and concepts to help improve their environment. Acknowledgement of student's involvement will be documented and referred to when the school completes references and personal statements once students apply to other educational provisions.</p>				

2.2 The school's mission statement of Hope and a Future together with our Unique Me principles compliments and aligns with the Trust values. Every half term one of the 6 principles is featured during lesson time, activities are planned and align to the featured principle that is displayed around the school. The school supports the Trust values through its Thought of the Week Programme, often focussing on Heartfelt Compassion, Courage and Creativity. For example, during the Summer Term we chose: *"the invisible fuel for this healing process is our heartfelt compassion and loving presence and the sincerity of the collective intention that we bring to it"*. *"Optimism. It's not just a mind-set, it is behaviour"* and *"Be the YOU you've always been, PROUDLY"*. These quotes are discussed in lessons, staff explore with the students what the message is attempting to convey and the quotes meaning. The Thought of the Week is highlighted in the weekly newsletter, and uploaded onto the school website. Awareness building of the Trust values continued throughout the summer using the school's bespoke post cards, which, staff regularly send to students rewarding their creativity, optimism and compassion. In addition, During the Summer Term 2021, all parents, governors and staff received letters the CEO communicating Trust achievements and events.

During the Autumn Term 2021 the school continued to focus on the Unique Me principles, concentrating on: Developing Healthy Habits and Connecting to Others. During the first half term the school facilitated a two day workshop for all students. The aim of the workshop was to build awareness of good mental health and emotional wellbeing. Students were encouraged to explore ways which they could help themselves by investigating the benefits of sleep, diet and exercise, and on personal level when to seek help and where to find the appropriate support, students were also asked to consider their future aspirations when they leave The Bridge. 80% of the school's cohort attended completed two days course and were subsequently awarded an OCNLR Level 1 accreditation. Janick Yeung Teacher of English continued to develop The Bridge Poetry Pharmacy, where students are given the opportunity to create poetry based on a particular aspect of mental health, focusing on anxiety, depression and resilience. All students have embraced this creative writing opportunity, one student commented "it gives me a way to release my feelings". The Bridge Pharmacy Brochure displaying students work is regularly sent to parents. This Autumn Term the school began a new initiative called Walk n Talk which supports both principles, the first Monday of every month the whole school walks to Hylands Park completing an entire lap of the park while being encouraged to talk and interact with their peers. The school's Thought of the Week Programme, highlighted the Trust Values, such as "Everyone you meet is fighting a battle, you know nothing about. Be Kind Always" " If there's Hope for the Future, there is literally power in the present." And "Love and compassion are necessities, not luxuries. Without them humanity cannot survive". The thought of the Week, is displayed around the school in communal areas as well as the classrooms and students are given the opportunity to discuss the meaning of the school's Thought of the Week. Every week the Thought of the Week Programme is highlighted in the school's Newsletter, which is uploaded on to the school website. The school has dedicated postcards promoting the Trusts values, which were regularly sent out to students who staff felt had demonstrated Boundless Creativity, Heartfelt Compassion and Courageous Optimism.

2.3. The school has a new curriculum policy that reflects the needs of the school's cohort. All teaching staff produced a subject curriculum, overview of their subject, which has been uploaded onto the school website. All students participate in the Enrichment and the PE Programmes, which are now fully embedded across KS3 and KS4 curriculum. Students' progress, attendance and wellbeing is constantly monitored, and discussed with all staff members, with the view to those more able students accessing additional GCSE's. The school's pro-active and flexible approach to the curriculum, allows the school to offer one to one lessons in additional subjects for those students deemed academically able and mentally resilient to take on the additional challenge of 5 +GCSE's.

The school continued to monitor student progress during the Spring 2021 Term, teaching staff continued to track student progress, and met regularly with Janick Yeung as Head of Assessment. Following student progress reviews revised student progress data was subsequently uploaded

onto the school's assessment tracker. All year 11 mock exams were marked by Bridge staff and moderated by Heads of Department at FBA. E Burkett Teacher of Art at the Bridge met with Head of Art at FBA to validate Bridge students Art coursework to ensure accuracy of GCSE grading.

Teaching and Learning meetings took place on a weekly basis and staff continued to collaborate with Lead Practitioners from FBA. Following a number of discussions in relation to student need, the school agreed to introduce a new initiative to the school's curriculum. Life Skills through Drama this will be introduced at the start of the new academic year; designed to support students with their English oral language exam, college interviews as well as assisting SEN students with their social communication skills, as the school looks to re-integrate students back to mainstream school

In Autumn Term 2021 Maria Jackson became responsible for overseeing Teaching and Learning for The Bridge. Maria attended all of the T/L and Curriculum Meetings to discuss Life's new Curriculum Framework which all Trust schools have been working towards this term. Head of School met with M Jackson to discuss a number of changes to the reporting and tracking of student data, as well as the timetabling of lesson walks and observations. The Bridge has begun creating a new Curriculum Policy which will aim to reflect the creative nature and bespoke curriculum the school has to offer. The school's Weekly Teaching and Learning Meetings continued throughout the Autumn Term following the LIFE Trust Programme on How We Learn and How We Learn Differently. Due to the increasing number of students with SEN Needs, staff training also focussed on teaching and understanding students with ASD and Asperger's.

2.4 Staff training continued throughout the 2021 Spring Term, subjects teachers worked collaboratively with Heads of Department at FBA focussing on Year 11 mock exams and David Turrell facilitated training for all teaching staff on the revised process for awarding GCSE grades for the Summer 2021.

During the Summer Term 2021, staff attended a number of training events and continued to collaborate with Lead Practitioners at FBA. The school employs senior staff across all core subjects; two staff members have taken on additional responsibilities the school has a full time SENCo who attended a significant number of training sessions delivered by Havering Sen as well as other organisations, to ensure she is fully conversant in all areas of SEN. Maria Jackson began preparing for her new role as Deputy Headteacher overseeing Teaching and Learning at The Bridge, changing reporting systems and creating new systems for student target setting. In addition, meetings have been schedule to meet with Paul Claydon to discuss the implementation of the Trust's 2021/22 Teaching Plan.

2.5 Staff continued to attend tailored virtual training events; David Turrell facilitated training for those staff who are responsible for awarding this summer's GCSE grades in line with the new JCQ requirements. All staff attended training sessions delivered by the Havering Festival of Education, and the school continued in house T/L and Pastoral meetings throughout the Spring Term.
See Appendix I

During the Summer Term 2021, staff attended a number of training events linked to improving outcomes for students. Such as Ofsted and SEND, Meeting Speech, Language and Social Communication Needs and Wellbeing for Education Return and COVID 19. In addition to weekly in-house T/L Meetings Due to COVID restrictions and time constrains, Head of Teaching and Learning was unable to facilitate lesson observations during this period.

During the Autumn Term staff attended the weekly T/L Meetings, the school's SENCo delivered training to all staff on how best to manage students with IEP's, Klara Stravs attended SEN Training facilitated by Havering and Thurrock. Internal meetings were held to discuss the revised reporting systems, staff continued to work with their colleagues at FBA to ensure the moderating of student assessment and baseline data continued

2.6 The SDP targets address the key areas to help drive and improve school standards. The 20/21 SDP was approved by the LGB. The use of Bluesky, line management meetings as well as T/L meetings are used to discuss target setting and performance, which are linked to the SDP. The Head of School ensures all staff are familiar with the SDP at the beginning of the Academic Year; and referred to in staff meetings as well as one to one line management meetings during the course of the year.

During the Summer 2021 Term Teaching Learning meetings focussed on student outcomes as well as the targets set in School Development Plan; taking the opportunity to identify any areas of concern. In consultation with all staff, various interventions were subsequently explored and additional support initiatives implemented accordingly, with the view to improving individual student and whole school outcomes. Line Management meetings continued throughout covering school and personal targets as validated on Bluesky. The Healthcheck data is robustly monitored and at the end of the Summer Term 2021, the school rag rating is Green in all areas of Quality of Teaching and Learning as well as Leadership and Management.

During Autumn Term, staff appraisals took place to discuss the previous year's targets and outcomes, which were validated accordingly through the use of Bluesky. Targets for the 2021/22 were set during the Autumn Term. Head of School appraisal was conducted by Julian Dutnall, in the presence of Ian Gurman and Anna Hawkins. The conclusion was Head Teacher Standards were met. Staff targets have been set against the School Development Plan and validated by Line Managers, these targets will be monitored on a regular basis. Head of School has weekly line management meetings with Julian Dutnall. Head of School and Deputy Head of School held regular line management meetings with staff, minutes are subsequently documented and distributed to relevant personnel. There are regular staff meetings where the Head of School discusses the school's development plans, the curriculum offer, staff expectations, and Trust Values and school principles, to ensure all staff have a full understanding of the school's vision for the coming year. All staff regularly assess and report student progress data, Maria Jackson oversees the school's SMSC offer via the monitoring of the school's Gridmaker. Staff completed all student assessments which were marked during the Autumn Term and subsequently met with Janick Yeung who completed the schools Assessment Tracker within the timeframe set by Maria Jackson.

2.7 At the start of the Autumn 2020 Term, the school took the decision for all students to re-sit their base line tests, given the significant amount of lost learning time, due to lockdown. J Yeung met with all staff, following the results of these tests, in order to ensure an accurate assessment of each student was recorded. The base line tests were submitted to Heads of Department at FBA for validation.

Staff regularly discussed individual student performance, especially those students failing to make the appropriate levels of progress. Interventions were put in place, such as; additional one to one lessons in those subjects where the student may be underperforming. Head of School made contact with parents if attendance or engagement in lessons were the issues, to try to establish any barriers to coming to school.

Last term saw many children feeling more anxious than usual, which led to lower attendance, in all cases the school called upon the services of the school's Life Coach to provide additional support for students and their families.

Student performance is regularly reviewed, along with their attendance and engagement in lessons. Those students who are failing to meet their target grades or personal targets are raised as a cause for concern, and in consultation with staff receive additional support according to their individual needs. All baseline exams and mock exams undertaken in the Spring 2021 Term were marked and moderated by Heads of Department at FBA.

The school continued to monitor and track student progress. Janick Yeung Head of Assessment met with all staff to discuss student progress and assessment data during the Summer 2021 Term and revised target grades were set accordingly. Students failing to meet their target grades were the focus at Pastoral and Teaching/ Learning Meetings. Specific interventions explored and implemented accordingly. David Turrell in his role as Head of T/L continued to support JY, analysing school data and supported the awarding of GCSE grades for Year 11 students. Lead practitioners at FBA met with those teachers charged with GCSE grades and moderated all Year 11 assessment data prior to staff submitting final grade data. This term Maria Jackson undertook a number of lesson walks. Staff continue to work with FBA to moderate marking and assessments. Staff met with Janick Yeung Head of Assessment to discuss student data and predicted grades and progress. Baseline data is moderated by Lead Practitioners at FBA, as well as formal assessments.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We remain Green in this category. Staff ensured the new school was fully operational for the start of the Spring Term. Face to face learning continued throughout the period of lockdown, as well as virtual learning for students who remained at home. Staff training also continued during the Spring Term.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Assessment Data and Progress Tracker
- Training Log

Summary of key points of the previous LGB discussion:

LM2 Educational Focus – Rating Remaining Green

- Mrs Hawkins explained how The Bridge is now aligning with the Trust values
- Maria Jackson has taken on her role of Deputy Head and is overseeing T/L

Safeguarding & Wellbeing	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>3.1 How does the school ensure there are robust systems to assure that safeguarding is effective and that a <i>culture</i> of safeguarding is established? (How and when was this last audited?)</p> <p>3.2 What training has been provided to all staff and to individuals for Levels 1 and 3 safeguarding training and Safer Recruitment?</p> <p>3.3 How does the school gather evidence of the views of pupils, staff and parents? What does this show? How are views of “hard to reach” parents sought?</p> <p>3.4 How does the school support the wellbeing of staff, including managing their workloads?</p> <p>3.5 How does the school ensure a culture of professionalism and high expectations in oneself and of colleagues in the school in line with Trust expectations?</p>				
<p>School’s information and narrative:</p> <p>3.1 Safeguarding remains a top priority at The Bridge. September Inset Day all staff completed a refresher Level 1 Safeguarding course delivered by the Head of School. In addition, each individual student was discussed, and any concerns were shared with staff. During the Autumn Term Head of School was in daily contact with CAMHS, Interact and other mental health services, as the school had a number of students who attempted to take their own life, which resulted in hospitalisation. Information is shared with staff, so that they are vigilant and highly supportive of those students returning to school. The Head of School and Maria Jackson log all details on the safeguarding logging system, emails are kept electronically and securely in individual folders for each student.</p> <p>Safeguarding students during the Spring 2021, Term remained a high priority. Head of School was in regular contact with parents, CAMHS and Social Care as the school faced a number of challenges with the increased incidents of self-harm, which in some instances led to hospitalisations. The Head of School attended all meetings with Brookside and other mental health organisations and all concerns and issues were relayed back to staff via the school’s weekly pastoral meetings. In some instances, the school completed individual risk assessments on those students considered high risk. The school’s Child Protection files are up-dated on a regular basis for each individual student, outlining any incidents along with the actions taken by the school.</p> <p>Safeguarding remains a key priority. Weekly pastoral meetings continued throughout the Summer Term and information was recorded accordingly. The Safeguarding Log was continually up-dated and checked regularly by the Head of School. As each new student arrived at The Bridge, the Head of School would assess risk and create a tailored risk assessment in collaboration with parent and other leading professionals, all staff were made aware of student risk assessments which are made available on the staff shared drive. Head of School attended all professional meetings held during the summer.</p> <p>During the Autumn Term Head of School attended all safeguarding, CIN and Child Protection Meetings and completed all necessary referrals to various services. Weekly Pastoral Meetings were conducted throughout the Autumn Term to discuss students on an individual basis as well as updating staff with regard to students who were presenting as a cause for concern. Risk Assessments for those highly vulnerable students transferring from Brookside Hospital were completed and shared with professionals and parents.</p> <p>3.2 Staff had completed their Level 1 Safeguarding Training in the Autumn Term. All staff attended the Diversity Role Model Training, which focussed on confidentiality, appropriate language when addressing students who are identifying as non-binary or transgender and the whole school approach when dealing with students of the LGBTQ Community. The school had scheduled Counter Terrorism Training that was cancelled due to the school closure.</p>				

All staff are trained to level 1 and the Safeguarding Leads are trained to level 3. The additional COVID Safeguarding procedures were distributed to all staff to read in September 2020, together with part 1 of KCSIE. All staff have read the information and the register has been duly signed and logged.

The Head of School delivered in house safeguarding training during the Summer Term, covering school safeguarding reporting procedures. Individual staff members attended virtual safeguarding training such as: Parental Engagement, Supporting Young People with SEMH, Well-being for Education – Return from COVID-19 and Addressing Self-Harm – A Priority for All (Full list attached)

Safeguarding Training was delivered during staff inset, in addition all staff undertook the KCSIE 2021-22 training, which highlighted all of the new and key changes to the 2021/22 Guidance. Head of School undertook the Strategic Safeguarding Training for School Trusts as well as attending the Havering Safeguarding Partnership Training and Domestic Violence Training. As Head of School Toni Cox completed Safer Recruitment Training. Full details of all staff training is attached.

3.3 During the Spring Term and after a period of settling in, the school gathered information from staff and students in relation to the new building and all staff completed the survey.

100% of staff agreed:

- The new building lived up to their expectations.
- Staff liked their new classrooms
- The outdoor area is better than Albert Road
- All felt settled in the new building

Staff were also asked to comment on their feelings and views of their new school. Staff shared *“it is a very good working environment, it is a more social building than Albert Road”, “It’s lovely to have such a smart looking classroom” and “It is a pleasant, purpose built space which feels good to work in”*

90% of students also completed the survey.

- 75% agreed the building lived up to their expectations; the remaining 25% responses were from students who had recently joined the school.
- 100% agreed with they like their new classrooms
- 75% agreed the outdoor space was better than Albert Road, once again the 25% didn’t know as they had not attended Albert Road
- 100% agreed they felt settled in the new building

Students were also asked to comment on the feelings and share their views. Students *shared “I feel happy to be here”, “It feels very refreshing to be at this new building”, “nervous to be next to FBA, but is fine now I am here” and “comfortable and excited about the new building”*.

The Bridge gathers views from talking to parents almost on a daily basis, and therefore the relationship between school and parents is excellent, we do not consider our parents hard to reach. In addition to regular phone contact, parents met with the Head of School to discuss specific concerns, or to seek help and advice. A number of parents also met with Tricia Mason the school’s Life Coach. The school conducted a Parent Survey during the Summer 2021 Term which recorded a return of 80%. Overall the feedback was extremely positive, the analysis highlights the Bridge scored higher than the Trust average across 18 of the 19 questions surveyed. (Analysis attached)

During Autumn 2021 the school conducted the LIFE Trust staff survey, the responses were very favourable with The Bridge achieving higher positive response scores than the Trust average. For example: 100% of staff felt that their contribution to the school is valued, as oppose to the Trust average of 84%, +16% difference. 100% of staff maintained the school is well led and managed, compared to the Trust average of 88% and 100% agreed staff morale is good compared to 81% + 19% difference. Those questions which scored lower when compared to previous staff surveys and were below the Trust average were entirely due to new staff starting the school who could not answer some of the questions due to the limited time they had been at The Bridge and therefore answered not known.

3.4 The Head of School oversees the weekly Pastoral Meetings, after each meeting, staff are given the opportunity to discuss workload, concerns and share ideas for the good of staff welfare and student welfare. Head of School shares information with staff, keeps them well informed with any updates that will affect the school and staffing. During the Autumn 2020 Term staff got together for an afternoon tea, the school quiz and lunch held during World Mental Health Day was a huge success and staff reported how uplifting the event was for them as well as the students. All staff participated in the daily "Today I feel grateful for" this activity has proven to be very positive during the pandemic. In addition, the school celebrated leaving Albert Road, Maria Jackson prepared a Christmas lunch for all staff and students, followed by an all school quiz. Head of School meets regularly with all staff members, thanking them for their hard work and the support that they give to our students. Personal notes were sent from Head of School to all staff at the end of the Autumn Term. Staff survey confirmed 100% of staff reported "My contribution to the school is valued" "My workload is manageable" and 100% agreed, "I am proud to be a member of staff at the school".

During the Spring 2021, Term staff meetings were kept to a minimum allowing staff the opportunity to leave school at a reasonable time. The Head of School changed student timetables to allow staff the time to plan their live Zoom lessons over and above the standard PPA time. Weekly meetings were also an opportunity for staff to share any concerns or ideas on their newly created timetables and working day.

During the Summer Term, the Head of School hosted an afternoon tea, which all staff attended. The school's counsellor was available to all staff for private sessions after school. In consultation with staff, the Trust's financial allowance funded a staff school dinner at the end of the Summer Term, which all staff were highly appreciative of.

The school's approach to supporting staff remains relatively unchanged. However, following the Head of Schools Training on Developing a Whole School Approach to Supporting Staff Wellbeing, greater emphasis was placed on encouraging staff to be open and honest with regard to any concerns they had in relation to their workload or anxiety around supporting vulnerable students. Head of School and Maria Jackson urged staff to think about how we could improve our safeguarding for staff and students. Some of the suggestions have since been implemented, which has made a positive difference to some staff members. The impact of these changes were validated by the response to the staff survey, 100% of staff agreed that they have opportunities to raise suggestions and concerns and 100% agreed my workload is manageable.

3.5 All staff recognised the additional difficulties students faced following a period of lockdown. Staff as well as the Head of School regularly communicated with parents praising those who consistently attended all of their lessons. Staff sent personalised post cards to all students recognising individual achievements. The Bridge embarked upon a number of school trips to build a sense of community to help with engagement and attendance. Year 11's achievements were awarded with an all school celebration event. There was a strong emphasis on belonging and community which was championed by every member of staff in the school.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves Green for this section. Safeguarding remains robust and fit for purpose. Engagement with CAMHS and other services remains a priority, the Head of School has attended all Social Care and CAMHS Professional meetings. Staff responses to the Autumn Survey were extremely positive.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Training Log
- Staff Questionnaire

Summary of key points of the previous LGB discussion:

LM3 Safeguarding and Wellbeing – Rating Remaining Green

- Mrs Hawkins acknowledged that if The Bridge cannot do this well then no one could
- Safeguarding is always a priority
- Parental survey reported wonderful statistics
- This section continues to be GREEN with all credit to Mrs Cox and her team

Mrs Cox added that one of the key areas is Pupil Premium – this is managed differently at The Bridge to mainstream schools. It is more tailored to individual students needs and The Bridge embeds the Trust Values very well. They are displayed in Planners, Postcards are mailed out regularly and T/L focuses on building great leaning communities championed by Maria Jackson



	Completion Date:	Sept 2021	Jan 2022	May 2022
QE1	Intent	G	G	
QE2	Implementation	G	G	
QE3	Impact	G	G	

Quality of Education Healthcheck report for Standards Committee

School Name: The Bridge **Term to which this Healthcheck applies: Autumn 2021**

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

- Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
- Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
- White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Health check completed by: Maria Jackson (School Representative) **05/01/2022**

Meeting to confirm the Healthcheck with Matt Dineen: (Link Gov) **13/01/2022**

Health check presented to and agreed by the LGB on: 24/01/2022

QoE1 Curriculum Intent	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 1.1 What planning has taken place for the design of the current curriculum? Who was involved in the planning? What training has been provided for staff?
- 1.2 How does the curriculum address the needs of **all** learners, particularly the most disadvantaged and pupils with high prior attainment or SEND?
- 1.3 Outline how the curriculum is broad and rich for all learners in all year groups/key stages? How is it sequenced to ensure progression of knowledge/skills?
- 1.4 How is curriculum coverage monitored and how are potential gaps in pupils' knowledge and skills identified and addressed?
- 1.5 How is "cultural capital" developed in pupils, both in lessons and extra-curricular?
- 1.6 How does the curriculum address personal development, health, citizenship, appreciation of human creativity? If not taught in lessons, how do you ensure coverage for all pupils?
- 1.7 Does the school have a Curriculum Policy? How is this reviewed? What curriculum developments are currently being planned?

School's information and narrative: *(to include actions and impact since last Healthcheck)*

1.1 The structure for the curriculum has been discussed and planned by **TC and MJ** in conjunction with other members of staff. The vision for the curriculum is to provide a core set of subjects (English, Maths and Biology) which facilitate students' transition back into mainstream schooling or into post-16 education. Owing to the nature of the school and the students it is not possible to offer all national curriculum subjects at Key Stage 3 or the range of choices of Level 2/GCSE courses; however, students are taught creative and practical subjects to support the core curriculum. As stated in the OFSTED Report (May 2019), the school's curriculum meets the needs of pupils and enables them to succeed. Staff have a teaching and learning meeting once a week which incorporates aspects of curriculum development within them. Staff training has taken place regarding the new OFSTED framework and the language of Intent, Implementation and Impact and how these may influence future curriculum changes. **This term, the curriculum has increased to offer three additional subjects to our more able students. The subjects, Physics, Chemistry and Statistics, were chosen after discussion with staff about suitability, student interest and previous core knowledge of the more able students. It was felt that these subjects offered those students a good chance of success and one highly experienced teacher has been employed to teach these on a lesson by lesson basis. T&L training has focused on following the LIFE Trust programme "How we learn and how we learn differently" and staff have considered how our students arrive at The Bridge at very different starting points and how we can maximise their learning without placing undue pressure on them.**

1.2, 1.3, 1.4 The students arrive at The Bridge with very different experiences of school and as a result have varying levels of knowledge and understanding of all subject areas of the curriculum. We therefore provide a core curriculum which focuses on English, Maths and Science; we believe that this allows all students to be confident and proficient in the basic skills of Reading, Writing, Communication and Mathematics which facilitates the reintegration into a mainstream curriculum at Key Stage 3 or Key Stage 4 or provides key entry requirements for post16 provision. In addition to this, the students study other subjects alongside the extensive enrichment programme which contributes to their personal development and wellbeing. The curriculum at the Bridge has to be flexible and tailored to the individual students to ensure that gaps knowledge and skills are identified and addressed. To plan for the time missed from mainstream school, new students undertake base line testing to plan for the best starting point and sequence of learning. Programmes of study are developed on the basis of the outcomes of the base line and students are tracked against the base line scores. The curriculum can be personalised for students and the budget has been planned to allow students who show specific knowledge and aptitude to study additional and/or alternative qualifications at KS4. **See above – three students were identified as being more able and keen to pursue more GCSEs. Two students are continuing with this, one student found the added content too overwhelming which led to a period of absence so this has now been withdrawn from their timetable The Bridge are keen to pursue becoming a greener school and are working towards The Eco-Schools Green Flag Award – three students have been identified as being keen to develop this application and have been allocated lesson time with Steve Moore as part of their enrichment activity. Less able students and those more vulnerable or with SEND were given the opportunity to take part in a pinata wellbeing workshop to encourage the**

promotion of positive self-beliefs, which they all enjoyed. Individual subjects have created their curriculum in order to build upon knowledge and skills as the year progresses – as the majority of our students in KS4 stay with us once here, this enables a foundation of knowledge which can be built upon as time goes by. Gaps in knowledge are addressed through one to one interventions, extra home learning and after school sessions where appropriate for the student. If a student joins at a later date in Year 11 and is not able to access GCSEs, exam decisions will be made about accessing entry level or functional skills qualifications instead.

1.5 & 1.6 The provision for pupils' spiritual, moral, social and cultural development is strong (OFSTED May 2019) and is evidenced on The Bridge Gridmaker. There is a well-planned PSHE programme in which all students are involved. There are opportunities for all students to participate in life coaching sessions. Pupils are well prepared for the next stage of their education through the careers programme. The Unique Me programme has been created following research and consultation with students and staff. Throughout the programme, students will explore the school's mission statement Hope and a Future and engage in activities to develop a number of different attributes: Each half term the school focuses on one of the Unique Me principles and embeds this across the curriculum with a whole school activity to encourage personal development and socialisation across year groups.

- Finding Fulfilling Work (looking forward to future opportunities and preparing themselves for next steps post 16)
 - Lifelong Learning (moving on to a Post 16 placement, gaining employment) Students felt more optimistic since joining The Bridge and could consider working
 - Being financially aware
 - Connecting to Others (at last they were part of a community) Half term 2 focus – PC Snowden workshops on staying safe online and sexual harassment, whole day cross curricular Remembrance event, pinata wellbeing workshop, Christmas church service with Father Hingley
 - Knowing Myself (This was having sense and an understanding about themselves, that they are not defined by their anxiety or difference)
 - Developing Healthy Habits - Half term 1 focus - all students achieved the OCNLR Level 1 Award in Awareness of Mental Health and Emotional Wellbeing, HelloYellow event to raise funds for Young Minds charity with afternoon tea and quiz, Harvest assembly to collect items for local food bank
- There has been significant development of the PE curriculum to include yoga, personal training and other sports including boxing.

1.7 The new Curriculum Policy has been developed and shared with the staff at The Bridge. This has been approved by the LGB and then placed on the school website. The curriculum policy is currently being developed to give more of a flavour of the unique and bespoke nature of The Bridge. The PSHE/Unique Me programme is now embedded with discrete activities and across the curriculum; staff are highlighting successes in this area. JY has developed a programme of extended writing across the curriculum and each subject area includes one piece of extended writing per half term. The school has developed and catalogued its library facilities through student involvement and reading is consistently promoted throughout the whole school. Planning for the current term includes ensuring short, medium and long term curriculum plans are current and relevant.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We are Green for this section because:

- The PSHE programme and Unique Me project has been developed and rolled out to all students. There has been staff training and there is clear evidence of the programme in lessons
- The PE provision has significantly improved and is now in place for all students

To remain GREEN the following actions are required:

- To continue to review the PSHE programme which incorporates the Unique Me project through student voice and staff feedback
- To explore opportunities to develop a personalised curriculum for students

Additional evidence seen at the Healthcheck meeting: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Curriculum policy
- Gridmaker
- Trips and visits schedule
- T & L schedule
- Unique Me feedback sheets

Summary of key points of the previous LGB discussion

QE1 Curriculum Intent – Rating Remaining Green

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QoE2 Implementation of the Curriculum	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 2.1** What systems does the school have in place to evaluate the quality of teaching and learning? What is the current evaluation? Are there any subjects or areas of the school which are particular strengths or areas for development? How are these being addressed?
- 2.2** How well do teachers use assessment, both in and out of lessons, to inform teaching, check understanding and provide feedback? Does the school have a marking, feedback and assessment policy? Is the school assessment system efficient in terms of teacher workload?
- 2.3** How does the school ensure that lessons are challenging in terms of matching the aims of the curriculum and stretching all pupils, including the more able?
- 2.4** How is the development of pupils’ fluency, confidence and enjoyment of reading addressed in lessons?
- 2.5** What training has been provided to teachers to support their teaching, especially in those areas in need of improvement?
- 2.6** Do children attend a broad and rich range of extra-curricular activities? How is its coverage and impact for **all** pupils monitored and evaluated?

School’s information and narrative: *(to include actions and impact since last Healthcheck)*

2.1 Following Covid, learning walks commenced during the Autumn term with MJ carrying out one learning walk each half term, the focus being on our half termly Unique Me principles. Evidence of these in lessons and folders was seen as well as different techniques to aid recall and engagement (Kahoot, starters, exam question practice) following the LIFE Trust T&L training delivery on “How we learn and how we learn differently”. Feedback was given promptly to staff. The teaching at the school is predominantly highly effective and significant time is given over during staff meetings to focus on improving pedagogy. A wide range of CPD has taken place this term at The Bridge with staff attending many virtual courses including MJ updating Level 3 Safeguarding. To further strengthen the school’s knowledge of dealing with mental health issues, MJ has started the Senior Mental Health Lead course undertaken across this academic year, part of the nationwide DforE strategy to promote mental health in schools.

2.2 There is a well-planned and detailed tracking procedure for all subjects which is overseen by JY and students are placed on flight paths for all subjects based on the base line assessments conducted when entering the school. Students have regular assessments and receive formative assessment on which

they must act to improve their learning. The individual planning and targeted teaching allows challenge for all students. The Bridge Marking Guide ensures consistency across the school. Teachers report they feel able to manage their workloads effectively according to staff surveys.

2.3 Owing to the small number of students and small group sizes, lessons and lesson content can be highly personalised to match the level of challenge required for students based on their base line assessments. Additional opportunities and courses can be introduced for students to stretch beyond the core curriculum – see 1.1 above. One to one support is provided where needed to ensure students are given opportunities to reach their potential.

The OFSTED Report (May 2019) summarise teaching as follows:

- The quality of teaching is consistently good across all subjects.
- Teachers set high expectations and learning is calm and purposeful. There is a strong rapport between teachers and pupils.
- Teachers consolidate and build on pupils' previous learning effectively.
- Teachers have strong questioning skills and challenge pupils to think deeply about what they are learning
- Leaders assess pupils' starting points effectively when they join the school. Teachers use assessment information successfully to plan activities to meet pupils' learning needs. Teachers check pupils' understanding and give feedback to individuals to ensure that they make good progress.
- Teachers have strong subject knowledge and show pupils how to use specialist subject vocabulary confidently in discussions.

2.4 All students take part in reading for pleasure on a daily basis and the books read are discussed with their teachers. The library has been updated and resources purchased to support diversity across the curriculum. JY has purchased a new collection of books for our wellbeing section of the library to help promote positive thinking and self-help amongst our students.

2.5 Sept 2021 - Please see Appendix 1

Jan 2022 - CPD sessions and resources were provided weekly by MJ following the LIFE Trust T & L programme Building Great Learning Communities Together. We also addressed the individual learning needs of our SEND students with updated training from our SENDCo on ASD, ADHD, sharing IEPs and strategies to help these students achieve.

2.6 There are a range of enrichment activities in place for students to take part in during school, for example, the development of the garden in the school grounds. Due to the fact that our students are not keen to stay after school, we have an extensive range of extra-curricular activities throughout the curriculum and incorporate these wherever possible as part of every student's personal development (see 1.5 and 1.6). Film Club also takes place once every half term after school. Year 10 have started an enrichment project to become a greener school and aim to receive the Eco Schools Green Flag Award by the end of the year. Impact on personal development is monitored and evaluated by using the Social and Emotional Profile Tracker, completed termly by staff, students and parents.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because:

- There is consistently effective and highly effective teaching which is evidenced by learning walks, observations and OFSTED
- Teachers are able to plan for individual learner needs

The main actions required to improve/maintain this rating are:

- To continue to undertake CPD to improve teaching and learning including collaboration with other providers and schools
- To continue to develop the range of extra-curricular opportunities for students

Additional evidence seen at the Healthcheck meeting: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- OFSTED Report May 2019
- CPD log

Summary of key points of the previous LGB discussion:

QE2 – Implementation of the Curriculum – Rating Remaining Green

QoE3 Impact of the Curriculum	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 3.1 How have standards in national tests/exams (both progress and attainment) compared to national standards and what has been the trend in recent years?
- 3.2 How are standards in the school currently compared to past outcomes? How do you know? How are these assessed/moderated?
- 3.3 Are there any groups of pupils (e.g. boys, girls, PPG, HPA, SEND) who are achieving less well? If so, what actions are being taken?
- 3.4 Is there significant variation in standards of pupils' work across the different subjects of the curriculum? If so, what actions are being taken?
- 3.5 How is pupils' fluency in reading being improved and their cultural capital developed?

School's information and narrative: *(to include actions and impact since last Healthcheck)*

3.1

Figure 1 – GCSE Results 2021 (Teacher Assessed Grades)

GCSE	No. in cohort	Grade 1- 3	Grade 4+	Grade 5+
English Language	5	0	5 (100%)	4 (80%)
Mathematics	5	2 (40%)	3 (60%)	2 (40%)
Biology	5	1 (20%)	4 (80%)	3 (60%)
Art	3	0	0	3 (100%)

Highlights

- 4 students achieved at least 3 GCSEs at Grade 4+
- 2 students achieved at least 4 GCSEs at Grade 4+
- 4 students achieved Grade 7 in English

Figure 2 GCSE Grades 2020

2020 GCSE	English FFT MEG	Bridge Target Grade	Final Grades (CAGs)	Maths FFT MEG	Bridge Target Grade	Final Grades (CAGs)	Biology FFT MEG	Bridge Target Grade	Final Grades (CAGs)	Art FFT MEG	Bridge Target Grade	Final Grades (CAGs)
No. 4+	6	3	9	6	4	6	3	3	7	4	2	5
% 4+	50	25	75	50	33	50	33	33	78	67	33	83

No. 5+	6	1	5	6	1	4	3	1	5	4	1	4
% 5+	50	8	42	50	8	33	33	11	55	67	17	67

Figure 3 GCSE Grades 2019

2019 GCSE	English FFT MEG	Bridge Target Grade	<i>Final Grades</i>	Maths FFT MEG	Bridge Target Grade	<i>Final Grades</i>
No. 4+	8	1	2	9	0	1
%4+	80	10	29	90	0	17
No. 5+	7	1	1	9	0	0
% 5+	70	9	14	90	0	0

The Bridge has secured accuracy in its baselines by using the KS3 and KS4 assessment criteria devised by well-established and reputable examination boards: English and Science - AQA; Maths and Art - Edexcel. The accuracy in the school's baseline assessments has been moderated by link staff at FBA.

Data for the Academic Year 2020-2021

3.2 Due to the varied starting points and attendance of students and small year groups, comparison is difficult to make until end results. Currently all KS4 students have been assessed within deadlines and data uploaded to our central progress tracker. Year 11 data shows that out of 13 students, 8 are on/exceeding all their MEGs, 3 students are below their MEG in one subject (Maths) and 1 student is below her MEG in all subjects due to extreme anxiety and very poor attendance. This student has been mentored, given home learning and a phased return put in place but continues to struggle to access a full timetable. The last student spent the autumn term in the adolescent mental health unit at Brookside and no data is yet available for them.

3.3. Owing to the small number of students involved, the validity of measuring specific student groups is negligible. Of the 5 students in Year 11, 2 students suffered from severe anxiety, which led to hospitalisations for one student, and many visits to A & E for another student following episodes of significant self-harm which required medical treatment. Both these students were given targeted one to one help with Maths. The third student did not arrive at The Bridge until the end of Year 10, having not attended school since the beginning of Year 8. This student was given targeted one to one sessions and achieved 3 GCSEs at Grade 5+ enabling him to be accepted onto a Level 3 course at Havering Sixth Form. One student who was hospitalised half way through the Autumn Term and did not return to The Bridge until the Spring Term. Following consultation with the hospital, it was agreed that there should be a slow integration back to school. This disruption and significant time away from school affected this student's final GCSE outcome, however they were accepted onto an Art and Design Level 2 course. The student who underperformed in Maths became highly anxious when attending Maths classes. This was her weaker subject and she had lost all confidence in her ability in this subject area. Her anxiety levels meant she would become very overwhelmed in Maths lessons and often did not arrive until later in the day to avoid this subject, she also failed to arrive and sit a number of Maths assessments and revision classes. All students have received 2 offers of places at college and currently are attending. The 3 students below their MEG in Maths (2 of which have an EHCP) are attending after school revision sessions with Klara as well as being provided with online Maths resources and revision kits.

3.4 JY tracks the data across all GCSE subjects and comparison is made; however, small numbers make this hard to make valid comparisons. All subject teachers meet at least once per week to discuss teaching and learning and student progress to try to reduce gaps in performance. Intervention and additional

sessions tailored to student needs are organised for those making slower than expected progress e.g. home tutoring; alternative forms of accreditation such as the more practical and accessible Entry Level or Functional Skills exams are offered. **Current Year 11 data looks consistent across all subjects with Maths the main area of weakness for the 3 students mentioned.**

3.5 Reading is being improved through focused reading for pleasure as part of the curriculum time and all students choose their own book for this. **Literacy and reading are given high priority throughout the curriculum with reading aloud encouraged in lessons. Kindles have been purchased for 2 students who have struggled to access books due to dyslexia, allowing them to regulate lighting and hue, size of text and contain excellent vocabulary enhancers, a key GCSE English criterion. Reading and spelling age assessments are carried out by JY twice a year to monitor progress. See also 1.5 and 2.4 above.** The detailed PSHE and enrichment programme coupled with the Art provision is contributing to the development of cultural capital as detailed on PD healthchecks. **See current PD healthcheck and 1.5 – 1.6 above.**

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because:

- The school is committed to Hope and a Future and is fully engaged in students being successful when they leave; all Year 11 students go on to a post 16 placement
- OFSTED 2019 - Outcomes for pupils are good and they make strong progress.

The main actions required to improve/maintain this rating are:

- To explore links with other similar schools to aid the benchmarking of achievement and progress

Additional evidence seen at the Healthcheck meeting: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- A lot of work had taken place over the summer with updating Schemes of Work and particularly Gridmaker – Mr Dineen highlighted that this is very important to understand our children and their needs
- He noted the results and outcomes were very good and referred to the table further in the H/C which showed the outcomes
- Mr Dineen commented on the speed at which staff get to know their students both in terms of academia using their baseline results but also an understanding of their needs and circumstances
- Mr Dineen noted that a key point in this section was the opportunities being created for school trips.
- He noted how difficult it is for many of the students coming out of lockdown after having been at home for such a long time
- He commented that it is important for Governors to understand that the students are not just being prepared to sit exams but to get them ready for life beyond The Bridge
- Trips such as Ikea and the Sea Life Centre are invaluable as are seeing places close to their local area, Stubbers, Hornchurch Museum as well as developing their own surroundings such as the Garden and doing yoga.
- Mr Dineen noted that as restrictions continue to lift this could allow for more development in these areas
- He noted the extended writing projects each half term – this is good to see as many students find it difficult to put words on paper
- Staff training is excellent and relevant to supporting the children and now with Maria Jackson on board will be a great asset.
- Mr Dineen commented about the importance of PSHE – having the Gridmaker is essential for getting to know the students and also for Governors to understand the data but also it is important to make sure students get the enrichment and PSHE they need

Mrs Jackson added that as this is the first Q/E healthcheck she has done in her new role there will be more to add as time goes by post covid especially in the monitoring of progress with the students.

Mr Dineen also noted that he is keen to help reduce some of the content of the H/C – whilst its good to see the numbers its more about the impact from an holistic point of view. He would like to see more trips like Ikea but realises that would need to fit in with the timetable and staff etc
He noted that if there is 13k to be spent to reduce reserves to within the recommended levels that it be spent where it will most useful for students ie trips like Ikea to develop their social and emotional education

Q/E healthcheck is rightly Green, Green, Green



	Completion Date:	Sept 2021	Jan 2022	May 2022
PD1	SMSC	G	G	
PD2	Preparation for Adult Life	G	G	
PD3	Physical and Mental Health	G	G	

Personal Development Healthcheck report for Standards Committee

School Name: The Bridge

Term to which this Healthcheck applies: Autumn 2021

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Maria Jackson (School Representative) **05/01/2022**

Meeting to confirm the Healthcheck with Father Hingley (LIFE Exec/Link Gov) on **18/01/2022**

Healthcheck presented to and agreed by the LGB on: 24/01/2022

PD1 Spiritual, Moral, Social & Cultural Development	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>1.1 How does the school provide for pupils' spiritual development? What opportunities exist for pupils to reflect upon their own beliefs & perspectives on life (religious or otherwise)? How is a sense of creativity and fascination fostered? How successful is this currently and what future actions are being taken?</p> <p>1.2 How does the school provide for pupils' moral development? How do you know if pupils understand the difference between right and wrong? How is this developed? And how are pupils encouraged to see the consequences of their actions and behaviours? Where are moral and ethical issues explored in the curriculum? How successful is this currently and what future actions are being taken?</p> <p>1.3 How does the school provide for pupils' social development? How are pupils encouraged to work/socialise with others from different backgrounds (ethnic, religious, economic)? How does the school teach cooperation & conflict resolution? How successful is this currently & what future actions are being taken?</p> <p>1.4 How does the school provide for pupils' cultural development? How are pupils helped to understand & appreciate the cultural influences that shape one's own heritage and exist in modern Britain? How is participation encouraged and monitored in artistic, musical, sporting and cultural activities? (see QoE 2.6) How successful is this currently for all groups of pupils and what future actions are being taken?</p> <p>1.5 (for Church schools only): How well prepared is the school for SIAMS and what evidence exists to support this judgement?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>1.1 – 1.4 The focus for this term was embedding a sense of normality and consistency and regaining good learning habits. The Unique Me principles for the two summer half terms were Lifelong Learning and Finding a Fulfilling Future. Our whole school activity for Lifelong Learning was the Maths trip to Ikea where students designed and calculated sizing and costs for their room choice, a skill that will be needed throughout their lives. Finding a Fulfilling Future was enjoyed through a whole school day of playing The Real Game where the students explore adult life, adding items to their dream cloud and then working out if they can actually afford their chosen lifestyle once they have been allocated a job role. Jobs ranged from hairdresser to dentist with some earning much higher salaries than the others. The morning culminated in them having to plan a group holiday that they could all afford to go on together. Towards the end of term, we were able to enjoy some trips out including Jump Evolution for Year 11 Leavers Day, Hornchurch RAF Museum, Stubbers and SeaLife in Southend. It was amazing to see the students bond together on these trips and attempt activities they previously had not thought of doing or been too anxious to try. Thought for the Week centres around national awareness events and trust values and this term has included Nation Teen Self Esteem Week and Mental Health Awareness Week. During the month of June, we celebrated Pride Month with a real focus during School Diversity Week 2021. All subjects across the school delivered a lesson focused on diversity – in Food they made rainbow cookies, in English they studied LGBTQ authors, Maths studied probability and in PSHE, students discussed the importance of being an ally and made rainbow bracelets. The Bridge even made their debut on local radio where Maria spoke about how the school were celebrating School Diversity Week and the importance of acceptance for all.</p> <p>1.1 – 1.4 SMSC continues to be a whole school – focus and is delivered across the curriculum. Evidence of meeting this and other curriculum requirements can be found on our school Gridmaker which staff update regularly. The Unique Me focus for the first half of the Autumn term was Developing Healthy Habits, celebrated through whole school events including all students completing the OCNLR Level 1 Award in Awareness of Mental Health and Wellbeing giving them practical strategies to help when they are struggling and a HelloYellow afternoon tea and quiz held to raise funds for Young Minds charity for which we collected an astounding £270. Father Hingley visited to deliver an interactive Harvest assembly and students donated items for the Harold Hill Food Bank. This event enabled students to reflect on their own beliefs and encouraged them to give thanks and be grateful for the good things in their lives, realising that there are others who do not have such good fortune. The second half term celebrated the Unique Me principle Connecting to Others and included PC Snowden visiting to deliver workshops on keeping safe online and a whole day focused on Remembrance with all subject lessons based around the topic. These included visiting Romford war memorial for our two</p>				

minute silence, making trench cake, studying war poetry, making felt poppies, in ICT looking at the life and work of Alan Turing and in Science studying the role of animals in the World Wars. Year 9 and 10 enjoyed taking part in a pinata "Make It and Break It" workshop focused on improving resilience and wellbeing following the frustrations and poor mental health implications of the pandemic. Father Hingley held a Christmas service at St Albans especially for The Bridge to deliver the Christmas message. This was a new experience for many of our students and helped develop their spiritual curiosity with one student asking about the possibility of baptism. All these activities help develop our students socially by creating a sense of community encouraging communication and friendship across all year groups. Thought for the Week this term has included a focus on the environment through Recycle Week and World Ozone Day, Black History Month and UK Parliament Week where we held a Bridge election. Students created their own political parties, wrote their own manifestoes and voted on their favourite, creating a Bridge Prime Minister and deputy.

We consider ourselves to be Green for this section because

SMSC development is effectively built into all aspects of The Bridge curriculum. Pupils' personal development in these areas are high, as recognised by Ofsted and pupils feel prepared for their futures. Smaller class sizes actively encourage questioning and debate and pupils are confident to participate in activities.

Ofsted May 2019 – "The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils are confident and articulate. They are empathetic and respectful of each other"

"During social times, pupils' conduct is impeccable. Students get on very well together. They chat in small groups enjoying one another's company or play table tennis and other activities. The common social space...promotes pupils' self-confidence"

The main actions required to maintain this rating are –

- To continue developing extra-curricular events eg; trips, workshops that support the delivery of SMSC throughout the curriculum and that meet the unique needs of our cohort, fostering interest in the world around them
- To encourage 100% pupils to attend trips and workshops
- To continue to ensure SMSC is embedded in all subjects across the curriculum and evidenced on Gridmaker, updated half-termly

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Gridmaker
- Trips and visits log
- PSHE SoW
- Student folders
- Student and parent questionnaires
- Thought for the Week overview
- Across the Bridge newsletter
- The Bridge SDP
- Unique Me feedback sheets

Summary of key points of the previous LGB discussion:

PD1 – SMSC – Rating Remaining Green

- Focus is on embedding normality and consistency after what the students and their families have lived through with the pandemic.
- This is much needed as we wish all students to find and regain a fulfilling future following the unique me principles
- It was lovely to see the students bonding together on the trips especially as in the past they may have been too anxious to try or not thought about trying.
- Taking them somewhere new, helping build confidence and self esteem
- Fr Hingley highlighted that The Bridge had debuted on local Radio celebrating school diversity week and acceptance of all. Which he also stressed The Bridge does very well.

PD2 Preparation for Adult Life in Modern Britain	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 In what ways, and how successfully, has the school established an inclusive environment and promoted equality of opportunity?</p> <p>2.2 How well do pupils understand the fundamental British Values? How do you know? How is this being developed and deepened?</p> <p>2.3 How do pupils learn about such issues as protected characteristics, FGM, Prevent, gangs, criminal and sexual exploitation?</p> <p>2.4 How well prepared are pupils for their next steps (education or employment)? What information, advice and guidance is provided?</p>				
<p>We continue to prepare our students with the skills to become successful and active citizens that can play a part in modern Britain.</p> <p>2.1 The inclusive environment at the Bridge is visible in everything we do and is fully reflected in our ethos “Hope and a future”. Students feel accepted, valued and able to express themselves having increased their self-esteem. All students have equality of opportunity and are fully funded for extra-curricular activities offered meaning no student misses out on trips and workshops and all are able to benefit from the new experiences offered. Students wishing to pursue specific areas of interest are given the opportunity to explore this through the Unique Me project where they choose a topic they are passionate about and wish to possibly follow as a career. As was anticipated following lockdowns, new referrals from CAMHS have started to come through on a regular basis and all new students have settled well and been fully accepted into the Bridge community. MJ has attended training from the charity Just Like Us and, along with a Year 11 student, is currently setting up a Pride group for students – currently over 20% of our cohort identify with the LGBTQ+ community. All RSE delivered at The Bridge follows current statutory guidelines and is fully inclusive for all sexualities and genders.</p> <p>2.2 We take every opportunity to embed British Values into daily life at The Bridge through lesson delivery, displays, discussions and Thought for the Week. British Values are demonstrated by all staff and students in their relationships towards each other. Democracy is demonstrated through our active student council who meet every half term. Mutual respect and tolerance are promoted throughout each subject area by respecting others’ opinions during class discussions and working collaboratively. The rule of law was discussed through looking at the Equality Act and the importance of not discriminating during School Diversity Week. UK Parliament Week was celebrated across all year groups by holding a Bridge General Election. The four British Values were discussed in depth this week as well as during our Remembrance Day event.</p> <p>2.3 In PSHE, students learn and debate these issues and are taught the importance of respect towards the protected characteristics (see comment above on the Equality Act). Year 10 students have studied county lines and the consequences of gang involvement and the sexual exploitation that may be used to lure young people into joining a gang. PC Snowden’s workshop focused on staying safe online and how social media can be used to recruit vulnerable young people, encouraging students to examine their own social media use.</p>				

2.4 Students are prepared well for their next steps. Year 11 students all had two college offers each and were clear on the process of enrolment and starting college. Maria had liaised with the SENDCo at all colleges applied for so that students felt less anxious about starting college and had a safe space to go to if needed. Two students were attending animal care based courses, one at Writtle College and one at a residential college in Southampton. This particular student felt ready to embrace the next part of his life as an independent young adult and was lucky that grandparents could fund his board there. Another student was going to study Art and Design at City and Islington College (again showing an independence and confidence to travel further afield) and two students were studying at Havering Sixth form College on Level 3 Esports and Film, TV and Media courses. Maria and Toni continue to liaise with these students and colleges to ensure they are attending and have settled well. This term, Year 11 have been studying their Careers and Your Future module with a focus on preparing them for their next steps. Topics studied have included writing a CV, interview technique and employability. They have attended the Havering RPA event as well as one to one careers consultations with Rebecca Woods, LIFE Careers Manager and completed their Colour Me profiling, an excellent tool to help them identify their strengths and areas for improvement. With support from MJ, students have started to apply for their courses for next September and have been attending local college open events with their parents. Kendall Olley, Prospects Youth Engagement and Participation Adviser has also started to work with Year 11 to mentor them throughout the transition process from school to college and is delivering an Entry Level qualification on Work Based Skills to them, this is free to us through Prospects ST-ART funding.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because

Pupils are well prepared for adult life in modern Britain - they “develop a range of knowledge and skills which enable them to become articulate, sensitive and socially aware young people”. They are aware of the value of continuing their education to enable them to have a happy, fulfilling and prosperous future. They are “empathetic and respectful” towards others and champion diversity, having received a disrupted education before The Bridge due to mental health issues, stigma and discrimination.

Ofsted May 2019 – “They enjoy school and thrive in the inclusive, nurturing environment” and “Pupils say there is no bullying. Leaders have created an inclusive community, which is reflected in pupils’ attitudes towards each other. There is no racist or homophobic name calling. Pupils have a strong understanding of equality and protected characteristics” “Leaders are effective in addressing the needs of pupils with special educational needs and/or disabilities (SEND) so that they can learn and make progress”

“In addition to the school’s powerful ethos, pupils’ personal development is underpinned by a comprehensive personal, social, health and economic (PSHE) programme. This includes a wide range of topics such as what it means to be British and sex and relationships education. Pupils develop a range of knowledge and skills which enable them to become articulate, sensitive and socially aware young people”

“Pupils learn how to stay safe and learn how to evaluate risks for themselves”.

“Pupils are well prepared for the next stage of their education through the careers programme. Pupils, who previously struggled to engage with education, are positive about their future at college” and “Pupils receive effective, impartial careers advice and support. All pupils have attended careers fairs in Havering and further afield and visited local colleges. They all have ambitions for their future and Year 11 students have secured places at colleges for September. They are confident and resilient learners, and define their future by their ambition rather than their social and emotional needs. They are well prepared for their next steps”.

The main actions required to maintain this rating are –

- Continue to develop careers provision in line with Gatsby Benchmarks, especially for those with SEND
- Develop links for those students keen to undertake work experience – Speakers for Schools portal

- Continue to research extra-curricular opportunities such as workshops, theatre companies, trips etc to enhance pupils' knowledge and further development, especially those that support the Unique Me project
- Continue to promote aspirational thinking to enable students to access Level 3 courses
- Continue to work on developing confidence and transition skills to ensure students are ready for post 16

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- PSHE SoW
- Thought for the Week overview
- Student folders
- Student and parent questionnaires
- Trips and visits log
- Across the Bridge newsletter
- Gridmaker

Summary of key points of the previous LGB discussion:

PD2 – Preparation for Adult Life – Rating Remaining Green

- We continue to prepare our students with the skills to become successful in life
- We don't necessarily measure and quantify success in terms of monetary remuneration but more on quality of life
- The inclusive environment at The Bridge is visible and fits within the Ethos of the school.
- Fr Hingley commented that Ethos is something you LIVE not something you DO and this is tangible at The Bridge
- Students are well prepared for next steps. We continue to build confidence and transitional skills post 16

PD3 Physical & Mental Health	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions (see also PD1 above):</p> <p>3.1 In what ways, and how successfully, does the school develop pupils' character?</p> <p>3.2 In what ways, and how successfully, does the school develop pupils' confidence and resilience thereby strengthening their mental health?</p> <p>3.3 What support and training has been provided for pupils for issues of health, online safety, risks to their wellbeing, bullying and social media?</p> <p>3.4 How does the school develop the pupils' age-appropriate understanding of sex and healthy relationships?</p> <p>3.5 How does the school develop pupils' understanding of and participation in healthy lifestyles, including through extra-curricular activities?</p>				
<p>3.1 Due to our small class sizes, we get to know our students extremely well and are therefore able to personalise and adapt learning experiences for them to enable their individual characters to develop. The PSHE programme equips them with the life skills needed to be a successful and independent young adult and the range of extra-curricular workshops, trips and consistent support helps develop their character further. This is demonstrated by our Year 11 students who all leave with a post 16 placement ready for their next steps. This term, the variety of whole school events connected with the Unique Me (see 1.1-1.4) provided many opportunities to help students' characters develop holistically.</p>				

3.2 The Bridge Life Coach returned from leave and has been meeting with the most vulnerable pupils to build resilience and confidence. There is a consistent whole school focus on promoting these skills in all we do. Improvements in social and emotional wellbeing are evidenced using the Social and Emotional Profile Tracker, completed each term by staff, students and parents. Students are continuously encouraged to try new activities and overcome their anxieties in order to build these skills. This term, Year 9 students completed Hope Books, identifying strategies to manage their own mental wellbeing, giving themselves a toolbox of ideas to use to manage times of low mental health. All students took part in completing a Level 1 Award in Awareness of Mental Health and Emotional Wellbeing workshop at the start of term to promote ownership of their thoughts and feelings and identify ways to overcome negative self-beliefs. The pinata wellbeing workshop also helped our more vulnerable students access self-help through a practical craft based activity. Getting students to identify their own self-help strategies (and practising them regularly) helps to build confidence and resilience as they become more aware that the power to overcome challenges can often lie within them if they can adapt their thought processes.

3.3 All staff continue to provide pastoral support and raise concerns where necessary eg; poor attendance, lack of work, low mood, self-harm. TC and MJ will then follow up and provide more intensive support to both the pupil and their family, signposting to outside agencies where appropriate. Concerns over social media use were addressed in PSHE and ICT lessons in Year 9 and 10 with a focus on safer internet use and keeping information private. This term, Year 9 have started a module on Keeping Safe and Healthy and Year 10 have completed their Tobacco and Drugs module and are starting their Sexual Health module. All these focus on giving students both the facts and risks and empowering them to make healthy decisions based on their newfound knowledge. Many modules interlink and past topics taught will be referred back to and discussed and students' knowledge tested to ensure consolidation.

3.4 This term, Year 9 studied puberty and menstruation and Year 10 studied their Sexual Health module, updated to include all current RSE guidelines. They covered consent, contraception, STIs, pornography, safe sex and FGM. The current Year 10 have just started their Sexual Health module which covers all statutory requirements for an all-inclusive relationships and sex education programme.

3.5 Healthy lifestyles are positively encouraged through delivery of Food, PSHE and Sport lessons. The importance of a healthy diet, regular exercise, maintaining positive mental and sexual health and the risks of drugs and alcohol help pupils develop into confident and resilient young people. The new Health and Relationship guidelines covered much of this for Year 9 and 10 this term. This term we introduced a monthly "Walk and Talk" round our local Hylands Park to encourage students to get out in the fresh air first lesson and enjoy the endorphins from a brisk 5000 step walk. This has been successful and enjoyed by both staff and students, so much so that in November, in collaboration with CrossRail we launched a steps competition for the students. All students were donated a pedometer and encouraged to walk as many steps up until the end of term to win one of four prizes of a Kindle, kindly donated by CrossRail.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because

Personal development and welfare of pupils is outstanding. Pupils make significant progress from their starting points.

Ofsted May 2019 – "Pupils learn how to stay safe and learn how to evaluate risks for themselves" and "Adults are skilled in delivering important messages to support young people in keeping safe"

"The comprehensive PSHE programme includes a wide range of topics...which enable them to become articulate, sensitive and socially aware young people"

Since Ofsted we have acted upon areas for improvement to increase the opportunities for sport in the curriculum by employing a personal trainer to work with pupils. This is being further developed by the purchase of new exercise equipment and plans to create a gym space for pupils. Boxing equipment and yoga mats have been purchased.

The main actions required to maintain this rating are –

- To continue to ensure our curriculum is needs led
- To continue to find innovative ways to address the needs of our pupils to develop their confidence and resilience

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- PSHE SoW
- Thought for the week overview
- Pupil folders
- Student and parent questionnaires
- Trips and visits log
- Across the Bridge newsletter
- Social and emotional profile tracker
- RSE letter
- Gridmaker

Summary of key points of the previous LGB discussion:

PD3 – Physical and Mental Health – Rating Remaining Green

- A high priority is given to Physical and Mental Health. There is much more thought and actions these days to ensure mental wellbeing
- Small class sizes at The Bridge enable us to get to know the students well. They are happy and fulfilled
- All staff provide pastoral support and raise concerns where necessary

Fr Hingley noted this was a Good News Story and happy to have all sections remaining GREEN

The Chair invited any questions

Mr Dutnall noted that it would be time to take out the previous 2 sections as mentioned before and condense the H/C to keep what is current and add new content



	Completion Date:	Jan 2021	May 2021	Sept 2021
B1	Behaviour Systems	G	G	G
B2	Behaviour and Attitudes	G	G	G
B3	Attendance and Punctuality	G	G	G

Behaviour and Attitudes Healthcheck report for Standards Committee

School Name: The Bridge

Term to which this Healthcheck applies: Autumn Term 2021

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Toni Cox

Emailed the Healthcheck to: Lisa Harvey (LIFE Exec/Link Gov) 12th January 2021 Healthcheck presented to and agreed by the LGB on:

B1 – Behaviour Systems	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>1.1 How is behaviour tracked and monitored in the school (including incidents of racism or bullying)? What does the monitoring show? Is any group (eg PP or SEND) disproportionately represented? And what actions are being taken to improve the situation?</p> <p>1.2 What are the exclusion rates (internal, fixed term, permanent) and how do they compare to last year? Is any group disproportionately represented?</p> <p>1.3 What other data exists to help evaluate behaviour (eg rewards, sanctions, pupil voice, parental views) and what do they show?</p> <p>1.4 Is the behaviour tracking system robust and fit for purpose? Has it been reviewed?</p> <p>1.5 How effective and widely understood is the school's behaviour policy? How do you know?</p>				
<p>School's information and narrative:</p> <p>1. 1 At the end of the Spring Term a serious incident occurred at The Bridge, the Head of School made the decision to withdraw the student's placement and the student was referred back to their on roll school. All the necessary paperwork and meetings were completed accordingly and within the timeframe.</p> <p>There were no behavioural, bullying or racism incidents recorded during the Summer 2021Term. Head of school discusses behaviour at weekly pastoral meetings, the minute's show there were no concerns raised by staff. Staff are fully aware how to log any behavioural issues and are reminded of the process during staff meetings.</p> <p>Behaviour is tracked through the use of the school's Behaviour Log and is monitored by Head of School, there are separate logs to track issues relating to racism and bullying. During the Autumn Term there were a number of behavioural issues reported by staff via the school system. The report highlighted an issue among KS3 students who were disruptive in lessons as well as during student social time. Head of School met with the students to discuss their behaviour and it was agreed both students would be placed on report and present themselves to the Head of School at the end of each day. Head of School also met with parents to discuss the student's change in behaviour and to reiterate the school's expectations and the potential consequences if their child continued to disrupt other students learning or failed to follow school rules. The school had the full backing of the parents. Klara Strav worked with one particular student and scheduled a visit from the school's EP who was tasked with observing the student during lesson and social time. Following her observations and subsequent meetings with staff and the parent, this student is now being assessed for ADHD. No group is disproportionately represented.</p> <p>1.2. No exclusions or isolations to report for the Autumn Term 2021.</p> <p>The school isolated one student during their break and lunch for an issue that happened on site. There were no exclusions or fixed term exclusions to report.</p> <p>As reported above one student was referred back to their referring school during the Spring 2021 Term. The Bridge cannot make an official exclusion as the student remains on another school's roll.</p> <p>There were no students referred back to their mainstream school on the grounds of poor behaviour, or fixed term isolations or exclusions during the Autumn Term 2021.</p> <p>1.3 All staff continued to mail bespoke Bridge post cards to students in recognition of hard work across all subject areas, as well as rewarding students for completing homework. The Head of School regularly sent out rewards to students for improved attendance and punctuality, as well as to those students whose attendance exceeded the school's attendance target. Maria Jackson Head of Student Welfare would often recognise students who demonstrated empathy and understanding towards others, championing the Trust value of Heartfelt Compassion. At the end of term,</p>				

the whole school gathered for the school's end of year reward ceremony, where students were praised and rewarded across all subject areas, as well as for attendance and punctuality to school.

The Parent Survey conducted in the Summer Term reported 100% of all respondents agreed, "Pupils are well behaved at the school", and "The school deals with bullying effectively". School expectations are conveyed to all perspective students and parents at the initial induction meeting held with the Head of School prior to attending to The Bridge. Particular reference is made to the Home School Agreement, which is on the school website and in the student planner.

Staff reward students for exceptional behaviour, hard work and commitment to learning. At the end of the Autumn Term rewards and certificates were awarded for excellent attendance and punctuality, teaching staff nominated students who had demonstrated a commitment to their subject, by way of additional revision, excellent homework and participation in lessons. In addition the Head of School nominated one student who staff felt had shown exceptional improvement in all areas of school life.

1.4 The tracking system is fit for purpose, the behaviour log and the in-house lesson monitoring system is clear and completed by all staff.

Head of School reviewed the behaviour tracking system in the autumn term. Staff are fully aware of the behaviour system at The Bridge and the process for reporting and recording is well understood. There are no changes to note the system remains fit for purpose and is appropriate for the Bridge.

The Head of School reviewed the school behaviour and bullying log during the Spring Term. All incidents had been recorded.

Head of School regularly reminds staff to log any issues with regard to poor behaviour or behavioural concerns. Staff are fully aware of the process, which they are required to follow. Behaviour is raised each week at pastoral meetings.

1.5 Weekly meetings continued throughout the 2020 Spring Term, these meetings ensure staff are fully informed of any issues relating to all students attending The Bridge. All staff recognise information sharing is key to supporting our vulnerable cohort; it also helps staff to understand any changes in behaviour, which they may have observed. Weekly pastoral meetings allowed each individual staff member the opportunity to feed back any concerns; these were recorded and subsequently followed up by either one of the two Safeguarding Leads. T Cox and M Jackson.

Any behaviour issues during the Autumn Term were discussed at weekly Pastoral Meetings. Initially, any issues are dealt with the class teacher; however, the Head of School is kept fully informed, in the event any concerns need escalating. Due to the nature of the school, it is important that behaviour is of a high standard, so students can feel safe attending The Bridge. The Head of School recognises, vulnerable students require strong boundaries to build a sense of trust and forge relationships where student's feelings of safety is not compromised.

The systems are fully understood by all staff, any behaviour issues were reported and logged on the relevant system and were discussed and at the weekly pastoral meetings and minutes were distributed to all staff.

The Behaviour Policy is referred to at the start of each academic year. Expectations are discussed at Pastoral and individual Line Management Meetings.

The school's Behaviour Policy is currently being updated.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves Green for this section. Behaviour is closely monitored by all staff and overseen by Head of School. The school reward system is robust and students are recognised for various achievements.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Behaviour Log

Summary of key points of the previous LGB discussion:

B1 – Behaviour Systems – Rating Remaining Green

- No changes to systems
- Pastoral meetings continue
- Following an incident at the end of spring term 1 student was removed from The Bridge and referred back to their on roll school. LA will place at another provision. The incident was logged and all necessary paperwork completed
- We don't do formal exclusions as our students are not on roll to us
- Spring term rewards – number of students awarded with certificates for achievement across all subjects
- Behaviour log reviewed regularly and all systems are understood
- There are no incidents in lessons behaviour in class is excellent
- Lesson walks will now resume

B2 – Behaviour and Attitudes		RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 What does the evidence of lesson visits show about behaviour in lessons, including pupils' behaviour for learning?</p> <p>2.2 What is behaviour like around the school out of lessons? Is there a calm, orderly and positive environment?</p> <p>2.3 Is there variability in behaviour in the school? By time? Area? Year group? Pupil groups? With particular staff (eg cover, MDAs)?</p> <p>2.4 Do pupils feel safe in school? How do you know? What do pupils, parents and teachers say about behaviour?</p> <p>2.5 What methods does the school use to promote high expectations of pupils' behaviour and attitudes?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 Due to COVID restrictions and the changes to the school timetable, no lesson walks were conducted during the Spring Term 2021.</p> <p>Head of school regularly visited lessons during the Summer Term 2021, there were no behaviour issues to note, students were focussed, attentive and engaged in lesson. The school's lesson monitoring system monitors lesson attendance but most importantly engagement in lessons, which all staff complete after each lesson. The Head of school reviewed this during the term. There were no behaviour issues logged, however, there were instances of students becoming overwhelmed and anxious which affected their ability to engage in lessons.</p> <p>Head of School continued to observe behaviour in lessons during the Autumn Term, some behavioural issues were noted, which staff members duly logged on the school system. These concerns were raised during the school's Pastoral Meetings by the Head of School. However, it is important to put these incidents in context as the system informs us it is confined to two KS3 students.</p> <p>2.2 There are no issues to report in the Spring Term 2020</p> <p>During the school opening in June and July all students accepted the new rules with regard to sanitising their hands and maintaining the 2 meter social distancing rule. Students were very compliant.</p> <p>The Head of School regularly visits lessons to ensure there is a calm atmosphere, where students are able to learn without fear of disruption. There were no issues to report in terms of unruly or disruptive behaviour.</p> <p>The behaviour log and pastoral meetings clearly show that during the Spring Term 2021 there were no issues to report with regard to poor classroom behaviour. Staff report that all students who attended school during the Spring Term were focussed on their studies and eager to continue their learning. There were no incidents to report in relation to inappropriate behaviour during live Zoom lessons. There was one serious incident, which took place during student social time; however, it is important to note this is not a reflection of behaviour at The Bridge.</p> <p>Students have access to the outside space; students are respectful of their surroundings and equipment. Staff noted that students remain calm throughout the school day, behave in a calm and are courteous to staff and each other. During a Summer Term the school visited the local RAF Museum, Staff working at the museum commented on the student's excellent behaviour.</p> <p>As previously mentioned there were some behavioural issues to note during student social time and in response the school has already taken steps to make sure that students are observed and supervised during their social time, and has advertised for a mid-day assistant to oversee events during lunchtime. While some boys have become overzealous when playing outside on the school's MUGA, most students are well behaved, clam and very respectful of their school community during lunch and break.</p>				

2.3 Behaviour around the school is excellent. The incident, which led to the student's placement being withdrawn, happened at the end of the last day of term during the student's social time, the Head of School dealt with this in a timely manner and the student has since had their placement withdrawn.

As reported student behaviour in school is excellent, as well as in and around the school, this continued to be the case throughout the Summer 2021 Term.

It is unusual for the school to report poor behaviour, but it is important to note that it is confined to a small number of KS3 students who struggle to remain focussed. The necessary measures were put in place at the outset and the school will monitor the impact of the interventions.

2.4 Student, staff and parent surveys consistently report behaviour is good at the school. There were no parent or staff surveys conducted in the Spring Term. However, it is important to note that students continue to be very open and are confident sharing their feelings with staff in the knowledge that the school will put in place the necessary measures to help them through any difficulties they face. Students who meet with the school Life Coach often ask for support when they are feeling vulnerable and this is always shared with the Head of School. The worry jar continues to be a source of information with students sharing their concerns and asking sensitive questions. In the Spring Term 2020 Diversity Role Models conducted an online survey of staff and students with regard to the school's HBT Policy which included student views on feeling safe and supported at school. The survey revealed that staff were confident that they knew the policies around HBT and that the entire Bridge Team enforces these policies. As for the students, majority reported knowledge of the school HBT Policies and also felt that staff enforced these policies. The survey also highlighted that LGBT+ students felt safe to "come out" at school and 94% felt staff would support them.

All students were asked if they felt safe being in school during the lockdown period. 100% agreed the school felt safe given the new procedures that were put in place, the spacing of all desks and seating areas, no moving around the school, students welcomed being taught in the one classroom per year group. Students were supplied with their own pencil case and laptop which were clearly named and marked. All of these measures made students feel safe upon their return back to school.

There were no issues noted with regard to students feeling unsafe at the school. The staff survey responses showed that 100% of staff agreed, "Children are safe at the school". The Head of School works closely with CAMHS and other agencies to ensure the school puts in place the appropriate support to help the most vulnerable children who attend The Bridge. For those students who feel unsure and nervous during social time, they are offered a calm safe space to go during lunchtime and break; a staff member also accompanies them. This approach allows students to get to know their peers at a pace they can cope with, before they fully begin socialising.

There were no student surveys conducted during the Summer Term, however, following the Parent Survey which was conducted in the summer 2021 term, of all those who responded 100% agreed, "My child is happy at school", and "The school keeps my child safe". 100% also agreed to the statement "My child is well looked after at school". The weekly Pastoral Meetings focus on the welfare of all students, constantly exploring ways to ensure safety measures are in place to meet the needs of our most vulnerable students, this can change according to the vulnerability and risk as new students who join The Bridge.

Students continue to make use of the "Worry Jar", and there were no issues raised during the Autumn Term. Head of School continued to meet and speak with parents and the feedback was very positive, sharing that their children felt supported and safe at school. Students who feel nervous or anxious at the prospect of socialising with their peers during social time are given a dedicated space and staff member to sit with during lunch and break. While there has been some behavioural issues during the Autumn Term, the staff survey reported that staff felt behaviour was good at the school.

2.5 At the start of the 2021 Spring Term, the Head of School met with all students to reiterate school rules, students were reminded of the need to be respectful of their new surroundings and to take pride in their new school. Mobile phone rules and the school code of conduct are visible on the school's notice boards in communal areas as well as displayed in classrooms.

The School Counsel and LIFE Ambassador's promote the school's expectations and raise any issues with Steve Moore who facilitates council meetings. During the Summer Term Students were regularly reminded of the student code of conduct, details are in their school planner and staff will refer to these during the course of each half term. The school formally rewarded students for acts of kindness towards others and attitude to learning. At the end of the Summer Term, the Head of School sent a letter to every parent, reminding parents of the school dress code, the use of mobile phones and the importance of good attendance and punctuality. The school also used the weekly newsletter as a vehicle to promote school standards and expectations.

During the Autumn Term the Head of School continued to meet with perspective students and parents, during these meetings the Head of School makes clear the school's expectations focussing on attendance, punctuality and good behaviour. The Trust Values Post Cards were sent to students who had shown acts of kindness and generosity to other students. Staff continued to call home to parents in recognition of exceptional work and attitude to learning.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves Green for this section despite the one off incident at the school in the Spring Term. Behaviour is excellent at The Bridge and the one serious incident noted was dealt with by the Head of School and appropriate procedures were followed.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- School Planner
- Home School Agreement
- Parent Letters
- Behaviour Log

Summary of key points of the previous LGB discussion:

B2 – Behaviour and Attitudes – Rating Remaining Green

- The Bridge has a very calm atmosphere at any time of day
- Students feel safe and staff have an open door policy
- Weekly pastoral meetings take place to discuss each student and any changes in their behaviour
- In spring term we talked about school rules and being respectful. Our students are always very respectful and take pride in their new school and feel very fortunate
- School rules and conduct are displayed and students are very mindful of those

B3 – Attendance and Punctuality	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 3.1** What is the current attendance rate for the school? How does this compare to the LA and national averages and to the school's figures for the last 3 years?
- 3.2** What is the current persistent absence rate for the school? How does this compare to the LA, national and the school's figures for the last 3 years?
- 3.3** What are the above rates for disadvantaged pupils? Are there any other groups which are disproportionately represented?
- 3.4** What actions are being taken to improve the above rates? And what is the impact? How do these figures compare to the school-set targets?
- 3.5** What is punctuality like? To school and to lessons? How is this monitored to evaluate any disproportional representation of pupil groups?

3.1 During the period of lockdown, The Bridge remained open to all students. However, 50% of parents took the decision not to send their child to school and chose to engage in the school's home learning offer. Engagement in home learning was excellent, with year 8 & 10 students recording 100% attendance of live Zoom lessons.

Of the 50% of students who attended The Bridge during lockdown the attendance for the school was recorded at 78%. Across the entire Spring Term the school's attendance was recorded at 77.0%. At the end of the Spring Term, parents of students who failed to meet the school's target attendance received communication from the Head of School, highlighting the number of lessons their son/daughter had missed during the Spring Term. Further highlighting the impact poor attendance has on progress, attainment and for Key stage 4 students Post 16 opportunities.

The attendance rate for the Summer 2021 Term was recorded at 80%, slightly higher by 3% than the previous term. Whole school attendance for the school has been consistent; Summer 2018/19 was 81%, while Summer 2019/20 dipped to 64%, due to COVID -19. However, while there has not been an increase in overall attendance for this term, an attendance rate of 80% should be celebrated given 42% of the school's cohort started in the Summer Term. Historically whenever new students start at the Bridge school's attendance figures are affected as they struggle to attend a new school and access their timetabled lessons, it takes time for students to trust and gain confidence in their new educational setting, once they do so we usually see an improvement overall. Final school attendance for the whole 20/21 year was 81%

Attendance rate for the Autumn Term mirrored the previous Autumn Terms attendance at 78% and is X% below the school's overall target. The Autumn Term is particularly difficult in terms of maintaining good attendance following the summer holiday period. In addition to the long holiday period the school welcomed 10 new students to the school representing 35% of the school's total cohort, and despite placing students on a phased integration programme for some of the new intake in took considerably longer for them to gain confidence. One of the reasons for this, is many of the new intake had not been to school since lockdown.

Period	% Attendance of Timetabled Lessons
Autumn Term 2019	83%
Autumn Term 2020	78%
Autumn Term 2021	78%

3.2 During the period of lockdown persistence absenteeism was not recorded as half of the students did not attend the provision for almost the entire Spring 2021 Term.

The persistent absenteeism rate for the school during Summer 2021 was 57% 1% lower compared to the Autumn Term; once again, this rate is calculated against timetabled lessons and is based upon students achieving less than 90% attendance. For the purposes of the Summer Healthcheck the same persistent absenteeism calculation made against the school's target attendance of 85%, shows a PA rate of 50%.

Persistent absenteeism for the Autumn Term was recorded at 71%, 13% higher compared to the previous 2020/21 Autumn Term. Once again this is calculated against the number of students who recorded an attendance rate of lower than 90%.

3.3 The data highlights that 18% of the school's cohort were Pupil Premium and overall attendance for this group was 7% higher than the overall school attendance rate for the Summer 2021 Term.

There were 6 Pupil Premium students who attended The Bridge during the Autumn Term recording an attendance of 75%, which is 3% lower than the school record. It is important to note that one student whose attendance is extremely poor was responsible for reducing the overall attendance rate for this cohort from 92% to 75%. This particular student has an EHCP and the school and Havering SEN are working together to engage the parent and student.

3.4. During the Spring Term the school worked with a number of parents whose children were struggling to attend school following the long period of lockdown. The Head of School made a number of home visit and the school facilitated a number of virtual Zoom meetings with CAMHS and parents, to discuss potential strategies to help support parents with their child's sleeping routine and maintain boundaries. The Head of School made a number of home visits to those families who were struggling with routine and getting their child to school following a long period of disruption.

The school continues to promote attendance at every opportunity. Head of School called home to speak with parents of those students who were struggling to attend, and re-visited timetables to help new students adjust to the school day. The school's Life Coach met with students who remained anxious at the prospect of attending school, and in some cases met with the parents/carers who were finding it difficult instil boundaries relating to school attendance. Letters from the Head of School were sent home to those students whose attendance was considered a cause for concern. In addition, the school made a number of referrals to the Early Help Service and Social Care. For some students the impact of these interventions helped improve attendance in the second half of the Summer Term.

The interventions employed during the Summer continued throughout the Autumn Term. Head of School made a number of home visits, as did Maria Jackson, the sole aim of visiting students at home was to maintain the school connection and re-engage with the student. The school employed the services of Mike Lane who operates a mentoring services and works with students outside of school. Head of School has worked closely with a number of therapists from CAMHS facilitating regular Zoom Meetings with the parent and student at home, focussing on strategies to help students overcome their anxiety and leave the family home. During the Autumn Term the school ran an evening workshop for parents, the course was ran by an outside agency and the subject matter was Resilient Parenting. The aim of the workshop was to empower parents to challenge their children, offer strategies to help support their children to become more resilient and to help families take ownership of their own wellbeing. Feedback from parents who attended was positive, parents response to the question What I gained whilst on the course...

" Reassurance that there is further information and support from the school bout my son's autism"

" Ideas on things that I could do differently, and some things I should change"

" That I should focus on the positives, and build on the success"

" That language is important, some key qualities required to become a resilient parent"

“Learning new techniques and appreciating I can make adjustments to improve parenting”

3. 5 Lateness to school has improved, the Spring Term recorded 47 sessions 2.2% late to school marks. Lateness to lessons is not an issue at The Bridge; the school recorded 100% punctuality to lessons.

Lateness continues to be an issue, majority of students who attend The Bridge have poor sleep patterns, become highly anxious in the mornings at the prospect of attending a school day. Often students are recorded late despite being on site on time. Often staff members are required to meet students and parents in the school car park encouraging students to attend school, this can often lead to students arriving late to lesson. Students are required to be in school at least 5 minutes prior to the start of their first lesson; the school's Attendance Officer records punctuality as students arrive which is subsequently recorded on SIMS. Late to school for the Summer 2021 Term was 4.34% higher than the Spring Term. Subject teachers speak to Students who are consistently late, emphasising how disruptive lateness to lesson is for staff and students. Communication between school and parents continued, explaining the importance of being prompt and ready to learn at the start of each lesson. Lesson monitor revealed 100% punctuality to lessons throughout the summer term.

Mornings remain an issue for students at The Bridge. Many become anxious at the prospect of attending school, but once they arrive and settle students cope well. For many, the irrational fear and anxiety of attending school is the main barrier to arriving early or on time in the mornings. During the Autumn Term late to school was recorded at 3.92% which is slightly higher than the previous Summer Term. The staff regularly meet students in the car park to encourage them in, the school offers breakfast, which is very informal as opposed to a club and some of the Year 11's have chosen to take up the offer. The school's Life Coach calls some students in the morning to support parents to get their child to school. There are no groups who are disproportionately represented. Late to lessons is not an issue at The Bridge.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE GBE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

This category remains unchanged because punctuality had improved; attendance of live Zoom lessons was above 90% and 505 of the school's cohort attended school during the period of lockdown.

Additional evidence seen at the Healthcheck meeting: *(this should be made available for the link governor to scrutinise and to the LGB if requested)*

- SIMS Data
- Lesson Monitor
- Whole School Timetabled Lesson Data

Summary of key points of the previous LGB discussion:

B3 – Attendance and Punctuality – Rating Remaining Green

- During lockdown 50% of students still came in and engagement in home learning was excellent
- Of those in school attendance was at 78%
- When all students were back on 8th March attendance remained about 77%
- Letters were sent home reminding parents about the importance of attendance and keeping the momentum going
- 1 student is coming in for 1-2 hours a day because of anxiety

B3.3 – attendance for disadvantaged students – many disadvantaged students stayed at home in lockdown. This was a concern but we made sure they attended the live zoom lessons. Laptops were provided and Mr Gareth made sure files could be accessed. Parents would then return work to school
Head of school made several home visits to anxious families discussing the importance of routines and sleeping patterns and getting students out in the fresh air and exercising

Lateness has shown improvement – Mornings are always difficult for us, some students not wanting to get out of the car etc. however punctuality to lessons is never a problem



Board and Committee Meetings Summary Autumn 2021

September and November Board Meetings

- The Board approved the appointment of the Governance Professional for the academic year and extended the terms of office for Governors at Benhurst, Margaretting, The Bridge and Ford End.
- The Risk Register was reviewed
- The Board:
 - received a presentation on the results of the Board Review and discussed next steps.
 - received an update on COVID 19
- The Board reviewed Board, Committee and LGB attendance for the previous academic year
- The Board:
 - received an update on Examinations which were centre assessed at GCSE and A Level (at FBA) and teacher assessed at Primary. Trustees noted that it was expected that GCSE, A Levels and SATs would return this academic year and results would be internal and for the DfE only and would not feature in any national performance tables.
 - received and agreed the Core Offer for 2021-22 which would be completed by Headteachers with the involvement of the Chair of Governors.
 - received an update on Trust expansion
 - received an update on the current financial position and CIF and TCAF bids
- The Board were updated with regards the Leadership Conference in October.
- The Policy overview was received and the Board noted KSCIE and Sexual Harassment Guidance
- The Board approved the Trustwide Safeguarding and Child Protection policy and the Safeguarding and Child Protection Policy Statement
- The Board noted the Accounting Officer letter received July 2021
- The Board ratified: the appointment of Heads of School/Headteachers as ex-officio to their respective LGBs; personnel changes at Margaretting, FBA and Ford End governors; approved the appointment of new Governors at Benhurst, Ford End and Margaretting
- The Board discussed local tier Governance within the Trust and approved a number of recommendations which would be consulted upon with Governors before Christmas. The Board also confirmed the roll out of LGB reviews.
- The Board received a report on the Skills Audit and noted that Finance, HR and Premises were the weakest areas across the Trust at the local tier.
- The Board discussed the Governor Visit Policy which, following amendments, would be circulated alongside the consultation on the recommendations noted above.
- Minutes were received from each of the Committees and the Board approved a Reserves Policy and agreed on a process to recruit to the co-opted vacancies on F&F and P&P Committees.
- The Board received a Strategy Paper which would be further discussed at the Board Strategy Day in January 2022
- The Board:
 - approved the Financial Statements and Management Letter for 31st August 2021.

- approved the 2021-22 Revised budgets and 3 year forecasts
- The Board received feedback from the Leadership Conference which was very positive

November Finance & Facilities Committee Meeting

- The Committee received a presentation from Moore Kingston Smith (external auditors) of the Financial Statements and Management Letter
- The Committee recommended the Financial Statements and Management letter to the Board for approval
- The Committee:
 - received and discussed the revised budgets for 2021-22 for all schools and the Trust and recommended Board approval
 - received the 3 year Financial Forecasts for all schools and the Trust and recommended Board approval
- The Reserves Policy was discussed and recommended approval by the Board
- The Committee:
 - received an update and report on the impact of Covid 19 on school finances and on facilities management, H&S and risk management
 - received the internal audit scrutiny report and internal audit reports.
- The Committee approved the internal scrutiny scope of works and timetable for the academic year
- The Committee:
 - received a CIF update and reviewed Healthchecks for Finance & Premises
 - received an IT Digital Strategy update
- The Committee approved Trust policies including Charging and Remissions, Financial Procedures Manual, Accessibility Plan and Reserves Policy
- The Committee reviewed the Risk Register and recommended the Board approve a change in formatting.
- The Committee noted that the Land and Buildings Return had been submitted on time

September and November Pay & Personnel Committee Meeting

- The Committee:
 - received an update on Teaching and Support Staff pay awards and noted that a pay freeze had been put in place for teachers this year and pay awards for support staff were still being negotiated with the unions.
 - received and discussed the School Resource Management Self-Assessment Tool SRMSAT Benchmarking Report
- The Committee discussed personnel issues related to Covid
- The Committee received and update on Training and Development
- The Committee discussed the co-opted vacancy on the Committee
- The Committee agreed the staff survey deadline of 30th September
- The Committee:
 - approved the Discipline & Dismissal and leave of Absence policies
 - approved staff pay for the CEO, Executive and Leadership inc UPR (Upper Pay Range) staff including the withholding of individual increments
- The Committee were informed that Annual Pay Statements would be circulated
- The Committee were unable to approve the support staff pay award as negotiations were ongoing
- The Committee:
 - received a report on the Staff survey results
 - received a summary on a Flexible Working Statement and Policy and approved the Policy
- The Committee reviewed the Healthchecks
- The Committee received a presentation on the Gender Pay Gap which showed that whilst the trust employs more women than men there was an under representation at senior levels.
- The Risk Register was reviewed and changes approved

- The following policies were approved, Equality and Diversity, Pay Policy, Recruitment and Flexible Working Policy
- Succession Planning would be on the next agenda

September and November Standards Committee Meeting

- The Committee:
 - received a presentation on exam results which were either centre assessed or teacher assessed this year.
 - received and reviewed the parent survey results and considered termly parent forums with Trust Reps.
- The Committee discussed the MAT Assurance Framework findings and next steps
- The Committee approved the following policy Careers Education Guidance Policy and Provider Access Policy
- The Committee received a report from Tony Cox Trust Safeguarding Lead on Safeguarding and Wellbeing in the Trust.
- The Committee reviewed the Educational Leadership Structure including changes to the Director of Education's role to Director of Standards and School Improvement, and the introduction of the Head of Talent and Development. There were a number of temporary roles in place including The IT Digital Strategy Lead
- The Committee:
 - received an update from meetings held with IT Leads across the Trust, SENDCOs and Maths and English leads
 - received an update from education regulators in relation to SIAMS and Ofsted
- The Committee:
 - reviewed Healthchecks
 - reviewed and discussed the Curriculum Teaching & Assessment Strategy which followed from the MAT Assurance Framework exercise that had taken place during the summer. The Strategy would now become a set of frameworks to support the development of the curriculum teaching & learning and assessment in all schools.
 - reviewed the Risk Register
- The Committee approved the following policies: Admissions Policies for all schools for 2023-24, Joint Home School Agreement for Rural Primary schools