Bridekirk Dovenby Summary Evaluation Report (Version 2 September 2024)

Headteacher	Mrs. Julia Fish
Chair of Governors	Mrs. Rose Rowlands

SCHOOL CONTEXT

With a 131 on roll, Bridekirk Dovenby is a smaller than average sized semi-rural, Primary Church of England Voluntary Controlled School.
Bridekirk serves the catchment villages, although we attract many out of catchment pupils, currently 77% (30 pupils). This figure is rising. The majority of pupils are driven to school or, if in catchment, arrive on the school bus (23 have a bus pass). Pupils who attend Bridekirk usually come with experience of a nursery or playgroup situation, primarily from middle class socio-economic backgrounds. Recently we are beginning to see a slight shift with some lower socio- economic groups joining our school community.

Further Context / Pupil Background

- 2 pupils are previously cared for, 1 pupil is cared for and 1 pupil is FSM = 3% disadvantaged
- 3 pupils have transferred from other local primary schools last academic year and 6 pupils have transferred since September 2024.
- Pupils on entry to reception are usually assessed as being broadly in line with or slightly above national average, with fluctuating percentages working below and at times well below. Once pupils begin reception they tend not to leave before they reach year six.
- 12 pupils (9%) have identified SEND support. 6 pupils (4.6%) have an EHCP.
- **Yr6** have a high percentage of SEND support & EHCP pupils 25% (4/16)
- Currently, we have four pupils in school who come from families where a language other than English is spoken at home and 7% culturally diverse.
- **Significant Changes in Recent Years**
- 2021 **SBM new to post** (and role) & **2024 SBM new to post** (and role)
- 2021-22 Significant LT staff absence due to illness (4 x LT sick & 1 x Maternity) 2023-24 (another Maternity) **school office particularly impacted since covid**
- 2023- 24 ECT covering maternity post in Yr2
- 2023 -24 New Chair of Governors Oct 23. New Clerk and 3 governors new to role Oct 23. 2024 New Ex Officio Governor.
- 2024-25 LT absence due to LT sick (affecting school administration)
- 2024-25 HLTA / Senior Teacher vacancy still to be filled

Absence

- 2023-24 **96.2**% attendance (+ 2% above National) **5%** Persistent absence (+11% National)
- Overall absence (4.2%) was in the lowest 20% of all schools in 2022/23.
- Persistent absence (6.8%) was in the lowest 20% of all schools in 2022/23

PREVIOUS INSPECTION KEY ISSUES

Key Issue	Progress
To raise attainment in other subjects up to the level reached in English and mathematics by… ○ strengthening the details of planning across the school in these subjects ○ developing effective systems to evaluate the gains pupils make	Our school curriculum is broad and rich. It sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. This enables teachers to evaluate pupils' knowledge and skills against these expectations in all subject areas. The curriculum is not narrowed for any of our pupils. Subject leaders are in place to monitor and improve the delivery of their subjects.
In EYFS, make more effective use of the outdoor facilities when promoting development in each of the six areas of learning (2)	The EYFS and whole school outdoor environment has been improved to enable better use of outdoor learning spaces for all pupils CPD has been provided to challenge pedagogy in this aspect of learning.

MAIN AREAS FOR WHOLE SCHOOL IMPROVEMENT

Quality of Education

- Consider the impact of RWInc upon writing in KS1 and implement changes
- Continue the whole school focus on 'Learning Beyond the Classroom'
- Ensure Oracy is planned for with the curriculum and that it impacts upon writing progress and writing enjoyment – (Telling the Story English report / Voice 21)
- Continue to embed approaches to curriculum delivery (QF Adaptive teaching etc.)
- To implement the Cumbria Agreed Syllabus for RE
- Review the current PE scheme (IPEP) and evaluate alternative schemes
- Refine long-term plans to ensure greater AMBITION
- Embed the use of IA SEND amongst teachers

Behaviour and Attitudes

- School policy and practice will reflect Working Together to Improve School Attendance (19th Aug 24). School attendance will remain above national average, with the school target of 97% remaining
- For staff to work closely with our newly qualified Senior Mental Health Lead on strategic planning across school
- Pupils will better understand how they can support the wellbeing of themselves and others
- provide frequent information for parents and pupils around keeping safe online making best use of the National Online Safety (NOS) platform

Personal Development

- Increase opportunities in school for Pupil Voice to be heard and acted upon (EYFS / school council / collective worship committee / well-being team / Play Leaders etc.)
- To develop an active culture of justice and responsibility (alongside a deeper understanding of the protected characteristics and British values) enabling pupils to make ethical choices and become agents of change. (Achieve the SuperKind Social Impact School Award)
- Ensure collective worship allows pupils and adults to flourish spiritually.
- Para 322 SMSC -Ensure all staff have a clear understanding of how to provide for the Spiritual Development of pupils

Leadership and Management

- To ensure the SIAMs self-evaluation impacts on pupils and adults flourishing
- The partnership with the Diocese will be strengthened to ensure the school is supported in meeting its designation as a church school
- Governors will review their vision & strategic direction for the school - Academy Status
- Leaders will ensure an open and positive culture around safeguarding that puts pupils' interests first and meets the standards outlined in KCSIE 2024
- To review data protection policies and practice in school in light of updated guidance
- Ensure the school meets guidelines relating to cyber security
- Leaders will ensure, following consultation, RSHE teaching reflects new policy and parents are consulted

Early Years Foundation Stage

- In EYFS maintain the GLD at 75% and above - target lowest 20% in phonics, maths, writing and S&L (Introduce: Move to Write & Drawing Club & embed NCETM Mastering Number)
- Continue to improve the extent to which practitioners assess & communicate what pupils know and remember - EEF High Quality Interactions in the Early Years
- Better plan for the acquisition of new language and incorporate it into the learning environment – Oracy Target Q of E – Young Children's Voices Doc / Voice 21

Bridekirk Dovenby School

continues to meet high standards set out in the EIF because…

- Safeguarding is highly effective
- Attendance is above average and no group is significantly disadvantaged by poor attendance
- Teaching is consistently good or better
- Pupils make an excellent start in the early years and attainment at KS1 is above national. Pupils have made excellent progress by the time they leave year six.
- Prior attainment is on average close to national however the standards pupils reach in KS2 in RWM are significantly above average (2023 IDSR) and have been consistently so for a number of years
- Leaders have developed a curriculum and enrichment, beyond the academic, that is designed to give all pupils the knowledge, skills and the cultural capital to help them; work together, aim high, shine bright and to live life in all its fullness
- Staffing remains consistent and teachers and many TA's are experienced and highly skilled
- Lessons are exciting and engaging; pupils love the challenge of learning and are eager to remember more
- The school has always had and continues to have strong relationships with parents who are extremely supportive and say that they are very happy with the school and the progress their pupils are making. 100 % of parents would recommend this school to others (2023).
- Behaviour, safety and pupils' attitudes to learning are excellent. Pupils are considerate and polite. Their age-appropriate self-discipline and teacher expectations ensure bullying and low-level disruption are rare
- Subject leaders have been given time to undertaken CPD, to develop their subjects and lead training for teachers and TAs, improving pedagogy across the school
- A clear pathway has been developed to support teachers to identify SEND and implement the appropriate support
- We maintain strong, inclusive provision throughout school for our SEND and vulnerable pupils
- Leaders check the progress of all pupils regularly and actions are taken to ensure that nobody falls behind
- *The teaching of reading is secure throughout the school and continues to be a high priority. Read Write Inc is now embedded into school practice and regular Development Days with a RWI Consultant and access to the portal ensure high standards of teaching are maintained.*
- Governors are involved fully in the school's development and work closely with leaders to ensure that pupils' achievement and teaching continues to improve. They are regular faces in the life of the school and are effective and consistent in their challenge and supportive role
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive