Work Together, Aim High, Shine Bright …

Bridekirk Dovenby CE VA School
Self-Evaluation Form: September 2024

SEF

At Bridekirk Dovenby School, we nourish the uniqueness of our community. Rooted in love, a rich and diverse curriculum enables all to flourish and grow. Confident and secure, our children reach out, ready to embrace the seasons of life in all its fullness.

Psalm 1 vs3 "They are like trees, planted by streams of water, which yield their fruit in its season, and their leaves do not wither. In all they do, they prosper."

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BRIDEKIRK DOVENBY CE PRIMARY SCHOOL
SELF EVALUATION REPORT
(Version 2 September 2024)

SUMMARY EVALUATION

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 In EYFS, make more effective use of the outdoor facilities when promoting development in each of the six areas of learning (2)	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. 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

Extra Context…

School Characteristics

	2021		2022		2023	
School number on roll	Below average	150	Below average	150	Well below average	141
School % FSM	Well below average	2	Well below average	2	Well below average	1
School % SEND support	Below average	8	Below average	9	Below average	9
School % EHC plan	Well above average	3.3	Well above average	4.7	Above average	2.8
School % EAL	Well below average	1	Well below average	1	Well below average	1
School % stability	Well below average	72	Below average	74	Close to average	78
Pupil base deprivation	Well below average		Well below average		Well below average	
School location deprivation	Well below average		Well below average		Well below average	

Staffing

- Committed staff who work well as a team in school and out of school
- Headteacher - appointed 2016 (first headship) previous head teacher was in post for20 years. HT holds National Award for SEND Coordination
- Assistant headteacher - wealth of experience and has been at the school since 2001 (SENCo and YR6 teacher)
- EYFS teacher - employed at school since 2008. completed, **NPQSL,** DFE funded Senior Mental Health Lead training, this year completing a further leadership course with the LEA
- KS1 teacher – RQT. Completed ECT years at BDS
- Yr3/4 teacher - worked at the school prior to last inspection / has had three maternity leaves / recently trained as an **ELE** (Evidence Lead in Education)
- Yr4/5 teacher - has worked at the school for 6 years after being taken on as a student and then an NQT / supports ITT & RQT's. Has completed an **NPQLL**
- Experienced UPS teacher supports part time staff and PPA
- School Business Manager - new to post and SBM role in 2024
- **2021 -22 Five members off staff were on long term sick / maternity leave which alongside COVID became a leadership / management priority. It also drastically impacted the budget.**
- **School Administrator currently on LTS**

Current staffing consists of…

- Clerk to governors (new 2024)
- Headteacher
- Assistant Headteacher (Class teacher and inclusion manager)
- Six further teachers
- Four peripatetic music teachers (contracted in via music service)
- One class HLTA (+ one post advertised)
- Two STA's
- Two TA's
- Five SEN TA's (6x EHCP's)
- One RQ TA
- Five OOSC play workers
- One full time Business Manager
- One Admin Assistant
- One OOSC Admin
- Two Cleaners
- One Cook, Two PT Kitchen Assistants,
- 2 Midday Supervisors plus TA support

Other Features

- Highly motivated and supportive Governing Body, with a wide and varied skills base. Actively engaged within school.
- Christian Values and the CE Vision for Education, sit at the heart of the school community providing a shared vision communicating our Christian ethos
- Achieved Outstanding in our last SIAMS Inspection 2017 and RE Quality Mark Gold in 2017
- An experienced team, ensure a strong culture of Safeguarding remains high priority in all aspects of school life. Regular supervision, training and updates equip staff to understand and apply their safeguarding responsibilities. CPOMs enables safeguarding information to be shared in a timely manner and on a need to know basis.
- An identified Mental Health Lead and Governor support and signpost staff, families and pupils. The majority of teachers and teaching assistants have undertaken training in Mental Health First Aid and one Teaching Assistant is trained as an Emotional Literacy Support Assistant (ELSA). For the last two years we have been a myHappyminds School - https://myhappymind.org/ - and have undertaken *Healthy Families Cumbria Pledge*
- A curriculum that is ambitious, progressive, broad and balanced with well-established wider opportunities and learning that extends beyond the National Curriculum, including visitors, visits, outdoor learning, residential experiences and many extra-curricular opportunities
- Outstanding range of extra -curricular enrichment activities at lunchtimes and after school including choir, netball, football, cricket, orienteering, dance, drama, multi-skills, tennis, computing, drawing, reading, Archbishop's Leaders Award, First Lego League, Big Question club, cooking woodwind, guitar and recorder
- Wide Range of partnerships including;
  - One Cumbria Teaching School Hub (Teach First)
  - Schools Music Service
  - Edge Hill University ITT
  - CEBE / Diocese / NISCU
  - Cockermouth Consortium Cluster Schools group/ Peer to Peer support
  - Msport / St Bridget's Church / Gilcrux Community Group / Cumbria School's Ski Residential
- A flourishing Out of School Club (OOSC), providing morning and afterschool care for at least 10 years
- Achieved Music Mark Award & Platinum School Games Award
- Makaton Accredited School
- Have represented Allerdale for Orienteering and Gymnastics
- Winners of the WEST CUMBRIA ORIENTEERING school league 2022, 2023 & 2024
- Excellent parental support and engagement with their child's learning including remote learning. 95 % parents engaged in parent's evening. 79 families completed the most recent questionnaire.
- School Council who support the school in working towards The Sustainable Development Goals and provide a Pupil Voice within the school.
- Strong links within the local community; Rotary, Church, Parish Magazine & Community, Residential Homes; Business links, Musicians (Piping Hot / Male Voice Choir), Cockermouth & Keswick Secondary Schools
- Cultural Education link with a school in Uganda
- Premises and facilities provide a calm learning environment for pupils, staff and wider community. External facilities are outstanding and support our curriculum and pupil and staff wellbeing; a new sensory garden opened in June 2023 to support teaching outside the classroom and plans for a new library October 2024
- Excellent Information and Communications Technology (ICT) resources provision which is filtered & monitored using SENSo
- Five- star kitchen certificate consistently awarded. Outstanding home cooked food made by our own staff, following school's food standards, with locally sourced ingredients, providing a quality diet for our pupils
- Substantial H&S practices embedded.
- Effective system of Young Leaders from Years 5 and Buddies from year six who support playtime activity

Supported by FOBDS (Friends of Bridekirk Dovenby School) a parent's association, raising money to support the school and provide social activities for our pupils and families

Contextual Challenges

- Rural aspect - distance from any large Towns / Cities
- Transport is always required to take part in enrichment outside the school grounds
- Low Grant Funding - £716,742 less than the national average (IDSR)
- High SEND / EHCP - impact on school funding from budget - % for 2023 incorrect on IDSR - well above average?
- A supportive parent body / many of whom are time poor
- Mixed age classes and fluctuating cohort size - impact on curriculum planning annually
- Loss of very experienced school business manager / accountant / admin support sporadic due to illness
- Top heavy teaching staff which impacts on budget and therefore non-contact management time
- Experienced STA's leaving the profession

Quality of Education — Outstanding / Good

Rationale & Evidence behind the Judgement

- Bridekirk Dovenby's curriculum is rooted in the knowledge of its pupils, the locality, and the individual strengths and needs of the school community. Leaders use this understanding to ensure pupils gain the knowledge, skills and cultural capital required in order to prepare them for life in all its fullness. This is what underpins and drives the curriculum forwards.
- All pupils, including those with SEND and those who are disadvantaged have access to a broad, balanced and enriched curriculum. Teachers adapt their teaching in order to do this successfully.
- We highly value the arts and foundation subjects whilst appreciating that pupils require the ARE in order to read, write or perform maths and progress to the next stage of their education.
- Mixed age classes and differing cohort numbers adds an extra element of challenge to our curriculum design. Subject leaders and SLT work together to ensure that each year pupils build upon what they already know. Where required, the curriculum is scheme assisted to ensure it is planned and sequenced so that new knowledge and skills build on prior knowledge.
- Our curriculum is ambitious and ensures the more able pupils continue to make progress.
  Teachers and parents, have high expectations and seize every opportunity to create learning opportunities; not a minute is wasted. In order to do this, teachers demonstrate deep knowledge and understanding of the subjects they teach. Where a gap in knowledge appears, staff ask for support from more experienced teachers, or undertake CPD.
- Professional development is focused on school refining priorities, backed by research and revisited over time to ensure it is embedded. A range of methods ensure all staff have access and it meets the needs of individual staff as well as whole school development. Good use is made of our National College subscription.
- We aim to ensure teaching and decision making is rooted in research - our ELE supports us in doing this. It is our intention to be outward facing, however, we do question before we embark on changes - they have to be right for us and our pupils
- Secondary colleagues tell us that the pupils that transfer to them are well prepared for the next steps in their learning. We regularly celebrate past pupils' successes e.g. colleagues at primary liaison meetings inform us of pupil results / accolades and many pupils return to visit us.
- Questioning is highly effective and used to gain insight into the pupils understanding, knowledge and skills. Misconceptions are used as a means of learning and are swiftly corrected. Questioning is used to enable pupils to make links connecting new knowledge with existing knowledge.
- Teachers understand the importance of pupils retrieving and demonstrating knowledge so that is engrained in the long-term memory. They use retrieval practice to ensure pupils know more and remember more. Retrieval of knowledge is spaced over the short, medium and long term and should be evident in lessons. Teachers are working hard to understand and improve their practice in this area.
- Teachers support any pupil who is falling behind, providing pre or post teaching opportunities for them to keep up rather than catch up. A timetable is in place at the beginning of the year and reviewed regularly to show how the needs of these pupils are being met; this is a working document and is overseen by the SENCo & HT. (EEF research)
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. This is then used to plan and adapt future lessons.
- Feedback is clear and in line with the feedback policy. It enables pupils to effectively improve their knowledge, understanding and skills. Teachers do not waste time with ineffective time-consuming marking, this also supports teacher workload. (EEF research)
- Teachers have consistently high expectations of all pupils. Pupils are eager to know how to improve their learning and they capitalise on opportunities to use feedback, written or oral, to improve their work.
- Teachers maximise use of lesson time and coordinate lesson resources well. They communicate effectively with TA's and other teaching staff. (EEF research)
- Homework is appropriate for the age and stage of pupils, it consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Assessment points are clear and understood by all teaching staff. We are currently working to ensure the assessment of foundation subjects is useful and impacts on teaching and learning.
- Positive feedback from parents, secondary schools and the wider community reflects that pupils leaving Bridekirk are motivated, enthusiastic, organised and keen learners with the necessary skills and resilience to build on their learning.
- Self-evaluation shows teachers are delivering good or outstanding lessons.

Areas for Development for 2024-25… / To ensure / maintain OUTSTANDING…

- Consider the impact of RWInc upon writing (including spelling) in KS1 and implement changes where necessary
- Continue the whole school focus on 'Learning Beyond the Classroom' improving use of the school grounds across the whole curriculum (including Collective Worship)
- To ensure Oracy is planned for with the curriculum and that it impacts upon writing progress and writing enjoyment – (Telling the Story English report)
- To implement the Cumbria Agreed Syllabus for RE throughout school considering the findings in Deep & Meaningful (RE subject report)
- Review the current PE scheme (IPEP) and evaluate alternative schemes that may improve the teaching of PE across the school
- Continue to embed approaches to curriculum delivery (Quality First - Adaptive Teaching, Retrieval Practice, Feedback, Vocabulary)
- Refine long-term plans to ensure greater AMBITION, better linking subject content and enrichment opportunities including skills
- Embed the use of IA SEND amongst teachers to support planning and teaching of high needs SEND pupils – investigate alternative curriculum pathways

Behaviour and Attitudes — OUTSTANDING

Rationale & Evidence behind the Judgement

- Governors and SLT review the Behaviour Policy & Procedures as well as the Behaviour Principles annually, with feedback from all staff, pupils and parents to ensure it meets our pupils' needs and staff expectations are consistently high. The reviewed Behaviour Policy is shared with all stakeholders for clarity. It is available on the school website.
- The CE Vision for Education… 'educating pupils for life in all its fullness' alongside our 'Christian Vision' and 'Christian Values', underpin our school ethos and promote a culture of positive behaviour where commonalities are celebrated, differences are valued and nurtured and bullying, harassment and violence are NEVER tolerated.
- We have strong focus on mental health and well-being for pupils, families and staff with a separate SMHL strategic action plan in place and a governor advocating wellbeing throughout school. We have a whole school Jigsaw (PSHE) focus each Friday alongside our Celebration Assembly. Many other routines and priorities help create a caring environment for our pupils (ELSA / SMSC Focus Groups / Barnardo's / Sensory Garden / Collective Worship & Spirituality valued and prioritised)
- Visitors to school, including parents, comment on the consistently calm and orderly environment that greets them, this view is backed up by learning walks, pupil interviews and governor visits.
- Pupils' pride in our school is evident in their conduct, manners and attitudes towards visitors and all adults in school.
- The Bridekirk School ethos permeates though all relationships between pupils and staff, pupils and pupils, staff, governors and parents and the wider community. When issues do arise, they are resolved promptly and effectively in a supportive, restorative, Christian manner.
- In the most recent questionnaire 99% of parents agreed their child feels safe at school.
- Over COVID, an online FORMS questionnaire was sent out which enabled staff to deal directly with any concerns from both parents and pupils. At Bridekirk School we believe that understanding a child helps us understand their behaviour.

- All staff model and insist on high expectations of their own and pupils' behaviour and conduct.
- Understanding effective learning behaviour is prioritised from reception up where Super-Power Capes are used to encourage these skills.
- Pupils aspire to being '*a year six buddy*' as at the beginning of the year they're given an EYFS new starter to care for and support.
- A set of Golden Rules are used throughout school to ensure behaviour expectations are consistent- all pupils are aware of these rules. Three relentless routines are adopted to ensure behaviour focus areas are maintained. Positive behaviour is recognised and a behaviour blueprint is in place.
- Our behaviour ladder ensures all staff respond to behaviour in the same way and pupils are aware of consequences and rewards.
- Parents support all staff with high expectations of behaviour and conduct.
- Pupils are consistently enthusiastic about their learning, take pride in their work and celebrate their achievements; our Celebration Assembly each Friday helps us achieve this.
- Young Leaders are in place to support behaviour at playtimes and a Play Leader is employed at lunch time to support our Golden Rules and keep pupils active (action for current yr5)
- As well as teachers own class systems, a Recognition Board and whole school Team Points are used to reward positive behaviour
- Whole school attendance before COVID was consistently above 97%. Positive steps have been taken and are still being taken to promote good attendance. This year attendance currently sits at 97%.
- Pupils are rarely late for school and when they are this is swiftly addressed with parents
- Feedback from the wider community and secondary schools is that Bridekirk pupils have positive attitudes, are ready to learn, are well organised and contribute effectively to their new settings

Areas for Development for 2024-25… to ensure / maintain OUTSTANDING

- 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. Leaders will continue to monitor punctuality, persistent absenteeism and holiday's during term time, working with the LA, parents and children to negate these / Leadership & Management Link
- 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
- To provide frequent information for parents and pupils around keeping safe online making best use of the National Online Safety (NOS) platform

Personal Development — OUTSTANDING

Rationale & Evidence behind the judgement

Curriculum

- High quality ambitious curriculum experiences provide pupils with a broad knowledge and skills base to prepare them for '*Life in all its Fullness'*. Pupils are confident, aspirational and enthusiastic learners who are confident and altruistic in character.
- Enrichment opportunities and experiences within the curriculum build progressively throughout a child's time at Bridekirk School and are in place to develop pupils' knowledge and skills and promote the development of the whole child. They provide purposeful learning and real-life links.
- A focus on Outdoor Learning, Residentials, Activity Week - supporting team work and understanding different team roles and leadership / Yr5 & 6 currently undertaking Archbishops Young Leader Award.

PSHE, SMSC, RSE,

- The implementation of Jigsaw PHSE, RE and Worship programme throughout school, supports pupils' understanding of healthy relationships and sex education, equality and diversity across cultural, religious, ethnic and socio-economic communities. Parents are consulted regarding the delivery of this.
- High quality RE and PSHE teaching ensures that pupils engage with views, beliefs and opinions that are different from their own. There are further opportunities throughout the curriculum to provide meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
- Curriculum learning provides the opportunity for pupils to discuss and debate issues and ideas in a considered way and pupils are confident to do this.
- Our Golden Certificates and Jumpers, each Friday encourage ALL pupils to be responsible, respectful and active citizens. As well as celebrating success in school personal success is also recognised during this time.
- Primary Business Partnership have provided an Aspiration Day for Year 5 and Year 6 to broaden career aspirations (develop further).

Equality& Cultural Diversity

- When we invite visitors into school we aim to provide pupils with a mix of culture and religion as we recognise that Cumbria is not hugely diverse in its makeup. Year five are developing a link with a School in Uganda which, in time, will spread to additional classes eventually becoming a whole school partnership, opening doors for a greater understanding of a very different community and culture, enabling pupils to compare similarities and differences.
- Books in school are bought to represent the wide range of culture and diversity within our world
- PSHE lessons as well as subject curriculum planning addresses the protected characteristics and ensure pupils begin to explore the importance of equality within our community and the wider world.
- Global Learning is becoming embedded. Teachers are encouraged to refer to the Sustainable Development Goals in their teaching and these are the focus for the School Council and the developments they undertake within school. The school council display in the hall shows the goals we are focusing on.

British Values & Christian Values

- Pupils have a good understanding of British Values, beliefs and differences through an age-appropriate curriculum. They receive a Key Stage assembly each week which addresses one of the British Values using current affairs.
- A democratic system is used to choose candidates for our School Council, which is run by shared leadership and has a strong 'voice' in school.
- Achieved Outstanding in our last SIAMS Inspection 2017 and RE Quality Mark Gold in 2017
- Strong Christian values permeate the school ethos promoting an effective level of SMSC (Social, Moral, Spiritual and Cultural) and British Values guidance.
- Collective worship provides the opportunity for pupils to understand our Christian Vision & Values, develop spirituality and provides time for quiet and peaceful reflection.
- We have outstanding links with church community who provide Experiences, Family Church Services, Support for Spirituality, Prayer Space (Developing 'God in the Garden') and lead worship and clubs.
- Use of the Sensory Garden and developing 'God in the Garden' for quiet time and reflection supports our Christian vision.

Health & Wellbeing

- A focus on mental health and well-being of pupils and staff (using the audit & strategic plan) provides pupils, families and staff with the resilience to thrive in a safe, secure and positive learning environment.
- 1:1 or group pastoral care is provided in a variety of ways. We have an Emotional Literacy Support (ELSA) TA who responds to pastoral needs in school. The Headteacher and SENCo work alongside other experienced staff and outside agencies to support pupils who require provision in resilience, anger management, anxiety, self-esteem and attachment.
- The majority of staff are trained as Mental Health First Aiders with a Senior Mental Health Lead being trained using the DFE funding and a strategic plan in place.
- Families are supported and signposted to relevant outside agencies including Family Action who often work with small groups or with pupils 1:1 in school. We hold a small Pastoral Group on a Friday afternoon and support them with developmental social issues they may be facing.
- An effective curriculum and collective worship programme support pupils in keeping themselves physically, emotionally and mentally safe and healthy.
- Pupils are taught to recognise online and offline risks to their well-being
- NSPCC - visits to school and events promoted by school
- School Games Mark Platinum 2024 & 2023 & Gold Level achieved 2016, 2017, 2018, 2019, (covid) and 2022, encouraging physical and active lifestyles.
- Phunky foods links to promote healthy eating.
- Pupils are taught to understand how to keep physically healthy, eat healthily and maintain an active lifestyle through high-quality PE/Science/PSHE lessons

Areas for Development for 2024-25… to ensure / maintain OUTSTANDING

- 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 — Outstanding / Good

Rationale & Evidence behind the judgement

- **Leaders, managers and governors** have a clear and ambitious vision and drive for providing high quality education and better outcomes for ALL pupils.
- Vision is shared with stakeholders and realised through strong, shared Christian Vision and policies… preparing all pupils for life in all its fullness.
- **Governors** are clear in their responsibilities to challenge and support school leaders on strategic direction, they hold school leaders to account on school performance and oversee the financial performance of the school to ensure best and effective value for money.
- Governors visit school to monitor SIP priorities and have links with classes and curriculum subject leaders. This provides the opportunity for governors to support and challenge performance.
- Governors seek the views of staff and are aware of the **workload** pressures, and the impact that this has had on staff mental health wellbeing and work life balance. All classes have a dedicated class TA to help reduce teacher workload. Our senior mental health lead and dedicated governor have carried out a wellbeing audit and produced an action plan. The School Leadership Team are mindful of teacher workload in respect of data collection, and the curriculum is in part 'scheme assisted 'to support planning and curriculum delivery.
- Leaders listen to staff views through consultation and work hard to support staff with training and implementing systems to support work life balance. Systems and policies are regularly reviewed with reducing workload in mind.
- **A strong culture of safeguarding** is embedded throughout school. Safeguarding systems are consistently reviewed and challenged to support, protect and prevent harm to our pupils, ensuring they feel safe and secure in school and at home. Bridekirk School is a 'positive environment where pupils can flourish'. All Staff are aware of KCSIE, particularly part 5 (Child on Child Sexual Violence and Sexual Harassment). Staff respond to all signs, reports and concerns and maintain an attitude of 'it could happen here.' Training is updated regularly by all staff and all governors. The DSL and DDSL meet regularly and external supervision take place half termly, providing advice, support and challenge. A Safeguarding audit is carried out annually with the safeguarding governor and the action plan updated.
- Effective use of CPOMs (as well as written logs) are used throughout school to ensure clear communication between all staff and keep pupils safe through prompt response and action.
- During remote education, systems were adapted to include regular contact with families for pastoral care and targeted support. Vulnerable and disadvantaged pupils were encouraged to attend school and where this was not possible, more regular contact was made e.g. visits to the home, zoom calls and working in partnership with the secondary school and GP. The HT receives safeguarding support from the COG and safeguarding governor whom she meets with regularly.
- **The SENCo** has wealth of experience and has been in post for 22 yrs. Many of the high needs EHCP pupils and their families are also supported by the head teacher who was a SENCo and has the award for SEND coordination. The school receives an above average number of pupils with EHCP's and often pupils on SEND support join us from other schools. The HT and SENCo have a good relationship with the advisory teachers within the LA. The SEND governor plays an active role in the life of the school. CPD is prioritized and is an important part of the role.
- Leaders create coherence and consistency across school through regular **self-evaluations** and research linking directly to school improvement and quality CPD, impacting on effective teaching and the quality of education the pupils receive. Rigorous assessment data and research is used to inform actions, key priorities and performance management (Feedback / Quality First Teaching / Retrieval Practice / Writing/ Assessment).
- **Leaders collaborate** with other leaders: Governors are members of the Diocesan governor peer support network; HT supports other schools and partnerships; other key staff are deployed to support other schools. Staff at all levels deliver CPD to other partners - ECT's, RQT's, and as part of an ITT programme.

Evidence

- Leaders engage effectively through **consultation with stakeholders** on a range of issues. (RSHE / H&S / SEND / Wellbeing / Reports / Teaching & Learning)
- **Staff are empowered & outward facing** – NPQ s are encouraged (NPQSL & NPQLL) and one teacher is a trained Evidence Lead in Education (ELE) for the local research school / WELL project.
- Leaders **work in partnership** with other local consortium schools to improve outcomes for all pupils and share good practice across the consortium and other areas of Cumbria (peer2peer support).
- Staff meetings focus on improving the quality of teaching and learning and leaders have invested in National Collage online learning, for all staff and governors, to ensure statutory training is met and staff have access to **high quality professional development** to improve subject knowledge and pedagogy. Investment in up to date staff development supports the key developments of teaching and learning.
- Leaders have **distributed subject leadership responsibilities** and support staff to further refine their subject leader role through training coaching and a timetable of non-contact time.
- Leaders ensure the **protected characteristics are addressed within the curriculum**, specifically within Jigsaw PHSE, RE and Collective Worship, but they are also visible in other subject areas like history, English and music. Leaders ensure our curriculum aims to support pupils' understanding of healthy relationships and equality and diversity across cultural, religious, ethnic and socio-economic communities.
- Our **recent Health and Safety audit** demonstrates that systems are rigorous and support safe practice across school, achieving an overall grade of 'Substantial Evidence' in the CCC H&S Audit in October 2022 the highest of the three available grades.
- **Parental and community engagement is strong**. Parents meetings and information nights are always well attended and questionnaires responded to (79 families). Parents play an active role in the life of the school and support in many ways. One governor produces the 'Village' magazine which is used to engage help, inform and liaise with our local community. Both the views of the parents (Nov 2023) and the pupils are listened to and where appropriate acted upon.
    - 100% of parents would recommend the school to another parent
    - 100% of parents agree that their pupils are happy and enjoy school
    - 99% of parents agree that their pupils are doing well at BDS (1% don't know)
- **Remote education** was researched and Seesaw was implemented rapidly in March 2020; staff and were trained prior to school closure. Each morning all pupils were greeted by their teacher who prepared a video the night before explaining the lessons for the day ahead; these were then put up onto the learning platform. After lockdown, pupils who had to isolate continued their education via Seesaw. Our online learning was accessed by all but two pupils who were visited at home and work was taken to them. As a result of evaluation & feedback, the online provision was further enhanced to include video lessons via Loom and live social interaction lessons as pupils were not able to meet with their friends. Our school curriculum was taught throughout with only minor adaptations due to the remote delivery (DT etc). 95 % of parents agreed that online learning supported their child's learning during lockdown and feedback was incredibly positive. Amanda Spielman visited BDS to hear about and witness our 'Can Do' attitude.
- Assessments, directly after lockdown, showed that the majority of our pupils continued to make progress. Seesaw is now used for homework and is in place to ensure consistency, should a pupil have to isolate.

Areas for Development for 2024-25… to ensure / maintain OUTSTANDING

- To ensure the SIAMs self-evaluation (Sept 23) is completed and leads to improved leadership at all levels enabling all pupils and adults in school to flourish
- Our 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 specifically relating to Academy Status
- Leaders will ensure, following consultation, RSHE teaching reflects new policy and that parents are consulted regarding its delivery
- 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 the following guidance and KCSIE 2024
- Data protection in schools - Guidance - GOV.UK (www.gov.uk)
- Ensure the school meets the following guidelines relating to cyber security Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Early Years Foundation Stage — Outstanding / Good

Rationale & Evidence behind the judgement

- The Early Years curriculum is ambitious and designed to give all pupils, including the most disadvantaged and those with SEND, knowledge and skills as well as cultural capital and self-belief that they need to progress into Key Stage 1 and ultimately succeed in life.
- Following the renewed statutory framework for Early Years, the HT and Early Years Leader, devised a coherently planned and sequenced curriculum, which is underpinned by the school's curriculum drivers. Through these pathways, pupils are fully immersed in all 7 areas and as a result it creates memorable learning and the opportunity to consolidate and deepen knowledge and skills.
- Subject leaders provide input and evaluation so that the foundations of their subjects are clearly understood. This curriculum is continually reviewed and advice is sort from EY advisors within the LEA. Teaching is designed to help pupils remember long term what they have been taught and integrate new knowledge into larger concepts.
- Early Years staff have good understanding of child development the characteristics of effective teaching and learning and use this to promote critical thinking and allow pupils to take ownership of their learning in order to become independent learners.
- Incisive evaluation alongside current research leads to focused professional development and improves the quality of education on offer.
- Safeguarding is highly effective.
- Leaders use a range of strategies to engage parents in their child's learning in school and at home.
- A highly stimulating environment, both in the classroom and outside, helps provide rich, varied and imaginative experiences.
- Formative assessment is accurate and determines what pupils can do and remember. It involves all those included in the child's learning and development. As a result, provision across all areas of learning is well planned and sharply focused so that every child undertakes highly challenging activities.
- Pupils are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Pupils develop a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Staff develop a love of reading amongst their pupils and encourage a wide vocabulary through reading aloud daily, telling stories, singing rhymes and talking and playing with their pupils. They use a systematic, synthetic approach to phonics.
- All pupils, including those who are SEND, disadvantaged and the most able, are making progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education.

Evidence

- GLD was 78% in 2024 - 3/18 pupils did not achieve
- Affirmed accurate EY's external moderation in 2018
- Despite COVID, Yr1 & 2 TA results are above national average this continues into Yr6 - showing foundations are in place for the next stage of learning.
- New SSP scheme in place and becoming imbedded
- RW Inc training and assessment takes place frequently
- Standards of behaviour remain high throughout school
- Pupils are happy and enjoy coming to school. Parent feedback is good.

GLD	Sch	Nat	Diff
2024	78%	67% (est)	
2023	80%	67.2%	+12.8
2022	76%	65.2%	+10.8
2021	63%	Covid	Covid
2020	80%	Covid	Covid
2019	83%	71.8%	+11.2%
2018	76%	71%	+6%
2017	77%	71%	+6%
2016	70%	69.3%	+0.7

Areas for Development for 2023-24… to ensure / maintain OUTSTANDING

- 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, 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

External Data Notes 2024

- Attainment and progress in EYFS is good and at times very good. GLD currently 78% (ELG - Writing 88%, Number 85%, Reading 100%).
- Phonics results are above national average (82% for 2024, 100% for 2023 (-EHCP) / 92% for 2022 / 100% for 2021) and have been steadily improving - they now align better with reading results

- Attainment at KS1 is above national average with a good % of GD being achieved
    - Reading 87% EXP, 31% GD / Writing 75% EXP, 13% GD / Maths 75% EXP, 13% GD
    - All data above national and GD data also above national. It is sig+ in reading and writing (within IDSR)

- Progress KS1 – Lower KS2 (yr4)
    - Yr2 94% Exp Reading - Yr4 95% Exp GD 28% Yr2 - 53% Yr4 (increase in EXP & GD)
    - Yr2 89% Exp Writing - Yr4 79% Exp GD 11 % KS1 - 11% Yr4 (slight decrease in writing - SPAG 90% - not consistent – writing – SIP Oracy)
    - Yr2 94% Exp Maths - Yr4 95% EXP GD 22% KS1 - 37% Yr4 (increase at Exp & GD)
    - SPAG - Yr4 90% Exp GD 58 %Yr4 (ensure SPAG impacts on writing in yr 5/6)

- The Year 4 Multiplication Check 23.6 average score this is a huge improvement on previous years – SIP target

- 2023/24 KS2 attainment & progress is well above the national average in all areas and has been for the last six years
    - reading 100%, writing 91%, maths 87%, SPAG 87%, RWM combined 78%
    - Greater Depth attainment is well above average RWM 26%, reading 52%, writing 43%, maths 43%, SPAG 57% (consistent over previous years)
    - Average Point Scores are well above average (Reading 111, maths 108, SPAG 110)
    - Progress - Reading Progress 2023 +1.2 Writing progress +1.9 Maths progress +0.9
    - In 2023 KS2 results were 3rd highest in county and 5th highest for greater depth

Writing was moderated by Cumbria LEA in June 2022. One child was moved from Working Towards to Expected the rest were accurate.

Progress scores 2022

2022	Reading +3.5	Writing +5.4	Maths +2.9

IDSR 2023

	2023 cohort/ entries	Performance in 2023	2023 value	2023 nat value
Reading KS1 expected standard %	25	Sig above national and 99th percentile	92	68
Writing KS1 expected standard %	25	Sig above national and 99th percentile	88	60
RWM KS2 expected standard %	27	Sig above national and 98th percentile	89	59
Writing KS2 expected standard %	27	Sig above national and 93rd percentile	89	71
Mathematics KS2 expected standard %	27	Sig above national and 93rd percentile	93	73

IDSR 2021

Prior attainment 2021

	Reading	Writing	Mathematics	
Year 1	No data	No data	No data	
Year 2	No data	No data	No data	
Year 3	No data	No data	No data	2024 KS2 yr6 data
Year 4	Close to national	Close to national	Close to national	2023 KS2 yr6 data
Year 5	Close to national	Close to national	Close to national	2022 KS2 yr6 data
Year 6	Above national	Close to national	Close to national	2021 KS2 yr6 data

IDSR 2019

Prior attainment 2019

	Reading	Writing	Mathematics	
Year 1	Close to national	Close to national	Above national	2024 KS2 yr6 data
Year 2	Above national	Close to national	Close to national	2023 KS2 yr6 data
Year 3	Close to national	Close to national	Close to national	2022 KS2 yr6 data
Year 4	Above national	Close to national	Close to national	2021 KS2 yr6 data
Year 5	Close to national	Close to national	Below national	2020 KS2 yr6 data
Year 6	Close to national	Close to national	Close to national	2019 KS2 yr6 data