Bridekirk Dovenby CE.VC Primary School

School Improvement Plan

2024-2025

INTENT- To seize every opportunity to maximise learning across a broad range of subjects and experiences.

Throughout the plan, senior leaders, teachers and governors responsible for leading on themes, monitoring and revising action plans and leading the process of making judgements about impact and effectiveness are referred to by these initials:

	Governors		Teaching Staff
RR	Rose Rowlands (Chair) (Safeguarding & SEND)	JF	Julia Fish (Head Teacher)
SH	Silvana Hewitt (Vice Chair) (Wellbeing)	FT	Fiona Taylor (Assistant Headteacher & SENCO)
SM	Sarah Smith (H&S)	LS	Lynsey Smith (EYFS Lead and NPQSL)
IH	Ian Holdsworth (Data)	KH	Karenza Harrington (ELE)
LC	Leah Coe (Buildings)	KL	Kirstie Lightfoot (RQT)
ZB	Zoe Brentnall (Finance)	LH	Leanne Herbert (NPQLL)
PK	Philippe Kitchin (Strategy)	BF	Beverley Fletcher (PPA)
NM	Nicola Martin (SIAMS)		
AG	Abby Gartland (FOBDS / Parents)		
CK	Cat Kinghan (SIAMS / Behaviour / SEL)		

The aim of this plan is to secure pupils' achievement and personal development and prepare our young people as fully as possible for an independent, healthy and fulfilled life… a life in all it's fullness (John 10 vs10).

The School Improvement Plan sets out the school's strategy and development planning for the years 2024-2025.

This plan is developed through discussion by, and consultation with, the head teacher, staff and governors and is informed by school self-evaluation.

The plan incorporates the school's response to the recommendations made in its last Ofsted inspection report along with its clear commitment to achieve our whole school community vision statement:

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."

Our Governing Body sees monitoring and evaluation as vital to continued improvement. A rigorous approach to monitoring of the school has been adopted.

The school was last inspected in October 2011. The school was judged as outstanding.

The school's priorities are set out under the headings of the Ofsted framework:

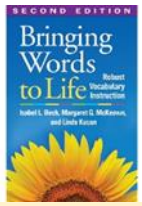
- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and Management
- Early Years

Aspect of School Improvement	**New Priorities** 2024-25 (those in bold are explained in more detail within the SIP for the current year)
The Quality of Education	• **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	• **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 – JIGSAW PSHE Wellbeing • **To 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 (Sept 23) is completed and leads to improved leadership at all levels enabling all pupils and adults to flourish 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 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 (In addition to Q of E priorities)	• **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**

Quality of Education **Strategic Intention:** To ensure the school's curriculum intent and implementation are embedded securely and consistently across school and impact is evident by what pupils have learned.	**Governor Leads:** Curriculum, Personal Development, SEND, Assessment & Progress Committee (RR, SH, IH) **SLT Leads:** JF, FT

Context: 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 and life in all its fullness. This is what underpins and drives the curriculum forwards.	**Key Success Criteria** • The curriculum is regularly planned and reviewed to ensure it meets the needs of all the children in school and reflects current research and legislation • The curriculum, its design and purpose are understood by all and led effectively • There are clear learning pathways for all pupils • Oracy, Phonics, spelling and writing are taught consistently and pupils develop a fluency and love of reading and writing • Children achieve above national in all curriculum areas • Teachers make the best use of a child's long-term memory and use proven strategies to ensure pupils know more and remember more.

Strategy/Action	**Lead**	**Implementation Milestones and Key Indicators for Success**	**Cost**	**Monitoring and Evidence**	
• **Consider the impact of RWInc upon writing (including spelling) in KS1 and implement changes where necessary**	LS LH	• Discussion with Carrie Conway (Ruth Miskin Trainer) • Leads to investigate any research into the pros and cons of SSPS's and how to mitigate against these • Observations and evaluations of books • Evaluation of spelling in writing • Evaluation of spelling – stand alone • Consideration of how spellings are accessed for writing • Consider opportunities for writing across other subjects and freeing up curriculum time to make writing more enjoyable and less mechanical – find the correct balance	Nil - Time	Lesson Obs Discussion with the children and teachers Writing books RWInc books	Assessments SPAG results TA writing
• **Explore 'Learning Beyond the Classroom' making better use of the school grounds to teach the curriculum.**	JF RR	➢ Through INSET, research & reading, all staff will have a good understanding of learning beyond the classroom and the benefit this can have on pupils ➢ Teaching staff understand the requirements around achieving the level three award; in Learning Beyond the Classroom and this will be achieved by all teachers ➢ The learning process will impact on how the curriculum is planned and taught at Bridekirk School – making links between other subjects ➢ The outdoor environment will be used for personal development / collective worship / SMSC ➢ Children will have access to resources not available in a classroom and will talk positively about their learning within the grounds • Teachers will complete level 3 in learning beyond the classroom	£1000 WS INSET £100 / teacher for the Level 3	Observations INSET / CPD Discussions with staff Gov visits	Portfolio Photos Pupil Interviews Planning

• **To ensure Oracy is planned for with the curriculum and that it impacts upon writing progress and writing enjoyment (Telling the Story English report)**	LH SH	➢ Subject lead to attend Oracy Training / CPD and present to staff and governors ➢ Read research into planning for Oracy: ○ EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions ○ Voice 21 / Oracy Benchmarks https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf ➢ SL to read this recommended book: ○ Precision matters: Isobel Beck- Book - Bringing words to life Tier 2 and 3 language  Avoid the four P's ○ Presumption of language and Oracy ○ Presumption of background knowledge ○ Presumption of good learning behaviours, e.g. active participants or well behaved and masking compliance ○ Presumption of positive learning experience – e.g. just because I completed a talk partner activity, doesn't mean I engaged or had a turn. ➢ Arrange Oracy Staff Meeting for all teachers - Rachel Laverack ➢ Arrange Oracy Meeting for all support staff - Rachel Laverack ➢ English lead to agree and action plan with SLT ensuring Oracy is taught within all lessons ➢ Plan for Oracy using enrichment opportunities	Nil – Time Possible interventions	Discussion with EYFS lead Observations Classroom Environment	Improved outcomes Planning adjusted to reflect practice Conversations with pupils
• **To implement the Cumbria Agreed Syllabus for RE throughout school considering the findings in Deep & Meaningful (RE subject report)**	JF CK	➢ SL to read and attend training outlining the main findings of the RE Subject report 'Deep and Meaningful' ➢ Read and attend training relating to the new SACRE syllabus and how it fits within the SIAMS framework ➢ Talk to the Diocese and agree a scheme that supports the new syllabus ➢ Attend training relating to the chosen scheme (Questful) ➢ Plan an RE curriculum (LT plan) that reflects the needs of the children at BDS and uses the scheme for support. Ensure the plan works for mixed age classes over two years. ➢ Ask Laura Watson LW (RE advisor with the Diocese) to deliver INSET training to all teaching staff – RE and its place in the SIAMS framework. ➢ SL and LW to support staff in how to plan a unit effectively using a multidisciplinary approach; Text -- impact - connection (theology- knowledge) (philosophy - thinking) (Social Human Sciences - living). ➢ World Views and Humianism to run through the scheme ➢ Monitor the teaching and learning throughout the year ➢ Talk to the children about their views of RE and the impact it is having on their lives.	INSET Time Purchase of Scheme - £75 Diocese enhanced membership £250	Talk to the staff Feedback from Laura Watson Self-Evaluation Schedule Lesson Observations Pupil Interviews	Improved outcomes Progress towards the findings in the subject report Children's enjoyment of RE improved Staff confidence improved

• **Review the current PE scheme (IPEP) and evaluate alternative schemes that may improve the teaching of PE across the school**	KH LC	➢ Talk to staff about the pros and cons of the current scheme ➢ Discuss the use of IPEP at the PE leads meeting ➢ Review other options available; complete PE, Primary PE Passport / Get Set 4 PE / PE Pro App ➢ Trial the selected scheme and ask specific staff to trial certain units / areas ➢ Decide and formulate an action plan around the improvement of PE and accessing the IPEP platform / cost of the subscription ➢ Share findings with SLT and Governors ➢ Attend CPD – Active Cumbria Understanding PE – Leadership and Governance (SLT / Governor & Subject Lead) Looking at current policy and guidance together.	Nil – Time Cover to engage in CPD and PE lead meetings Eventual cost of the new scheme Staff meeting time	Observations in other schools and at BDS Discussion with other PE leads and teaching staff in school / TA's CPD provided	Improved teacher confidence Improved delivery of lessons Improved knowledge and skills - children OUTCOMES
• **Embed revised approaches to curriculum delivery (Quality First Adaptive Teaching, Retrieval Practice, Feedback, Vocabulary)** Consider future use of the WELL's offer - Great Teaching Toolkit	JF FT RR	➢ Increased delivery of internal and external CPD & training (use of National College) ➢ Staff meetings focus on training and evidence reports ➢ TA's to attend Adaptive Teaching CPD ➢ The number of staff undertaking NPQs is increasing ➢ Learning is shared / disseminated to all staff ➢ Modelling and team teaching are used to support newer, less confident staff and to practice new ideas ➢ Proformas are in place to show how teaching is adapted for individual children ➢ Planning and books show that retrieval and feedback is prioritised ➢ Continue to monitor the use of these practices ➢ Investigate the WELLs offer and implement relevant training & support	Nil – Time	Book looks Professional dialogue Staff Meeting Agendas WELL CPD	Lesson Observations Pupil interviews Assessment Results Staff, especially TA's more articulate
• **Refine long-term plans to ensure greater AMBITION, better linking subject content and enrichment opportunities including skills**	JF FT RR	➢ INSET and Staff meeting time is allocated to this priority ➢ Leaders have mapped out and made links across their subjects so that prior learning impacts on current learning across the curriculum ➢ The enrichment of each subject has been clearly defined and then planned so that wider experiences are more strategic in their delivery ➢ The curriculum drivers clearly influence decisions made regarding the curriculum and its enhancement ➢ The curriculum has become more scheme assisted that scheme led ➢ Poverty proofing the curriculum (inc enrichment opportunities) is considered and understood by all leaders ➢ Subject leaders can articulate how this priority has been met	Nil – Time	Staff Meeting / INSET minutes Governor visits Curriculum Planning	Planning Professional dialogue
• **Review Reading provision in response to the updated reading strategy including the viability of a school library**	LH LS SH	➢ All staff have a good understanding of reading for pleasure and how this can impact on reading results ➢ SLT have reviewed reading at BDS especially in KS2 and there is an action plan in place which has been shared with governors ➢ The children have a voice and this had been heard within the review	£100 / class new books & reading areas	Gov visits Learning walks PM of staff	Discussions with children Classrooms

		and actions. ➢ Classrooms and resources reflect the emphasis on reading for pleasure ➢ School has a plan in place for a library which is used successfully to improve / support reading, enjoyment and progress ➢ The new school library supports children's learning		Subject Action Plan	Planning Reading Results
• **Embed the use of IA SEND amongst teachers to support planning and teaching of high needs SEND pupils – investigate alternative curriculum pathways**	FT RR	➢ Provide logins for all teaching staff ➢ Provide staff meeting time to explore the platform ➢ Discussions with TA's around how the platform's currently being used ➢ CPD from IASEND ➢ SENCO and HT to contact specialist schools and SATs regarding alternative curriculum pathways for more severe SEN needs in school – E.g. EQUALS Curriculum ➢ Make decisions about the implementation of these curriculum following advice and support from the SEN team	Cost of the curriculum CPD Staff Meeting Time	Planning Teacher Knowledge Progress reports Feedback to parents	Teaching staff have improved knowledge & direction regarding planning for next steps The curriculum is continually being refined to provide for the needs of the SEND children in school

Termly Narrative and Impact Statement

The GREEN highlights show the progress that has been made so far. Amber shows that the action has been started but not completed.

Autumn

Spring

Summer

Behaviour & Attitudes **Strategic Intention:** To create a safe, calm, orderly and positive environment in school which impacts on the behaviour and attitudes of pupils and supports their learning.	**Governor Leads:** Church, Community, Behaviour & Discipline and Safeguarding Committee (KK, AG, RR, LS, NM) **SLT Leads:** JF, FT

Context: Attendance is a priority across all schools nationally and this is reflected in the SIP. Attendance at BDS has always been above national and it must remain so. Since covid we are working with families where persistent absence is a concern. A few pupils with complex health needs have skewed the attendance data relating to EHCP's / SEND. Golden Time was previously used as part of our behaviour policy but leaders felt this needed to be changed. This is reflected in the targets below.	**Key Success Criteria** • Attendance remains above national (97%) and persistent absence is eradicated • Parents work with the school to ensure holidays in term time are minimal • The school works with government to target absence patterns around school holiday periods and Friday / Monday absence • Exclusion remains at 0 • Pupils outstanding attitudes to learning and behavior are maintained and this impacts upon learning • There is a whole school approach to behaviour which is part of the culture of the school • Positive mental health impacts on behaviour and attitudes in school (staff and children) • Pupils behaviour online is exemplary and reflects the teaching they have received in school

Strategy/Action	**Lead**	**Implementation Milestones and Key Indicators for Success**	**Cost**	**Monitoring and Evidence**	
• **School attendance will remain above national average, with the school target of 97% remaining.** ➢ School policy and practice will reflect Working Together to Improve School Attendance (19th Aug 24). https://www.gov.uk/government/publications/working-together-to-improve-school-attendance ➢ 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	JF FT IH AG	➢ Read and understand the 'Attendance Strategy' Cumberland have in place ➢ Update the school attendance policy in line with the new guidance and ensure that it is followed ➢ Appoint an Attendance Champion and ensure a shared understanding of responsibilities ➢ Meet with the school attendance officer (Linzi Bennett) to better understand Cumberland's response to the guidance ➢ Inform parents of the new strategy and the implementation of fines ➢ Take advice and support from Kirsty Nellist and Linzi Bennett (LEA Attendance Officer) regarding the implementation of case files for children who are of concern ➢ Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance ➢ Report regularly to governors so that they can monitor and understand trends within the school ➢ Develop and maintain a whole school culture that promotes the benefits of good attendance. ➢ Ensure parents are regularly reminded of the importance placed on attendance (especially before holiday periods and including a Mon and Fri). ➢ Work with families where persistent absence is a concern	Nil – Time Letters to parents – sometimes printed	Regular reports to parents Regular individual monitoring	Meetings with parents Letters Improved attendance figures Whole school approach is evident

• **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 – JIGSAW PSHE Wellbeing **LINK with Personal Development**		➢ **SMHL - Establish a whole school strategic plan and share with staff and where appropriate the children too;** ➢ To revise all policies and ensure all staff are aware and understand procedures to maintain positive mental health and well-being for all children and staff. ➢ To revise all policies and ensure all staff are aware and understand procedures to maintain positive mental health and well-being for all children and staff. ➢ To update the displays in school to reflect the Jigsaw scheme and the SuperKind award. ➢ To ensure MH&WB is maintained through discussions with staff both informally and formally during staff meetings. ➢ To ensure MH&WB is maintained through discussions with staff both informally and formally during staff meetings. ➢ To ensure all staff are aware of CPD within the Jigsaw framework and its accessibility on the school portal. To ensure all staff are aware of all information on the MH&WB at BDS Padlet.	Time – SMHL Staff Meetings Cost provided by DFE Jigsaw Platform Three Year subscription (Yr3 now)	Parent/ staff questionnaires Behaviors in and around school Referrals to External agencies Use of CPD /Jigsaw Resource	Targets on SMHL plan met Children are happy and enjoy school Parents feel supported behaviour reflects children who feel secure and secure in school
Left on from last year - embed • **Behaviour policies will be reviewed and adapted to reflect restorative practice and the vision set out by leaders** ○ Staff & pupil questionnaires ○ Review policy ○ Communicate effectively with all staff and pupils ○ Evaluate practice	JF FT CK	➢ Clear, consistent advice ensures a **whole school approach** to behaviour which is part of the culture of the school (shared beliefs and values). ➢ Good behaviour is recognised, prioritised and taught in school – it is recognised by all (from SLT to pupils & parents) ➢ Predictability and fairness are developed through consistency ➢ The behaviour culture is communicated clearly and is repeated so that it becomes habit. ➢ Good behaviour is acknowledged through positive reinforcement ➢ Staff intervene early in order to restore the environment to a safe calm environment, where pupils can learn and prevent the recurrence of misbehaviour ➢ Pupils are provided with support to enable them to meet expectations	Nil – time Jigsaw PSHE resources £1000 for 3 years (1st Aug 2025)	Interviews – staff, parents, pupils Lessons Culture within school	Behaviour plans Culture Whole school approach evident Gov visits
Remaining in place as not all fully met • **Frequent information will be provided for parents as well as pupils around keeping safe online**	JF AG RR	➢ Filtering and monitoring updates to be shared with parents (senso) ➢ The National College will be used to inform parents and staff about online safety ➢ School aim to achieve NOS status again this year ➢ Wake- up Wednesday online resources to be shared with parents weekly ➢ Online safety lessons will take place as part of the planned curriculum (preventative) but will also be used to respond to any issues that arise within school. The following resources will be used; ➢ **iLearn2 Primary Computing** https://www.ilearn2.co.uk/e-safety-key-stage-2-html/ ➢ **Be Internet Legends** https://beinternetawesome.withgoogle.com/en_uk/toolkit ➢ **Project Evolve** https://projectevolve.co.uk/toolkit/	Computing Curriculum & National College Subscriptions £120 Nat College £900	Curriculum Planning PSHE planning Lessons Pupil Voice Parent Voice	Seesaw notifications National College training & certification Senso alerts

		➢ **National Online Safety** https://nationalcollege.com/categories/online-safety (National College) ➢ An online safety governor will be appointed to monitor this aspect of the curriculum and the monitoring and filtering within school			

Termly Narrative and Impact Statement

The GREEN highlights show the progress that has been made so far. Amber shows that the action has been started but not completed.

Autumn

Spring

Summer

Personal Development **Strategic Intention:** To extend the school curriculum beyond the academic, technical or vocational and allow pupils to develop in many diverse aspects of life.	**Governor Leads:** Curriculum, Personal Development, SEND, Assessment & Progress Committee + CK, NM **SLT Leads:** JF, FT, LS
Context: Personal development is strong throughout the school. High quality ambitious curriculum experiences provide pupils with a broad knowledge and skills base to prepare them for 'Life in all its Fullness'. Mental wellbeing and pastoral care have been invested in and continue to be high priority. Enrichment opportunities are plentiful and are in place to develop pupils' knowledge and skills and promote the development of the whole child. Strong Christian values permeate the school vision promoting an effective level of SMSC & British Values guidance.	**Key Success Criteria** • The curriculum continues to address the lack of diversity within Cumbria choosing carefully selected / planned opportunities to enrich children's lives further in this area. • Parents have a clear understanding of the pastoral care on offer within the curriculum and through interventions • The impact of pastoral care is communicated to children, parents and staff. • Children have a clear understanding of Protected Characteristics and British Values and use this knowledge to help them make informed judgements and decisions (justice & responsibility) • They use their voice to make ethical choices and become agents of change • Children and staff can articulate how and why spiritual development is an important part of education

Strategy/Action	**Lead**	**Implementation Milestones and Key Indicators for Success**	**Cost**	**Monitoring and Evidence**	
• **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.)**	LS LH JF	➢ For staff to consider more frequently how to use pupil voice within school ➢ Make links to the ORACY action plan (English) so there is joined up thinking / learning ➢ Vote on the new School Council and ensure it is proactive immediately ➢ Ensure responsibility for supporting the School Council is disseminated amongst staff – each taking responsibility for a different area / action / focus ➢ Use the governors who have offered support in this area ➢ Ensure the aims of the school Council support / develop an active culture of justice and responsibility ➢ Introduce further opportunities in school for Pupil Voice - (EYFS / school council / collective worship committee / well-being team / Play Leaders etc.)	Time Small amount of resources may be required for projects etc	Talking to the children Observation - awareness in school Planning PM targets Lesson Observations	School Council Behaviour in school Decision making Questionnaires Feedback Area on school website Newsletters & Latest News
• **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.**		➢ INSET – what is meant by justice and responsibility in a church school? Look at IQ's in SIAMS framework. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? ➢ Ensure Picture News, Collective worship, RE, PSHE lessons **INSPIRE** children to act (Windows, Mirrors, **Doors = IMPACT**) ➢ Ensure RE lessons, using the new scheme, challenge children's thinking so that they are free to voice opinion and take action in their own lives and beyond themselves ➢ Ensure children enrichment supports this target (Archbishop leaders award) ➢ Achieve the SuperKind Social Impact School Award ONGOING from last SIP (LINK)	Picture News Resource £150 Superkind resources £100 Jigsaw Resource £300 Purchased Books £100 Diocese – Enhanced Membership for CPD and support	Talking the children - understanding Assemblies Planning Lesson Observations PM	Achieve School Impact Award All children have taken part School Council Board Books – RE JIGSAW Behaviour in school Decision making

		➢ Through PSHE (Jigsaw) and other curriculum opportunities (Picture News Assembly) ensure the children are aware of the protected Characteristics and British Values ➢ Ensure these values are reflected in all areas of school life and through our termly focussed Christian Values ➢ Support the children by facilitating opportunities in which they can display knowledge and decision making based upon this understanding ➢ Provide opportunities in school for children to improve their knowledge of other faiths and beliefs ➢ Ensure the School Council are proactive in representing the voice of the child within school and are able to help reflect our British Values Support staff in being able to discuss and teach the protected characteristics especially in respect to…. sexual orientation and gender reassignment			Change within School Small projects – EG Archbishop's Leaders Award
ONGOING ➢ **Increase opportunities within the curriculum and through enrichment for pupils to better understand, appreciate and respect difference in the world and its people** **Ensure the rich experiences we offer are coherently planned to ensure maximum benefit for all pupils**	JF RS SH CK AG	➢ Review the enrichment opportunities currently on offer for each subject – collect information from staff ➢ Agree together where there are gaps and opportunities that are currently missed. Where can we provide enrichment that links different subjects? ➢ Consider the curriculum drivers and our unique position as a rural school – how can we better incorporate diversity and knowledge of the world within the enrichment on offer Consider cost and value for money for parents (poverty proofing).	Dependent on offer Nil to plan – staff meetings	Enrichment proformas Curriculum planning	Whole school joined up approach to enrichment on offer which is considerate of cost
ONGOING • **Continue to evaluate and improve the provision of pastoral care (SEL) considering the impact on the pupil / family**	JF RR SH AG	➢ Through a staff meeting, ensure all staff are aware of SEL evidence – EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel ➢ For all teaching staff to Integrate and model SEL skills through everyday teaching ➢ Better inform parents of the SEL offer within school (newsletter, website and individually). ➢ Consider how to better inform parents of progress made in this area for those undertaking interventions & small group work. ➢ Ensure all staff are aware of the referral process and the completion forms that are filled in for each child. ➢ Continue to work alongside other schools and support pastoral care and ELSA groups For governors to be aware of and understand the pastoral / SEL offer in school through visits and conversations with the children	Time for cover / meetings / planning etc. Resources if and when required	Governor visits Referral and completion forms Lessons Pupils and Parent interviews Website	Completion forms show progress towards targets Staff have an improved understanding of SEL and plan for it within their daily teaching

ONGOING • **SMSC - Ensure all staff have a clear understanding of how to provide for the Spiritual Development of pupils Para 322** • **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**	JF RS CK NM	➢ Support staff in developing a greater understanding Spiritual Development through staff meetings… *''the importance of engagement with nature in providing space and time for children to develop a sense of wonder, peaceful mind and connection with and care for living things and non-living things, which creates moments for them to pause and listen to the world around them'' Froebel* ➢ Attend Diocesan training on Spiritual Development and how this needs to relate to SIAMS ➢ Ensure the school environment and ethos is conducive to the teaching of Spiritual Development ➢ Ensure the Christian vision and ethos of the school is reflected in our approach to Spiritual Development ➢ Use *Learning Beyond the Classroom* to support the opportunities for Spiritual Development ➢ Foster genuine worship opportunities as part of whole school and class collective worship ➢ For the staff and children to be able to articulate what spirituality is and ensure curriculum time is available for its recognition / grasp ➢ HT to provide a whole school collective worship plan which pulls together the schools vision and provides opportunity for spirituality within CW ➢ For all staff to recognise the value and importance of CW on the spiritual development of both children and adults in school	No Cost Diocese training as part of enhanced package £400 / year	Lessons Planning Talking to staff Learning walks / Displays	Staff Meetings CPD Children's ability to recognise and articulate awe and wonder / feelings Use of sensory garden – collective worship

Termly Narrative and Impact Statement

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Autumn

Spring

Summer

Leadership and Management **Strategic Intention:** To ensure that the leadership, management and governance focuses on the areas which have the strongest outcomes on the quality of education provided by the school to the pupils and that it is shared by different individuals and distributed across all levels.	**Governor Leads:** RR, SH, LC, CK, (Committee Chairs) **SLT Leads** JF, FT, LS

Context: Leadership is strong. There is an effective SLT and GB. The development of leadership within the school is strong with Governors committed to staff professional development and wellbeing. Curriculum leaders are rapidly developing in the leadership of their subjects. Two staff have completed NPQ's and another is in the process of completing an aspiring to leadership course. The school has one RQTs who was mentored in her EC.T year GB members are fully committed to their role & CPD.	**Key Success Criteria** • Safeguarding is everyone's responsibility and together we ensure a culture where arrangements for safeguarding learners is effective including online safety. • Leaders are able to confidently articulate how the school's theologically rooted Christian Vision enables pupils and adults to flourish. Leaders work well with and are supported by the C of E Board of Education • A decision around Academy Status will have been made and support decisions around future leadership within the school • Governors will continue to play an active role in school and stakeholders have a clear understanding of their role and impact within the school community • Following consultation. RSHE will meet pending statutory guidance and reflect the needs of our learners • Data protection and cyber security in school will meet the guidance set out in the updated guidance

Strategy/Action	**Lead**	**Implementation Milestones and Key Indicators for Success**	**Cost**	**Monitoring and Evidence**	
Ongoing as not fully complete • **To ensure the SIAMs self-evaluation (Sept 23) is completed and leads to improved leadership at all levels enabling all pupils and adults to flourish** • **Partnership with the Diocese will be strengthened to ensure the school is supported in meeting its designation as a church school**	JF RS CK	➢ Attend diocesan training around the new SIAMS inspection and SEF ➢ Attend regular updates provided by the Dioceses ➢ Meet with gov and leads to draft the SEF ➢ Contact the Diocese for support to evaluate the draft SIAMS SEF ➢ Ensure there is an action plan in place to address areas within the SEF that are outstanding ➢ PM target for HT and subject lead ➢ The Christian Vision is wholly reflected in the life of the school and its community. ➢ Leaders are able to confidently articulate how the school's theologically rooted Christian Vision enables pupils and adults to flourish ➢ The local community will be aware of the vision and support school in living it (Parish / St Bridget's / parents). ➢ The Diocese will visit school, build relationships with staff, provide INSET and advice around ensuring we meet our designation as a church school ➢ Support will be accessed to ensure that actions on our SIAMS SEF are implemented	Nil - Time CPD – National (free) £400 – Enhanced partnership package	Observations RE and Collective worship Enrichment opportunities / partnerships Interviews with govs / pupils / staff / partners	PM targets are met SIAMS SE in place Successful SIAMS inspection
• **Governors will review their vision & strategic direction for the specifically Academy Status**	RR PK JF	➢ The current SEF & SIP will be shared with the governors ➢ The governors will meet to discuss their input into the current SIP ➢ The previous vision statement will be evaluated ➢ The Christian Vision will be part of the vision and strategic direction of the governors ➢ All governors will be consulted through committee discussions ➢ Academy status will continue to be discussed in GB meetings	Nil – Time	Evaluation of documents in place All school improvement documents /	The direction of the school is considered, planned and agreed by stakeholders

		➢ JF & RR will meet with the Chief Executive Officer, Claire Render ➢ Executive Officer to attend the next GB meeting ➢ SBM and HT to consider costs paid to the LA v cost to join the GS MAT ➢ A new vision and strategy document will be in place and available to parents on the school website ➢ The document will drive the direction of the school		action plans are linked and have direction	
• **Leaders will continue to ensure an open and positive culture around safeguarding that puts pupils' interests first, and meets the requirements set out in KCSIE 2024**	JF FT RR	➢ KCSIE to be read and understood by the whole school community **(quiz)** ➢ Level one training undertaken by all staff & further training undertaken by governors, & DSL's so that responsibilities are understood and all are empowered to 'speak out' where concerns arise ➢ All staff to complete sexual violence & sexual harassment training ➢ Be aware of the seven golden rules of information sharing file://server/redirectedfolders$/staff/julia/Desktop/DfE%20Seven%20golden%20rules%20for%20sharing%20information%20including%20personal%20information%20-%20May%202024.pdf ➢ Continue to be vigilant and maintain an attitude of *it could happen here* ➢ Continue to share information with others and actively seek expert advice when required (including through supervision). ➢ seek and listen to the views & experiences of pupils, staff and parents, taking prompt but proportionate action to address concerns ➢ show an awareness of vulnerable groups with an understanding that they may not find communication easy (SEND / LGBTQ) ➢ continue to improve child protection arrangements, which: identify learners who may need early help, and who are at risk of harm or have been harmed and, if required, refer in a timely way to those who have the expertise to help ➢ continue to manage safe recruitment and allegations about adults who may be a risk to learners (support new SBM in this area) ➢ always be receptive to challenge and reflective of our own practices to ensure that safeguarding policies, systems and processes are kept under continuous review	Time CPD courses where appropriate National College Subscription £1000	Safeguarding audit Training schedules Governor monitoring Feedback from parents	Training Case studies Supervision notes CPOMS
• **Leaders will ensure, following consultation, RSHE teaching reflects new policy and that parents are consulted regarding its delivery**	JF RR	➢ Be ready to respond to the new RSHE guidance when it is released ➢ Ensure the current PSHE / RSHE scheme of work meets requirements within the publication. ➢ Consult parents regarding any changes made ➢ Support staff in their understanding and delivery of the new guidance ➢ Meet with other consortium leads to discuss implementation ➢ Gain support from CPD / PSHE Association https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe	Possible change to planning / scheme Time	Parents Planning Lesson Observations BOOKS Pupil interviews	PARENTS Books Displays Behaviour incidents CPOMS

• **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)**	RR JF IH	➢ Contact DATA Security Advisor who has worked in schools as a DPO (Simon Tucker) ➢ Seek advice for the GB and SLT – ST to feedback to the board ➢ Carry out an DP and CS audit ➢ Draw up an action plan for both areas of the SIP ➢ Review all policies and procedures so that they are inline with the two documents online. Use Kym Allen policies for this ➢ Check and Update where necessary the Privacy Notices on the school website ➢ Ensure all online data that is no longer used it correctly recorded and removed ➢ Ensure the Risk Register is complete and up to date ➢ Ensure the school's emergency planning meets guidance in the cyber security documentation ➢ Consultation with staff around Data stored in school ➢ Staff and leaders have a good understanding of DP and are supported by experts in this area	Support from ST? Time	Audits / Data reviews / logs	Policies are in line with new Gov guidance Support available in school regarding DP and CS Data is held in accordance with guidance and is monitored correctly

Termly Narrative and Impact Statement

The GREEN highlights show the progress that has been made so far. Amber shows that the action has been started but not completed.

Autumn

Spring

Summer

Early Years Foundation Stage **Strategic Intention:** **To ensure that the EYFS curriculum is sequenced logically and provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs; that high ambition and understanding is shared by all staff.**	**Governor Leads:** **RR, SH, AG** **SLT Leads;** **JF, LS, FT**

Context: 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 of learning and as a result it creates memorable experiences and the opportunity to consolidate and deepen knowledge and skills.	**Key Success Criteria** • GLD is maintained or above 75% (Move to Write, Drawing Club, NCETM Mastering Number and RWInc support this) • The pathways have been developed and reflect the needs within the current cohort • Planning for Oracy is evident within planning and classroom observations • ELG: Speaking is above national and improving for BDS • CP enhancements are evident and children are able to talk about and remember their learning • Outdoor provision enhancements are evident and children are able to talk about and remember their learning

Strategy/Action	**Lead**	**Implementation Milestones and Key Indicators for Success**	**Cost**	**Monitoring and Evidence**	
Some new actions added • **In EYFS maintain the GLD at 75% and above - target lowest 20% in phonics, maths, writing and S&L** (Move to Write, Drawing Club, NCETM Mastering Number & RWInc)	LS CK JF	➢ Ensure the early years curriculum remains under review taking into account the EYFS Framework https://assets.publishing.service.gov.uk/media/657825a90467eb001355f552/EYFS_statutory_framework_for_childminders.pdf) ➢ Ensure classroom observations are accurate and concerns are raised in a timely manner and acted upon ➢ Provide pre and post teaching (inc pinny time) for children who begin to show signs of not keeping up ➢ Ensure social and emotional care is in place to help all children with self-regulation ➢ Provide S&L / Oracy opportunities & approaches as part of everyday teaching that link with Q of E target within SIP ➢ Introduce: Drawing Club, NCETM Mastering Number (all) and Move to Write to support those struggling to achieve the LG's	Nil – time	Observations Pupil Progress Meetings Work in books / Seesaw	Assessments
• **Continue to improve the extent to which practitioners assess & communicate what pupils know and remember -**		➢ Use the research in FFT High Quality Interactions in the Early Years to support this target and ensure it ties in with the Oracy ➢ https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children ➢ Disseminate learning to all staff in the P1 classroom – share with parents ➢ Ensure curriculum time is not 'too cluttered' so that high quality interactions can take place using the 'ShREC' approach.	Nil	Classroom Observations Learning walks	Staff confidence and knowledge Procedures in place Time in the curriculum available

Continued • **Continue to adapt an appropriately ambitious curriculum through developmental pathways in preparation for the national curriculum.**	LS CK AG	➢ Work with subject leaders to ensure the EY's path ways support learning required further up the school ➢ Consider how the pathways work alongside the curriculum drivers ➢ Adapt the pathways to meet the specific needs of the current cohort ➢ Ensure that the pathways reflect current research as well as the new EYFS framework for Jan 2024.	Nil – time Supply cover?	Planning EYFS conversations Discussion with subject leaders	Evidence of learning within the classroom / observations Planning Seesaw / Books
Continued • **Better plan for the acquisition of new language and incorporate it into the learning environment** Now links with Q of E target	LS CK AG	➢ Read research into planning for Oracy: o EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions o Oracy Benchmarks https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf o Precision matters: Isobel Beck- Book - Bringing words to life Tier 2 and 3 language ➢ Avoid the four P's o Presumption of language and Oracy o Presumption of background knowledge o Presumption of good learning behaviours, e.g. active participants or well behaved and masking compliance o Presumption of positive learning experience – e.g. just because I completed a talk partner activity, doesn't mean I engaged or had a turn. ➢ Support the integration for planned Oracy further up the school	Nil – Time Possible interventions	Discussion with EYFS lead Observations Classroom Environment	GLD outcomes Conversations with pupils
Ongoing • **Further enhanced outdoor provision and continuous provision to ensure maximum engagement**	LS CK AG	➢ Audit the provision currently on offer https://earlyexcellence.com/outdoor-provision-audit-tool-3-7yrs/ ➢ Read ideas and suggestions for… o Developing Outdoor Provision and Practice o Storming it Outdoors, the Fantastic Possibilities of Cold o Exploring the Fantastic Possibilities of Maths Outdoors https://earlyexcellence.com/latest-news/press-articles/the-outdoor-curriculum-in-all-its-glory/ ➢ Visit other settings ➢ Link with Level Three - Learning Beyond the Classroom ➢ Order Early Excellence Books and create an action plan…	Resources (books)£75 Further identified resources - FOBDS	Planning Conversations with children and teaching staff	CP and OP on offer within the classroom Seesaw evidence and books

		○ the-eex-guide-to-continuous-provision-3-5yrs ○ the-eex-guide-to-outdoor-provision-3-5yrs ➢ Ensure research is incorporated in to COOL Time and the Rainbow Challenges			

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