Bridekirk Dovenby CE.VC Primary School

School Improvement Plan

2025- 2027

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
SH	Silvana Hewitt CoG ((safeguarding)	JF	Julia Fish (Head Teacher)
SV	Shardi Vossough	FT	Fiona Taylor (Assistant Headteacher & SENCO)
	VACANCY	LS	Lynsey Smith (EYFS Lead and NPQSL)
IH	Ian Holdsworth (Data)	KH	Karenza Harrington
LC	Leah Coe (Buildings)	KL	Kirstie Lightfoot
JC	James Conlon (Finance)	LH	Leanne Herbert (NPQLL)
PK	Philippe Kitchin (Strategy & Health & Safety)	TB	Tasha Barker (Part Time)
HS	Helen Springall (SEN)	KD	Kate Dunne (Part Time)
SVT	Samantha Varty (FOBDS)	KB	Karen Brew (Senior SEND TA)
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 2025 into 2027.

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 January 2025

Ofsted Area of School Improvement	**School Improvement Priorities 2025-26** (on a page)
Inclusion	• To improve the assessment of pupils with SEND through better knowledge of AET / PIVATS / IA Send – investigate alternative curriculum pathways • Work with the SEND & Inclusion Team to ensure children with an EHCP and / or SEMH needs are not disadvantaged due to attendance in school • To train a Sensory Lead in school and disseminate this expertise amongst staff, parents and pupils to improve provision • Ensure the building is properly adapted and staff are suitable trained to meet the needs of all children in school • Continue to embed approaches to curriculum delivery (Quality First - Adaptive Teaching, Retrieval Practice, Feedback, Vocabulary)
Curriculum & Teaching	• To improve pedagogy around the teaching of writing so that it impacts on pupil engagement, enjoyment and achievement (Sentence to Success) • Curriculum Assessment Review - Begin familiarising staff with the review's direction (curriculum coherence, assessment reform, professional develop). • To ensure the Climate Action Plan is understood by all staff and the Climate Curriculum is reviewed. • Ensure subject leadership action planning is documented and shared with all staff • 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 embed the Cumbria Agreed Syllabus for RE throughout school and monitor its implementation
Achievement	• In EYFS maintain the GLD at 75% or above • To raise attainment in English Writing so that it is in line with national expectations in all year groups • For English writing expectations to be consistent throughout the school • For all teachers to consider RWM combined when supporting gaps in learning
Attendance & Behaviour	• 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 improve attitudes and foster positive habits. • Review the way behaviour is logged on CPOMS and reported to governors • Communicate the School Behaviour Policy and Strategies to parents using the school newsletter and other forms of communication / outreach • To provide frequent information for parents and pupils around keeping safe online including the use of Pol Ed
Personal Development & Wellbeing	• Increase opportunities in school for Pupil Voice to be heard and acted upon – FIDS • To support the improve of resilience within all stakeholders including links with Cockermouth School • To develop an active culture of justice and responsibility enabling pupils to make ethical choices and become agents of change - FIDS • To ensure school is doing its best to promote healthy eating and meets *The National Food Standards* - Undertake the LA's Nourish Programme • Increase opportunities within the curriculum and through enrichment for pupils to better understand, appreciate and respect difference in the world and its people. Undertake Christianity as a Global World Faith with the Diocese and disseminate to staff to improve the teaching of RE in school. • Ensure the enrichment experiences we offer are coherently planned to ensure maximum benefit for all pupil
Leadership & Governance	• Support the Strategic Leadership within school to ensure it is maintained and effective (new COG) • Support other schools through the advisory work undertaken by the head teacher for the Diocese. Use this payment to support the budget for Bridekirk Dovenby School • Become familiar with the expectations around the 2025 Ofsted Framework and Toolkit and produce a SEF based upon this • Continue to create suitable spaces in school to support the teaching and learning of small groups and SEND • Review the RSHE curriculum taught in school and ensure it aligns with DFE 2025 guidance. Consult with parents on curriculum delivery. • To evaluate the current school website and implement transition to a new website • Begin a process of review and evaluation to support transition to a new school management system • Leaders will ensure an open and positive culture around safeguarding that puts pupils' interests first and meets the standards outlined in KCSIE 2025 • Ensure the school meets the following guidelines relating to cyber security
Early Years	• Maintain the GLD at 75% and above - target lowest 20% in phonics, maths, writing and S&L • Ensure changes to the EYFS framework from 1 September 2025 are implemented to provide a safe environment that meets the new requirements • Ensure the EY's baseline assessment is used to inform provision and meet individual needs as well as cohort needs • Ensure planning supports the two areas of weakness from 2025 Self-regulation & Managing self (resilience target) • Better plan for the acquisition of new language and incorporate it into the learning environment – Oracy Target

Inclusion

Strategic Intention: "Embed an inclusive culture where all learners—especially SEND and disadvantaged—access ambitious teaching, experience belonging, and achieve highly through early identification and effective support."

Governor Leads:
SLT Leads:

Context

BDS has a good reputation for its SEND provision and as a result of this, many parents choose to send their children to our school.
Currently EHCP provision is 6% and SEND support is 9%. There are no children who are FSM / Disadvantaged. We have three previously cared for and one cared for child.

Key Success Criteria:

1. High Ambition for All Learners
2. High-Quality Adaptive Teaching in Every Classroom
3. Needs Are Identified Early and Acted Upon
4. Inclusion at the Heart of Behaviour, Routines and Culture
5. Strong Attendance and Punctuality for Vulnerable Pupils
6. Effective Communication and Partnership with Parents
7. Pupil Voice and Participation Central to Inclusion
8. Leaders Monitor Inclusion Rigorously and Use Evidence to Improve Practice
9. Professional Development Builds Whole-School Expertise in Inclusion

Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence
To improve the assessment of pupils with SEND through better knowledge of AET / PIVATS / IA Send – investigate alternative curriculum pathways	FT JF HS	• Attend the assessment training delivered by Hannah Graham (LA) • Review the current assessment used in school • Train staff on the use of the AET curriculum • Review costings and ease of application when making decisions • Disseminate evaluations and support staff • Ensure that daily interventions (SEN support) are assessed for impact and mechanisms are in place to do this	TIME Subscription cost if applicable	• Teaching staff have improved knowledge & direction regarding planning for next steps • The curriculum is continually being refined to provide for the needs of children with SEND • School can better communicate progress made
Work with the SEND & Inclusion Team to ensure children with an EHCP and / or SEMH needs are not disadvantaged due to their attendance in school	FT JF HS	• Seek support from Natalie Bevan (SEND) / Claire Benson Lester (Inclusion team) re attendance and exclusions of children with EHCP's • Ask for support from LASL in providing guidance to HT's in this area • Work with Mathew (attendance lead) to support parents in school and give advice (attendance action plans). • Work with GP's and safeguarding teams to support inclusion of children with plans in school	TIME	• Monitor attendance of children with SEND • Improved knowledge and leadership of procedures amongst SLT • Collaboration with external agencies • Peer working and support in this area

To train a Sensory Lead in school and disseminate this expertise amongst staff, parents and pupils to improve provision	FT JF HS KB	• Allocate a member of staff who is interested and prepared to undertake this work • Seek support from the Sensory Lead OT re programmes and training available • Train staff member over the year • Disseminate learning and skills to all stakeholders: Staff / Parents / Children	TIME Supply cost for cover	• Staff member allocated • Training undertaken • Discussions with staff show better understanding / knowledge • Planning and Support plans show awareness of sensory needs • Parents feel supported and have a pathway they can follow • Improved progress of those with sensory needs as they are better understood
Ensure the building is properly adapted and staff are suitably trained to meet the needs of all children in school	JF HS	• Assess the building for the needs of the currents children who attend BDS • Request an environmental audit of the building for those children due to join BDS • Request support from the adaptations team – Sarah Flockton • Ensure any hoists or specialist equipment is adequately serviced • Consider storage of equipment so that it does not impact on the H&S of others • Ensure staff have received adequate training (manual handing etc.) to meet the needs of the children in school	TIME LA to pick up all major costs 10% of specialist equipment costs £1000 Servicing plan £960 (3 years)	• Accessibility plan is reviewed and updated • Equality Policy and Single Scheme are reviewed and updated • The building meets the physical needs of all children in school • Staff are trained adequately and are confident in the use of equipment • Service plans are in place • Training is undertaken and maintained

Termly Narrative and Impact Statement

Autumn

Spring

Summer

Curriculum & Teaching

Strategic Intention: "Deliver an ambitious, well-sequenced curriculum supported by consistently high-quality teaching that enables all learners, including SEND and disadvantaged, to achieve well."

Governor Leads:
SLT Leads:

Context
Bridekirk Dovenby's curriculum grows from a deep understanding of its pupils, community and context, enabling all children to gain the knowledge, skills and cultural capital needed to flourish in life and live it to the full.

Key Success Criteria:

1. 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
2. The curriculum, its design and purpose are understood by all and led effectively
3. There are clear learning pathways for all pupils
4. Oracy, Phonics, spelling and writing are taught consistently and pupils develop a fluency and love of reading and writing
5. Children achieve above national in all curriculum areas
6. 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
To improve pedagogy around the teaching of writing so that it impacts on pupil engagement, enjoyment and achievement (Sentence to Success) Please see the WELL Implementation Plan for this target.	LH JF SH	• Work with the consortium to address this joint area of need within our schools • Use the consortium money (given buy the WELL to support writing £2000) to source training for our subject leads and SLT • Ensure the English Subject lead undertakes some of the Implementation Workshops offered by the WELL and works with SLT to implement Sentence to Success successfully • Write an implementation Plan using Sentenced to Success as the programme. Ensure the plan identifies The Problem, *The Core Components to be Implemented, The strategies that will be used, The Outcomes and Milestones along the way, The Final Outcomes of the Plan.* • Ensure dissemination of the plan to all staff • Monitor teaching and learning to ensure staff are using the strategies shred • Monitor the progress of writing in school	WELL Budget of £4500 plus the £250 of the initial consortium money TIME	• Teachers will be more confident and consistent in the teaching of sentences through the use of a whole school approach. • Teachers will be more confident in using Modelling; I do / We do / You do approach • Whole School Planning Models will be in place for whole texts •Teachers will provide purpose and audience for writing tasks to promote motivation to write • Teachers will have the freedom to free up curriculum time so that writing is not rushed. • Teachers will use high-quality texts to read to children throughout school to expose all pupils to rich vocabulary. Key vocabulary will be used in all lessons. • A greater number of pupils in Reception will achieve the ELG in writing • Internal test data will show increased attainment in reaching the expected standard in writing throughout school and a greater number of pupils reaching Greater Depth – in line with external data •The gap between boys handwriting and letter formation compared to girls will be decreased throughout school

Curriculum Assessment Review Begin familiarising staff with the review's direction (curriculum coherence, assessment reform, professional development).	JF	• Staff Awareness Sessions Delivered Whole-staff briefing(s) held to introduce the key principles of the Curriculum Assessment Review, including curriculum coherence, assessment reform, and professional development expectations. • Subject Leaders Engage in CPD / Training for their subject Subject leaders receive focused training on curriculum coherence and assessment reform to enable them to lead change within their subject and across school. • Baseline Review of Current Curriculum and Assessment Practices Each subject conducts an audit comparing their current curriculum plans and assessment approaches with the Review's expectations. • Development of Subject Action Plans Subject leaders create department-level action plans outlining steps to improve curriculum coherence and refine assessment practice. • Establishment of Professional Development Pathways A structured CPD programme is launched to support staff understanding of the Review, including collaborative planning time, workshops, and peer-learning opportunities • Monitoring & Feedback Loop Created Systems established to gather staff feedback, monitor progress, and evaluate understanding of the Review's direction.	TIME Staff Meetings – Summer Term	• 100% of staff attend at least one introductory session; session materials shared on a common platform. • Indicator: All subject leaders complete initial training and provide a short reflection outlining implications for their subject. • Indicator: Audit reports submitted by all departments, identifying strengths and priority areas for alignment. • Indicator: Action plans shared with senior leaders and incorporated into the school improvement cycle. • Indicator: Staff participation tracked; CPD evaluations show increasing confidence and understanding • Indicator: Termly updates shared with SLT; evidence of improved coherence in planning documents and assessment approaches.
To ensure the Climate Action Plan is understood by all staff and the Climate Curriculum is reviewed. Improve staff knowledge in this area	KL SH	• Whole-Staff Climate Action Briefing & Onboarding Deliver a whole-staff briefing (and upload a concise one-page summary) outlining the Climate Action Plan, roles, and expectations, including links to the Climate Curriculum. • Climate Curriculum Review & Gap Analysis (by Subject) Subject Leads complete a structured review of the Climate Curriculum (KS1–KS2) mapping existing schemes of work to climate literacy outcomes and identifying gaps / misconceptions. • Targeted CPD to Build Staff Knowledge & Pedagogy Run a short CPD series (e.g., two twilights) on climate literacy, disciplinary approaches (science, geography, citizenship, English, etc.), and high-quality resources. • Implementation Check & Reporting (Curriculum + Culture) Establish a light-touch monitoring cycle to check uptake and impact (learning walks, book looks, student voice), and report progress to SLT/Governors.	Staff Meeting Time Extra 2 days Subject Leader Time £200	• 100% of staff attend (register captured); briefing slides/summary uploaded to shared drive. • Subject audits show completed clear strengths, gaps, and next steps • At least two actionable curriculum adjustments per subject agreed • ≥90% staff complete CPD; confidence rating improves • Staff produce/adapt at least one lesson/resource per subject that integrates accurate climate content and effective pedagogy. • Sampling shows climate curriculum content visible in ≥70% of observed schemes/lessons sampled. • Student voice indicates improved understanding and relevance; summary report with RAG status and next steps presented termly.

Ensure subject leadership action planning is documented and shared with all staff.	JF SH	• <u>Subject Leadership Action Completed and Quality Assured</u> All subject leaders produce a written action plan aligned to whole-school priorities, using a consistent format. • <u>Action Plan Shared, Communicated, and Accessible to All Staff</u> Finalised action plans are shared with staff through a central platform (e.g. School Server), and subject leaders present key priorities to their teams.	Staff Meeting Time	• 100% of subject areas submit an action by the agreed deadline. • Plan quality-assured by SLT, with feedback provided and final versions signed off. • Feedback shows ≥80% of teaching staff can identify the subject's action • All plans stored in an accessible shared area; evidence of progress towards whole school SIP

<u>Termly Narrative and Impact Statement</u>

Autumn

Spring

Summer

Achievement **Strategic Intention:** "Ensure all pupils achieve highly through strong progress across the curriculum, with disadvantaged and SEND learners supported to meet ambitious, nationally-aligned expectations."			**Governor Leads:** **SLT Leads:**
Context BDS achieves well over time and has high expectations for all pupils. The IDSR demonstrates strong overall achievement and progress - sustained over time. Children enter BDS moderately in line with national but leave with above national data.		**Key Success Criteria:** 1. Pupils achieve well across the curriculum from their starting points 2. Attainment and progress demonstrate sustained improvement over time 3. Disadvantaged pupils, SEND pupils and other vulnerable groups achieve strongly 4. Pupils are well prepared for their next stage of education 5 Reading is prioritised and supports strong achievement 6 Achievement reflects meaningful progress for all subjects, not just English and Maths 7 Achievement and Inclusion are interconnected 8 Achievement and Inclusion are interconnected 9 Evidence of achievement is robust, reliable and triangulated	
Strategy/Action	**Lead**	**Implementation Milestones and Key Indicators for Success**	**Cost**	**Monitoring and Evidence**
In EYFS maintain the GLD at 75% or above	LS JF FT	• <u>High-Quality Teaching and Continuous Assessment Embedded</u> EYFS staff consistently implement high-quality, developmentally appropriate provision with regular ongoing assessment to identify children at risk of not achieving GLD. • <u>Targeted Early Intervention for Vulnerable Learners</u> A structured programme of early intervention (speech and language, phonics, fine motor, early number) is in place and monitored for impact. • <u>Strong Curriculum Consistency and Parental Engagement</u> The EYFS curriculum is delivered consistently across Reception, with strong partnership with parents to reinforce early learning.	TIME	• Weekly formative assessment meetings (within EY's staff team) identify focus children and next steps. SLT monitor. • Learning journals and observation records show clear progression across the prime areas and literacy/maths. • Interventions for identified children implemented within one week of concern. • Baseline and termly data identify target pupils; progress tracked every 6 weeks. • Curriculum maps, enhancements, and phonics progression followed consistently in all EYFS areas. • Termly parent engagement activities achieve ≥70% participation (workshops, stay-and-play, reading events). • End-of-term data indicates the percentage on track closely aligns with the 75% GLD target.
To raise attainment in English Writing so that it is in line with national expectations in all year groups	LH JF	• <u>Staff Training, Onboarding & Fidelity of Implementation</u> All relevant staff (teachers and TAs) are trained and implement Sentenced to Success consistently in line with programme guidance. • <u>Curriculum Integration, Assessment & Moderation</u> Programme routines are embedded in medium-term plans; assessment and moderation ensure accurate judgements against national standards. • <u>Targeted Support & Impact on Priority Pupils</u> Structured interventions address barriers for identified groups (e.g., disadvantaged, SEND, EAL, boys' writing),	TIME Staff Meetings	• 100% of class teachers complete initial training and access core materials by summer 2026 materials available on server • Fidelity checks (learning walks/planning scrutiny) twice per half-term show ≥85% adherence to core routines (e.g., writing routine, handwriting, sentence-level instruction, deliberate practice, modelling, guided writing). • Staff confidence improves • Medium-term plans in every year group explicitly map Sentenced to Success • Half-termly writing show reduced gap to age-related expectations; at least 70% of pupils on track by mid-year,

		with close tracking and feedback cycles.		rising to ≥ national by end of year. • Cross-phase/cluster moderation (including exemplification) each term confirms secure and consistent teacher assessment; moderation notes/actions shared school-wide. • Pupil progress meetings identify focus pupils per class with precise next steps / reviewed every 6 weeks. • ≥75% of focus pupils make accelerated progress evidenced by comparative work samples and short-cycle data. • Work sampling and student voice show increased sentence accuracy, control and independence (e.g., reduction in common errors; improved application of taught sentence structures).
For English writing expectations to be consistent throughout the school	LH JF	• <u>For English writing expectations to be consistent throughout the school</u> Use of a consistent, whole-school approach to writing (planning format, success criteria, vocabulary expectations, handwriting/ presentation standards, editing routines) is agreed, published, and used in every year group. REMINDER for new staff • <u>Consistent Assessment & Moderation Cycle Embedded</u> Assessment of writing is aligned <u>across all year groups</u> through planned moderation, use of exemplification, and shared criteria to ensure consistency and accuracy.	PPA Time	• BDS writing expectations document is shared with all staff • Planning formats reflect the same structure across EYFS–Y6 (modelled write → guided write → independent write). CHECK • Learning walks show ≥85% consistency in the use of the agreed writing routines and language (e.g., modelling, editing steps). • Staff can clearly articulate what writing progression looks like from year to year. • Half-termly writing moderation confirms consistent judgements against year-group expectations. • Teachers use the same success criteria and assessment grids, leading to agreement within one judgement for ≥90% of sampled pupils. • Book looks show consistent expectations for sentence accuracy, structure, handwriting/presentation, and evidence of editing. • Termly data shows a reduction in variation between year groups in writing attainment and teacher assessment.
For all teachers to consider RWM combined when supporting gaps in learning	JF FT	• <u>Whole-School Approach to Identifying and Addressing RWM Combined Gaps</u> Teachers use a consistent system to identify pupils with combined RWM gaps and plan integrated support across subjects. • <u>Targeted Interventions with Integrated RWM Focus</u> Intervention groups and in-class support focus on **combined barriers, not single subjects in isolation**.	Staff Meeting / INSET Time	• A shared RWM combined tracking sheet is used in every class during pupil progress meetings. • Teachers identify pupils who are below age-related in two or more of the three areas and plan cross-curricular strategies to support learning • Planning shows joined-up approaches, such as using reading texts to reinforce maths vocabulary • Teachers consider RWM crossover barriers (e.g., comprehension impacting problem-solving; handwriting fluency affecting written reasoning). • TA/teacher-led interventions include dual-purpose tasks

				• Pupil voice shows improved confidence in explaining their thinking across subjects, especially in linking reading and writing skills to maths reasoning.

Termly Narrative and Impact Statement

Autumn

Spring

Summer

Attendance & Behaviour **Strategic Intention:** "Strengthen fair, consistent behaviour and attendance systems that foster belonging, reduce barriers, and ensure all pupils engage positively and attend regularly."				**Governor Leads:** **SLT Leads:**
Context Attendance remains a national priority and is reflected in our SIP. BDS has consistently maintained attendance above national figures, and this must continue. We work closely with families where persistent absence is a concern, and a small number of pupils with complex medical needs have disproportionately affected SEND/EHCP attendance data. At our previous inspection, behaviour was judged outstanding, and we continue to uphold high standards through regular policy review.		**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**
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 improve attitudes and foster positive habits.	TB JF	• <u>Rigorous Monitoring & Early Identification Processes Embedded</u> A consistent, proactive attendance monitoring system identifies concerns early and triggers swift action. • <u>Strong Partnership Work with Families and the Local Authority</u> Leaders work effectively with parents, the Local Authority, and pupils to reduce barriers and improve attitudes to attendance. Attendance meetings held with all families whose children fall into (or are at risk of entering) persistent absence; agreed action plans recorded. Timely referrals made to the Local Authority Early Help / Attendance Officer for cases that do not improve. • <u>Positive Attendance Culture Promoted Across School</u> Attendance expectations are clearly communicated and embedded in the school culture for pupils, parents, and staff. Weekly assemblies, newsletters, and celebration systems promote good attendance and punctuality, with visible	TIME	• Half termly attendance reports highlight pupils below 95%, persistent absentees (below 90%), and punctuality concerns, with actions logged. • Regular review meetings held with attendance lead, pastoral staff, and class teachers to analyse trends and plan responses. • Attendance remains consistently above national each half-term, tracking toward the 97% school target. • Punctuality improves, evidenced by a reduction in late marks compared to the previous term. • Holiday requests during term time decrease; leaders can demonstrate consistent application of the school's attendance policy. • Parent engagement increases through workshops, newsletters, and regular communication celebrating good attendance. • Pupil voice shows increasing awareness of the importance of attendance and readiness to learn. • End-of-year data shows sustained attendance at or above 97%, with fewer children falling into persistent absence

		impact Staff consistently reinforce routines: morning welcome, quick settle, and supportive follow-up with families.		
Review the way behaviour is logged on CPOMS and reported to governors	JF	• <u>Define and Standardise Behaviour Logging on CPOMS</u> Agree and publish a CPOMS behaviour taxonomy (categories, sub-categories, severity thresholds, mandatory fields) and logging expectations for all staff. • <u>Staff Training, Data Quality Checks & Timely Entry</u> Staff receive targeted CPOMS training; routine QA ensures accurate, timely entries that support effective safeguarding and behaviour monitoring. • <u>Define and Standardise Behaviour Logging on CPOMS</u> Agree and publish a CPOMS behaviour taxonomy (categories, sub-categories, severity thresholds, mandatory fields) and logging expectations for all staff. • <u>Governor-Ready Reporting & Impact Monitoring</u> Create a concise, termly Behaviour Dashboard / CPOMS Report, for Governors that tracks trends, disproportionality, and actions—linked to the SIP.	TIME	• A one-page Behaviour Logging Protocol is agreed and shared with all staff (what to log, where, how, and when). • Mandatory fields set in CPOMS to improve data quality. • Inter-rater reliability check: a short sample of incidents coded by different staff shows ≥90% agreement on categories/severity after training. • 100% of staff complete refresher training with quick-reference guidance available on the server • Escalation rules set and tested (e.g., automatic alerts to DSL / DDSL for repeat behaviours, thresholds for SLT notification). • A standard governor report template is agreed • Termly summaries show clear trends and narrative analysis (what's improved, what's emerging, what's next), with comparison to previous term and same term last year. • Action–impact loop: actions arising from the report are RAG-rated and reviewed at the next committee; evidence of response is documented within minutes. • Governor feedback indicates the report is clear, consistent, and sufficient for oversight (
Communicate the School Behaviour Policy and Strategies to parents using the school newsletter and other forms of communication / outreach	JF TB	• <u>Behaviour Policy Communication Plan Implemented Across all Platforms</u> A structured communication plan is created and delivered to ensure all parents understand the Behaviour Policy and key strategies. • <u>Ongoing Parent Engagement & Opportunities for Dialogue</u> Milestone: Leaders offer multiple opportunities for parents to discuss, clarify, and engage with behaviour expectations.	TIME	• Behaviour Policy summary shared through school newsletter, website, email, and Seesaw App by Summer 2026 • Parent-friendly version (one-page or infographic) created and distributed to increase accessibility. • Analytics show high engagement • Parent survey or quick-poll shows ≥80% understanding of expectations, rewards, and sanctions. • Behaviour focus included in at least two

				assemblies, workshops, or parent information sessions across the year
To provide frequent information for parents and pupils around keeping safe online including the use of Pol Ed	JF TB KL	• <u>Online Safety Information Shared Regularly Through Multiple Channels</u> A consistent schedule of online-safety communication is established across newsletters, assemblies, website updates, and Pol-Ed / Wake-up Wednesday resources. • <u>Pupils and Parents Engage in Structured Online-Safety Learning and Events</u> Regular learning opportunities using Pol-Ed / National College / NSPCC resources are delivered to pupils, with accompanying communication to parents to reinforce messages at home.	TIME Nat College Subscription	• Online-safety items appear in the newsletter at least once every half-term, referencing National College, Pol-Ed guidance and age-appropriate advice. • School website has an updated Online Safety page, including Pol-Ed links, parent guides, and reporting routes. • Termly online-safety lessons delivered in every class using Pol-Ed content (planned and evidenced in curriculum maps). • At least one parent workshop or virtual event held annually focused on online safety, supported by Pol-Ed resources. • Pupil voice demonstrates stronger understanding of how to stay safe online and how to report concerns.
<u>Termly Narrative and Impact Statement</u> Autumn Spring Summer				

Personal Development & Wellbeing **Strategic Intention:**				**Governor Leads:** **SLT Leads:**
Context Personal development is a strength across the school. An ambitious curriculum offers rich experiences that equip pupils with the knowledge and skills for 'Life in all its Fullness'. Mental wellbeing and pastoral support remain high priorities, with continued investment in high-quality provision. Enrichment opportunities are plentiful and purposefully designed to nurture pupils' wider development. Strong Christian values underpin the school's vision, supporting effective SMSC and the promotion of British Values.		**Key Success Criteria:** • The curriculum intentionally broadens pupils' experiences by addressing the limited diversity within Cumbria through carefully chosen learning opportunities. • Parents understand the pastoral support available through the curriculum and targeted interventions. • The impact of pastoral provision is clearly communicated to pupils, parents and staff. • Pupils develop a secure understanding of Protected Characteristics and British Values, using this knowledge to make informed, responsible decisions. • They confidently use their voice to make ethical choices and act as agents of positive change. • Pupils and staff can articulate the importance of spiritual development and its role within 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 using the Feel, Imagine, Do, Share (FIDS) approach.	CK JF LS	• <u>FIDS Adopted as the Whole-School Pupil Voice Framework</u> FIDS (Feel → Imagine → Do → Share) is introduced, modelled, and embedded as the common language and process for pupil voice across all classes and replaces the school council Quality of process: Learning walks and pupil voice show pupils can articulate each FIDS stage and how it informs decision-making • <u>Action–Impact Loop Established with Feedback to Pupils and Community (SHARE)</u> FIDS outcomes inform school decisions, with transparent feedback and celebration so pupils see their voice leading to action and impact.	TIME CPD £300	• Launch & training: Staff briefing delivered; simple pupil-friendly overview shared; FIDS prompts/posters visible in the school hall • Conduct at least one FIDS cycle per group over the year Impact measures: At least four tangible improvements per year • Decision records: A simple Pupil Voice Action Log captures issues raised (Feel), ideas (Imagine), actions taken (Do), and outcomes shared (Share) • Communication: Outcomes shared via assemblies, newsletters, and displays; pupil surveys show increased belief that "my voice leads to change"
To support the improve of resilience within all stakeholders including links with Cockermouth School	JF SH IR	• <u>Whole-School Resilience Framework Launched and Embedded (with Secondary Link)</u> Establish a shared, evidence-informed resilience framework for pupils, staff, and parents, co-designed with phase leads and in partnership with Cockermouth School to ensure continuity Y6→Y7. Action Plan in place • <u>Targeted Support, Parent Partnership & Impact Review Cycle</u> Deliver targeted interventions for identified pupils and staff, provide practical parent support, and review impact termly to refine provision.	TIME Cost of visits (busses)	• Curriculum & routines: Resilience strategies (e.g., emotional literacy, problem-solving, growth mindset language, structured reflection) explicitly mapped into PSHE/tutor time and classroom routines across all year groups. • Transition continuity: Two joint activities with Cockermouth School per year (e.g., Y6–Y7 resilience workshop and a staff professional exchange) completed; feedback shows alignment of language/expectations. • Parent engagement: Run two parent sessions (in-person/virtual) offering practical strategies for building resilience at home;

To develop an active culture of justice and responsibility enabling pupils to make ethical choices and become agents of change - FIDS	LS JF	• <u>Increase Pupil Agency Through Social Action and Responsible Leadership Opportunities</u> Pupils participate in meaningful opportunities to influence change, lead initiatives and participate in projects that model ethical action and responsibility. E.g. SuperKind Award / Archbishops Young Leader Award AYLA.	SuperKind award £150 AYLA £150	• Each class undertakes at least one pupil-led action project per term (e.g., fairness in games, environmental justice, kindness campaigns, digital responsibility). • FIDS groups, digital leaders and playground leaders all adopt a common approach to identifying problems, proposing solutions and taking action. • A simple impact tracker logs issues raised, actions taken and changes achieved; these are shared in assemblies, newsletters or displays. • Termly review shows evidence of pupils influencing positive change in the school community, with clear before/after indicators.
To ensure school is doing its best to promote healthy eating and meets The National Food Standards - Undertake the LA's Nourish Programme	JF TB	• <u>Whole-School Audit & Action Planning Through the Nourish Programme</u> Complete a full review of current food provision, culture and curriculum using the Nourish Programme audit tools, identifying strengths and priority areas for improvement. Clear evidence of improvement priorities incorporated into the School Improvement Plan and governor monitoring cycle. • <u>Improve Food Culture, Dining Experience and Compliance with Food Standards</u> Implement changes to ensure meals, snacks, drinks and food routines fully comply with the National Food Standards and promote a positive food culture. • <u>Embed Healthy Eating Education Across Curriculum & Family Engagement</u> Strengthen understanding of healthy eating across the curriculum and community using Nourish Programme lessons, campaigns, and activities. End-of-year review demonstrates increased pupil knowledge, healthier packed lunches, and whole-school alignment with healthy eating messages.	Free Time	• Baseline audit completed and shared with SLT and governors, highlighting gaps related to the National School Food Standards. • A whole-school Healthy Eating Action Plan created with clear timelines (catering, curriculum, dining environment, leadership). • SLT and school cook/catering provider trained or briefed on Nourish recommendations. • Menus updated to meet School Food Standards, with increased fruit/veg options, wholegrains, reduced salt/sugar, and compliant drinks. • Monitoring with the School Cook/catering team shows 100% compliance with mandatory standards across the week. • Pupil voice indicates increased enjoyment of mealtimes and greater willingness to try new foods. • Healthy eating taught explicitly through science, PSHE/RSHE, PE, DT cooking & nutrition, and Nourish resources. • At least one whole-school healthy eating initiative per term (e.g., tasting events, cooking sessions, food-growing, theme days). • Parent communication (newsletters, workshops, website updates) promotes healthy choices and shares standards. •

RE lead to undertake training… *Christianity as a Global World Faith,* with the Diocese and disseminate to staff to improve the teaching of RE in school.	JF CK	<u>RE Lead Completes CoE Training and Embeds Global Christianity Knowledge into School Practice</u> • RE Lead successfully completes the Christianity as a Global World Faith training and integrates key principles into planning, resources, and RE curriculum development. • Revised RE long- and medium-term plans explicitly include teaching about Christianity as a worldwide, diverse, multicultural faith, aligned to the CoE Statement of Entitlement. • RE Lead disseminates training to all staff, improving teacher knowledge and pedagogy so lessons reflect CoE expectations for theological, philosophical and human/social understanding. • Deliver Staff CPD session(s), including global Christianity content, modelling of classroom strategies, and examples of diverse Christian practice.	Free Time	• Evidence of training completion recorded and shared with SLT/governors. • Revised RE long- and medium-term plans explicitly include teaching about Christianity as a worldwide, diverse, multicultural faith, aligned to the CoE Statement of Entitlement. • Resources (stories, videos, case studies, artefacts) added to support teaching about global Christian communities in different cultures and contexts. • Monitoring of RE planning shows accurate and balanced representation of global Christianity woven across units • Work scrutiny and lesson visits show improved pupil understanding of Christianity as a global faith (e.g., pupils referencing Christian traditions from different cultures). • Pupil voice demonstrates increased awareness of Christian diversity and improved confidence in discussing belief, practice, and global examples.

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Leadership & Governance

Strategic Intention: "Strengthen leadership and governance to ensure clear strategic direction, robust accountability and an inclusive culture securing ambitious outcomes and equitable opportunities for all pupils."

Governor Leads:
SLT Leads:

Context

Leadership at Bridekirk Dovenby is strong, with an effective Senior Leadership Team and a committed Governing Body who prioritise staff development and wellbeing. Curriculum leaders are rapidly strengthening their subject leadership, supported by ongoing professional learning. Two staff have completed NPQs and another has undertaken an aspiring-to-leadership programme, building leadership capacity. The Headteacher also contributes to wider system leadership through advisory work with the Diocese.

Key Success Criteria:

- Leaders and governors articulate a clear, ambitious strategic vision that drives improvement across the school.
- Governance provides robust challenge and support, ensuring statutory duties are fully met.
- Leaders model ethical, inclusive practice that fosters a positive culture for pupils and staff.
- Systems ensure early identification of pupils facing disadvantage, SEND or wider vulnerabilities, with effective support in place.
- Safeguarding arrangements are consistently strong, well-monitored and clearly understood by all staff.
- Professional development and staff wellbeing are prioritised to build leadership capacity and improve practice.
- Subject leaders confidently evaluate and strengthen curriculum intent, implementation and impact.
- Leaders and governors engage effectively with parents, carers and external partners to strengthen trust and transparency.
- Decision-making is evidence-driven, using monitoring and evaluation to secure sustained improvement.

Strategy/Action	Lead	Implementation Milestones and Key Indicators for Success	Cost	Monitoring and Evidence
Support the Strategic Leadership within school to ensure it is maintained and effective (new COG)	JF SH	<u>Strengthen strategic leadership structures and Governor effectiveness to support the new Chair of Governors (CoG) and maintain high-quality governance</u> • Induction and training for the new CoG completed (including NGA, Diocese/LA governance training, safeguarding, and statutory responsibilities). • Regular Chair–Headteacher strategic meetings scheduled and logged, with clear agenda items (school improvement, safeguarding, finance, curriculum). • Governor self-evaluation or skills audit completed, with actions taken to ensure the governing body maintains the capacity and expertise needed.	TIME	• Governors' monitoring visits carried out in line with the SIP, with evaluations shared at FGB demonstrate strategic focus rather than operational detail • Feedback from the Headteacher and governors indicates improved clarity, confidence and strategic direction under the new CoG
Support other schools through the advisory work undertaken by the head teacher for the Diocese. Use this payment to support the budget for Bridekirk Dovenby School	JF CK	<u>Effective delivery of Diocese advisory work that strengthens system leadership and generates income to support school budget</u> • A formal service level agreement (SLA) or written confirmation outlines expectations, hours, and payment arrangements. • All income generated through advisory work is tracked and allocated transparently to support the school budget (e.g., staffing cover, curriculum resources, strategic projects) • Participation in advisory work enhances system leadership reputation and strengthens partnerships with other schools,	Time	• Headteacher successfully fulfils all agreed Diocesan advisory commitments (school visits, mentoring, monitoring, training delivery), with positive feedback recorded by the Diocese. • Governors receive termly updates showing financial contribution to the school, along with evidence that the work does not negatively impact the Headteacher's workload or school leadership capacity.

		contributing to Bridekirk Dovenby's profile as a high-performing, outward-facing school.		
Become familiar with the expectations around the 2025 Ofsted Framework and Toolkit and produce a SEF based upon this	JF LS	<u>Senior Leaders and Governors Develop a Secure Understanding of the 2025 Ofsted Framework & Toolkit</u> • Leaders (including Governors) engage with the 2025 Ofsted Framework and associated Toolkit to ensure shared understanding of expectations, evaluation criteria and evidence requirements. • SLT and Governors complete training/briefing sessions on the 2025 Framework and Toolkit (internal, Diocese, LA or external provider). • Leaders audit current practice against the new Framework domains, identifying strengths, gaps and evidence sources. <u>SEF Updated and Aligned Fully to the 2025 Ofsted Framework</u> • A revised and robust Self-Evaluation Form (SEF) is created that reflects the new 2025 Ofsted judgements, toolkit guidance and the school's strategic priorities. • Leaders gather high-quality evidence (data, pupil voice, monitoring outcomes, curriculum documentation) to support each judgement.	Time CPD Supply	• A clear set of leadership priorities is produced in response to the updated expectations and shared with staff. • Staff voice indicates improved clarity and confidence in what the new framework means for day-to-day practice and monitoring. • SEF rewritten using the new framework structure and evaluation language, with evidence sources referenced clearly. • SEF reviewed by Governors and external partners (e.g., school improvement adviser, Diocese adviser) with feedback incorporated. • Final SEF published and used to directly inform SIP priorities, monitoring schedules and leadership discussions
Continue to create suitable spaces in school to support the teaching and learning of small groups and SEND	JF TB	<u>Develop and maintain high-quality physical environments that meet the learning needs of small groups and SEND pupils</u> • Identification and review of existing and potential small-group/SEND spaces completed, ensuring rooms are fit for purpose, distraction-reduced, and resourced appropriately. • Fund raising to ensure the cost is covered and doesn't impact the school's budget. • Contractors selected to carry out any appropriate works • Governors receive updates on improvements made,	£7000	• Spaces used consistently for targeted interventions (e.g., phonics, ELSA, precision teaching, SEMH support), with timetables and staffing aligned. • Feedback from staff shows increased suitability of learning environments for SEND pupils, with improved engagement and readiness to learn noted in session logs. • Learning walks and SEND monitoring demonstrate that small-group spaces are calm, accessible, and adapted, supporting progress towards SEND outcomes.

		resources added, and the impact on pupils using these spaces.		
Review the RSHE curriculum taught in school and ensure it aligns with DFE 2025 guidance. Consult with parents as part of the RSE and health education curriculum to be introduced in September 2026 1 September 2026	JF CK	<u>Review and align the RSHE curriculum with the 2025 DfE guidance, ensuring full compliance and meaningful parent consultation ahead of the September 2026 implementation</u>. • A full audit of the current RSHE curriculum is completed against the 2025 DfE statutory guidance for Relationships Education, RSE and Health Education, identifying gaps, outdated content, and areas requiring revision. • Updated RSHE curriculum documents—including progression maps, lesson overviews, vocabulary, and resources—are produced and aligned clearly with new requirements. • A structured parent consultation process is planned and delivered (surveys, information sessions, published curriculum overview), with feedback incorporated into final curriculum decisions. • Revised RSHE curriculum and parental consultation outcomes are approved by Governors and published ahead of 1 September 2026, meeting statutory duty. • Staff receive training/briefing on changes to ensure confident delivery from September 2026, with staff confidence measured before and after.	Time Jigsaw resource subscription	• Completed audit document • Annotated or revised curriculum maps • Updated policy drafts • Minutes from curriculum meetings • Final RSHE policy • Published curriculum on website • Copies of newsletters, slides, letters and consultation materials • Parent feedback summary and analysis • Final consultation report for Governors
Evaluate the existing school website and successfully transition to a new, modern, and compliant platform that meets statutory requirements and improves communication.	JF TB	• Consultation with stakeholders (staff, governors, parents) completed to gather views on content, navigation and required features. • New website provider/platform selected, with a clear transition plan that includes content transfer, design approval and timeline. • Updated website launched with accurate statutory information, improved usability and clear branding. • SLT and governors review analytics and feedback showing	£3000	• Completed website audit checklist • Annotated list of gaps or required improvements • Comparison table of different templates • Confirmation email/SLA from chosen provider • Timeline for transition and launch • Notes from meetings with the provider

		improved navigation, mobile-friendliness and communication effectiveness. • Old website safely archived and all links updated across school systems.		
Begin a process of review and evaluation to support transition to a new school management system	TB JL JF	<u>Conduct a full review and evaluation of current school management systems to inform selection and transition to a new platform</u> • A system audit is completed, evaluating the strengths, limitations, costs, data-handling processes, and user experience of the current management system. • Needs analysis carried out with staff (office, SLT, teachers, SENCO, safeguarding) to establish core requirements for a new system (attendance, assessment, behaviour, safeguarding, communication, finance, etc.). • Comparison matrix created for at least three potential MIS providers, including demos, features, compliance, training support, and pricing. • Timeline drafted for potential migration, including data transfer, staff training, and risk-management considerations.	£4000	• Completed MIS audit document or checklist • Draft document outlining core requirements for a new MIS • Summary of strengths, limitations and risks • SLT discussion notes • Summary of stakeholder preferences and needs • Governor meeting minutes confirming discussion and consideration

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Early Years **Strategic Intention:** "Deliver a high-quality, ambitious Early Years curriculum that builds strong foundations, promotes language and self-regulation, and ensures every child thrives."				**Governor Leads:** **SLT Leads:**
Context Following the introduction of the renewed statutory Early Years framework, the Headteacher and Early Years Leader have developed a coherently planned and sequenced curriculum underpinned by the school's curriculum drivers. This curriculum fully immerses children in all seven areas of learning, providing memorable experiences that deepen and consolidate knowledge and skills. Our Early Years provision was judged outstanding by Ofsted in January 2025**.**		**Key Success Criteria:** • The EYFS curriculum is ambitious, well-sequenced and builds knowledge progressively from children's starting points. • Adults use high-quality interactions to develop communication, language and early learning. • Early identification ensures children with SEND or vulnerabilities receive timely, effective support. • Indoor and outdoor environments promote independence, exploration and purposeful play. • Assessment is used meaningfully to inform teaching without creating unnecessary workload. • Children demonstrate strong personal development, including routines, self-regulation and social skills. • Safeguarding is effective, with staff confident in recognising concerns and promoting children's safety. • Parents are positively engaged in supporting learning, wellbeing and early intervention. • Leaders monitor EYFS practice well, ensuring consistency, professional development and continuous improvement		
Strategy/Action	**Lead**	**Implementation Milestones and Key Indicators for Success**	**Cost**	**Monitoring and Evidence**
Maintain the GLD at 75% and above - target lowest 20% in phonics, maths, writing and S&L		• See achievement section of the SIP and below		
Ensure changes to the EYFS framework from 1 September 2025 are implemented to provide a safe environment that meets the new requirements	LS JF PK	• Conduct a structured audit of current EYFS policies, procedures, and provision against the 2025 framework changes. • Update all statutory EYFS documentation to reflect new requirements and ensure safe practice. • Adapt physical spaces and routines to meet the new expectations and enhance safety. • Ensure all EYFS staff are trained and confident in implementing updated expectations.	Staffing – lunch time PFA training	• Stronger safeguarding (references, absence follow-up, emergency contacts, whistleblowing) • Safer eating & nutrition expectations • Increased PFA and safeguarding training • More clarity on personal care, toileting, and privacy • Updated RBA processes for Reception classes
Ensure the EY's baseline assessment is used to inform provision and meet individual needs as well as cohort needs	LS JF	<u>Use EYFS baseline assessment outcomes to inform high-quality provision, targeted support, and cohort-level planning</u> • Baseline assessment completed for all Reception pupils within the statutory window, and outcomes analysed to identify individual learning needs, vulnerable groups, and cohort trends.	Time	• Evidence in observation logs, learning journals and environment walk-throughs demonstrates that provision is responsive to baseline needs. • SLT receive a termly summary highlighting cohort strengths, areas for development, and how provision has

		• Findings used to shape continuous provision, enhancements, and adult-led focus groups (e.g., communication & language, fine motor skills, early maths, social-emotional skills). • Planning documentation shows clear links between baseline outcomes and provision adjustments (e.g., targeted language-rich areas, differentiated maths provocations, fine motor strengthening tasks). • Pupil progress meetings include discussion of baseline data and next steps for individuals and groups		been adapted to address these
Ensure planning supports the two areas of weakness from 2025 Self-regulation & Managing self (resilience target) Link with Resilience Target	LS JF	<u>Embed targeted curriculum planning and daily provision that strengthens children's Self-Regulation and Managing Self skills</u> • EYFS planning (long-term, medium-term and weekly provision maps) explicitly identifies strategies, routines and learning opportunities focused on self-regulation (attention, emotional control, turn-taking, co-regulation) and managing self (independence, perseverance, confidence, following routines). • Continuous provision enhancements show clear links to these areas—for example, calm spaces, problem-solving prompts, independence stations, visual routines, choice-making opportunities, and resilience challenges. • Adult-led sessions include modelling of self-regulation language (e.g., "stop–think–choose") and independence scaffolds (e.g., dressing routines, organisation tasks, fine-motor stamina). • Pupil progress discussions reference these areas specifically and show clear next steps for both individual children and cohort-wide patterns.	Time	• Staff observations and assessment notes demonstrate progress in targeted children and across the cohort, with recorded improvements in attention, independence, and ability to manage emotions or simple tasks. • Learning walks provide evidence of consistent adult practice in co-regulation, calm transitions, independence-building routines, and emotionally supportive interactions.

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