

The Bridge Academy ADIP 'Plan on a Page' 2025-2026

Priority 1 – Developing teaching		
Strategic Priorities	Why will we do it?	What will we do?
1.1 – High quality teaching & learning, by Everyone, Everywhere, Every time	<ul style="list-style-type: none"> To ensure all pupils access consistent, high-quality lessons To build confident, expert teachers To secure effective lesson delivery across all subjects 	<ul style="list-style-type: none"> Embed a whole-school T&L Cycle Deliver weekly drop-ins, learning walks & feedforward Engage all staff in ATLP Quality Circles and curriculum planning
1.2 – Instructional coaching & high-quality professional development	<ul style="list-style-type: none"> To develop expert teaching through tailored coaching To ensure CPD meets teacher needs and school priorities To use evidence-based approaches for professional growth 	<ul style="list-style-type: none"> Implement StepLab and instructional coaching Provide structured CPD Monitor engagement in coaching and adapt based on feedback
1.3 – Use of assessment & data to inform lesson planning	<ul style="list-style-type: none"> To measure progress and inform responsive teaching To ensure planning is targeted to pupil needs To support meaningful end-of-unit assessment 	<ul style="list-style-type: none"> Use CFU strategies in every lesson Assess all units/topics using agreed success criteria Hold data reviews after assessment weeks to inform planning

Priority 3 – Inclusion		
Strategic Priorities	Why will we do it?	What will we do?
3.1 – Identifying and meeting needs, and removing barriers	<ul style="list-style-type: none"> To understand each child's needs from the point of admission To remove barriers that prevent engagement and progress To support successful reintegration or appropriate onward transition 	<ul style="list-style-type: none"> Create and regularly review One Page Profiles Strengthen admissions and induction with targeted assessments Build links with mainstream and specialist providers
3.2 – Supporting pupils who face disadvantaged	<ul style="list-style-type: none"> To ensure equity of access for all children To close the gap in achievement and opportunity To use pupil voice to shape how support is delivered 	<ul style="list-style-type: none"> Identify all pupils as facing disadvantage by default Prioritise quality teaching and targeted PP support Fund access to enrichment and Widening Horizons
3.3 – Supporting pupils with SEND	<ul style="list-style-type: none"> To ensure that all staff plan for individual needs To deliver adaptive teaching that supports progress To meet statutory and non-statutory SEND requirements 	<ul style="list-style-type: none"> Provide ILPs with specific, measurable targets Deliver CPD on adaptive teaching and use of OPPs Track and review ILP engagement and outcomes through QA

Professional Development Offer	Key supporting documents	Quality Assurance
<ul style="list-style-type: none"> ✓ - Weekly Raising Standards Meetings ✓ - Weekly 'Wednesday CPD' ✓ - Instructional Coaching (Step Lab) ✓ - Five planned INSET days ✓ - External SIP Support ✓ - Quality Circles for Subject Teachers 	<ul style="list-style-type: none"> ✓ - Staff Handbook – <i>what we do, the way we do it and why we do it</i> ✓ - RAISE Curriculum & The Bridge Way inc. 'Graduated Response to managing behaviour and SSD' ✓ - Curriculum Map & Sequencing Development inc. Snapshots 	<ul style="list-style-type: none"> ✓ - Weekly 'Lesson Drop-ins' ✓ - Half-termly Learning Walks & Book-Looks ✓ - Internal & External School Improvement Activities ✓ - Half-termly Senior Leader Portfolio Reports

The full Academy Development & Improvement Plan can be found [here](#).

Priority 2 – Attendance		
Strategic Priorities	Why will we do it?	What will we do?
2.1 – Implement 'banding' to improve attendance	<ul style="list-style-type: none"> To track and improve each pupil's attendance from their starting point To celebrate progress and challenge persistent absence To ensure all pupils attend regularly and on time 	<ul style="list-style-type: none"> Introduce attendance 'bands' to monitor improvement Share and celebrate individual/group attendance weekly Issue letters and rewards in line with policy and performance
2.2 – Improve attendance for each child, from Entry to Exit	<ul style="list-style-type: none"> To make attendance every adult's responsibility To increase communication and accountability for each child To identify and respond to attendance concerns quickly 	<ul style="list-style-type: none"> RAISE Tutors and TAs make weekly behaviour & attendance calls SLT share attendance data in weekly briefings Inclusion meetings to triangulate concerns and plan actions
2.3 – Enhance the role of the RAISE tutor to drive attendance	<ul style="list-style-type: none"> To strengthen home-school partnerships To promote the link between attendance and achievement To ensure families are part of the solution 	<ul style="list-style-type: none"> Share strategies and year group data via newsletters and meetings Include attendance messaging in all parental communication Use Parents' Evenings to celebrate improvements and set targets

Next Level Strategy – how we will take our school to the 'Next Level'		
Next Level	Why will we do it?	What will we do? Who?
NL.1 – Leadership & Governance	<ul style="list-style-type: none"> To strengthen strategic accountability To embed stakeholder voice in school improvement To ensure robust monitoring of impact 	<ul style="list-style-type: none"> Assign and codify SLT roles Deliver a calendared QA cycle aligned to the SEF & ADIP Run staff workload and wellbeing groups
NL.2 – Curriculum	<ul style="list-style-type: none"> To provide an ambitious, inclusive, all-through curriculum To ensure all pupils access reading, writing, maths, SMSC & British Values To develop a culture of reading for purpose and pleasure 	<ul style="list-style-type: none"> Update curriculum snapshots to reflect whole-school priorities Train staff to embed cross-cutting themes Identify bottom 20% of readers and deliver weekly SLT reading
NL.3 – Achievement across the curriculum	<ul style="list-style-type: none"> To measure and respond to academic, personal and social progress To ensure planning is data-informed To reduce variation in outcomes 	<ul style="list-style-type: none"> Implement an assessment framework Standardise end-of-unit assessments Run termly progress reviews and parents' evenings
NL.4 – Behaviour & Attitudes	<ul style="list-style-type: none"> To ensure pupils follow The Bridge Way To embed consistent, calm routines and high expectations To ensure staff are confident in managing behaviour 	<ul style="list-style-type: none"> Run daily line-ups, RAISE time, and weekly assemblies Use Inclusion Meetings to plan support Train staff on the behaviour policy with consistency and use staff scripts
NL.5 – Personal Development & Wellbeing	<ul style="list-style-type: none"> To build cultural capital and character through 'lived' RAISE values To further Widen Horizons To deliver the careers programme 	<ul style="list-style-type: none"> Codify enrichment and map links to RAISE Plan six whole-school RAISE Days Deliver a Gatsby-aligned careers programme with provider access
NL.6 – Safeguarding	<ul style="list-style-type: none"> To maintain the strong culture of it could happen here To ensure all staff follow robust procedures To grow future safeguarding leaders 	<ul style="list-style-type: none"> Deliver termly training and updates Ensure policies and staff handbook reflect best practice Train at least 2 new DSLs by Summer 2026