The Bridge Academy
Academy Development & Improvement Plan 2025-2026

Mission – To nurture & empower young people, to be School Ready, Work Ready & Life Ready				
Respect	**Aspiration**	**Independence**	**Success**	**Engagement**
Demonstrate **RESPECT** for oneself. Demonstrate **RESPECT** towards others. Demonstrate **RESPECT** towards the learning environment.	Be **ASPIRATIONAL** to re-integrate into a mainstream school. Be **ASPIRATIONAL** for a positive Post 16 placement. Be **ASPIRATIONAL** for a successful future career.	Have **INDEPENDENCE** to do the right thing. Have **INDEPENDENCE** in looking after yourself. Have **INDEPENDENCE** in doing things for yourself, to keep healthy & safe.	Have **SUCCESS** in the decisions we take. Have **SUCCESS** in keeping yourself and others safe. Have **SUCCESS** in academic and vocational education.	Demonstrate **ENGAGEMENT** by being on time. Demonstrate **ENGAGEMENT** by completing the task ahead. Demonstrate **ENGAGEMENT** by working hard.
We listen to and follow instructions - first time, every time. **We use appropriate language.**	**We ask for help if we need it.** **We know what we want from our future.**	**We make good choices and stand by our values.** **We believe in ourselves.**	**We are in the right place, at the right time.** **We take responsibility for our actions to keep each other safe.**	**We are in school on time every day and dressed appropriately.** **We are in every lesson and stay to complete the work.**

Spirit – Everyone, Everywhere, Every time

Priority Improvement Areas – how we will ensure that our school is consistently and sustainably 'strong'

Priority 1 – Developing teaching

Strategic Priorities	Why will we do it?	What will we do?	KPI / Impact	Termly Review
1.1 – High quality teaching & learning, by **Everyone, Everywhere, Every time**	To ensure that all children have access to high quality teaching and learning, in every lesson. (MK) To ensure that all staff have the knowledge, and skill to become experts of their subject. (MK/ZF) To ensure that teachers explain new content clearly, connecting new information with what pupils already know, and introducing new concepts meaningfully. (MK)	Codify what does good T&L look like, through the T&L Cycle. Ensure that all staff, access the ATLP Quality Circles, and access individual subject development. All staff engage in well-structured CPD All subject teachers involved in Curriculum planning & sequencing	Weekly Lesson Drop-ins. Half-termly Learning Walks & Book Looks. Tuesday Feedforward of feedback from lesson drop-ins. High attendance and collaboration with Trust Subject Leaders at QC's.	**Autumn** - **Spring** - **Summer** -
1.2 – Instructional coaching & high-quality professional development	To ensure that leaders are experts in instructional coaching, to ensure teachers are coached to become experts in their field. (MK, with ZF) To ensure that instructional coaching is aligned with key teacher priorities, as identified by intentional monitoring. (MK) To deliver a well-planned, evidence informed CPD programme, driven by data compiled from Step Lab. (MK)	Leaders to attend Instructional Coaching training. Leaders to train staff on the effective use of StepLab. Staff regularly access and act upon StepLab feedback. Methodically planned CPD programme, drawn on expertise from within our school and across the partnership	Monitoring access and engagement for staff on StepLab Weekly Lesson Drop-ins. Half-termly Learning Walks & Book Looks. Tuesday Feedforward of feedback from lesson drop-ins. Monitoring access and engagement for staff in CPD.	**Autumn** - **Spring** - **Summer** -
1.3 – Use of assessment & data to inform lesson planning	To ensure that all teachers are monitoring and measuring steps of progress. (MK) To ensure that every 'unit' is assessed to see progress over time. (MK)	Staff to utilise the CFU strategies shared in CPD in Every lesson, Every time. Staff to ensure that at the end of every topic, or unit of work, children are assessed against the Learning Intentions.	Weekly Lesson Drop-ins. Half-termly Learning Walks & Book Looks. Tuesday Feedforward of feedback from	**Autumn** - **Spring** - **Summer** -

	To ensure that the data captured from termly assessment week's inform lesson planning. (MK)	*Staff to trial the use of Showbie Assessment if appropriate.* Staff to ensure that all children complete assessments, during assessment week, and take part in Data Reviews.	lesson drop-ins. Full Data Capture of End of Term / Unit / Topic assessment; and Assessment Weeks inputting into central spreadsheet.	

Priority 2 – Attendance

Strategic Priorities	Why will we do it?	What will we do?	KPI / Impact	Termly Review
2.1 – Implement 'banding' to improve attendance each child, from Entry to Exit	To ensure that all children are in school, on time, every day. (ZF) To ensure that where children's attendance falls, action is taken swiftly. (ZF) To ensure that each child makes better than expected progress from their starting point. (ZF)	Raise the profile of attendance by sharing regularly with students, what their individual attendance is and group attendance. Celebrate individual attendance improvements through assemblies; end of term & year rewards; and certificates.	WoW/YoY total percentage improvement. RAISE group attendance competition and celebration. Tracking and monitoring individual attendance from starting point, to present. Letters send home, in line with Attendance Policy & Blueprint.	**Autumn** - **Spring** - **Summer** -
2.2 – Enhance the role of the RAISE tutor to drive attendance	To ensure that RAISE tutors are proactive in addressing declining attendance or persistent absenteeism (ZF) To ensure that all RAISE tutors, and wider staff, know the attendance data for all children. (ZF)	All RAISE tutors and attached TAs to call all parents, at least weekly, for behaviour & attendance. Leaders provide a weekly Attendance Briefing, to share headlines and data. Leaders to attend Inclusion Meetings, to support triangulation of data about each child.	Record of weekly attendance calls logged on Class Charts. Weekly briefing shared with staff. Number of RAISE calls made improved year on year.	**Autumn** - **Spring** - **Summer** -
2.3 – Develop relationships with families to further drive attendance improvements	To raise awareness in the Weekly Newsletter to promote good attendance. (EP) To discuss in planned parent's evening in 2025-2026. (ZF)	Share weekly year group attendance, and strategies to improve. Discuss impact of good attendance on academic progress.	Aim for 100% engagement in Parents Evening. Number of RAISE calls made improved year on year.	**Autumn** - **Spring** - **Summer** -

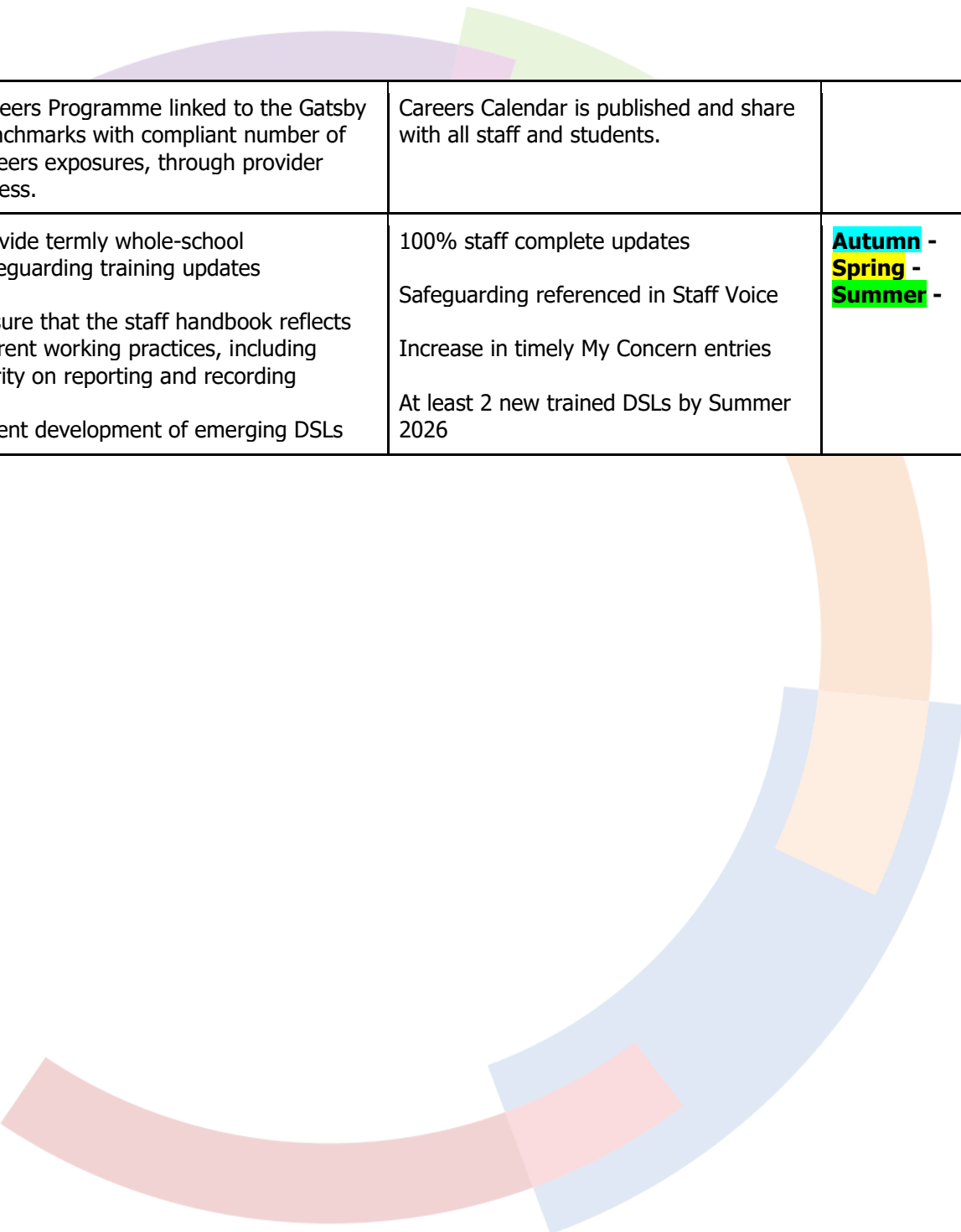|	To ensure that all phone calls with parents include an attendance focus.	Sharing individual attendance progress or targets with parents in calls.	Calls to parents are logged.	

Priority 3 – Inclusion (JB, with SLT Strategic input)

Strategic Priorities	Why will we do it?	What will we do?	KPI / Impact	Termly Review
3.1 – Identifying and meeting needs, and removing barriers	To ensure that all children have a One Page Profile. (JeB) To ensure a robust Admission & Induction process to understand the whole child. (EP) To continue to build relationships with local schools and the local authority, to ensure children return swiftly to mainstream, or onto specialist provision. (EP/JeB)	All staff will access, and read, the One Page Profiles, and TAs will adapt with strategies that work. Review the Admission & Induction process to ensure students join the school in a structured way, accessing the most appropriate entry assessments. Engage with SEND Hubs, and local networks.	Weekly Lesson Drop-ins, with SLT & SENCo and Half-termly Learning Walks & Book Looks, to establish the use of OPP. Assessment data to establish clear starting points. Increased number of returns to mainstream, and EHCPs to specialist provision.	**Autumn** - **Spring** - **Summer** -
3.2 – Supporting pupils who face disadvantaged	To ensure that all children have equitable access to our curriculum offer and widening horizons programme. (ML) To ensure we close the gap between pupils who face disadvantaged, and those who do not. **(All SLT)** To ensure that the Pupil Premium Strategy is driven by pupil voice to have a positive impact on pupil's achievement. (MK)	Ensure that all children are seen as facing disadvantaged, by default for being permanently excluded, or at risk of. Ensure that all children, regardless of disadvantage, receive high quality teaching & learning. Ensure that the Pupil Premium strategy is ambitious, targeted and strategically planned for pupils who face disadvantage. Ensure that the PP funding is available for students to access WH opportunities.	Pupil Premium students have access to all WH opportunities. Assessment & data tracking; Termly Progress Reviews & Parents Evenings Pupil voice	**Autumn** - **Spring** - **Summer** -
3.3 – Supporting pupils with SEND	To ensure that adaptive teaching is evidence informed and systematically embedded, and Learning Support staff are deployed effectively. (JeB/ZF)	DHT to access 'Train the Trainer' for Adaptive Teaching. DHT & SENCo to ensure that staff have	Weekly Lesson Drop-ins, with SLT & SENCo Half-termly Learning Walks & Book	**Autumn** - **Spring** - **Summer** -

		access to additional CPD on adaptive teaching.	Looks.	
	To ensure that all staff, access One Page Profiles, and use them to inform lesson planning. (JeB/MK) To ensure that all children have Individual Learning Plans (JeB)	Develop relationships with families and raise awareness of the child's ILP. Identified 'K - SEND' pupils to have specific targets on ILP, tracked by RAISE tutor / Class Teacher.	Tuesday Feedforward of feedback from lesson drop-ins. Attendance at Inclusion Meetings. Track & monitor staff engagement with the ILP target setting & review.	

Next Level Strategy – how we will take our school to the 'Next Level'

Strategic Priorities	Why will we do it?	What will we do?	KPI / Impact	Termly Review
NL.1 – Leadership & Governance	To ensure that all leaders have clear areas of responsibility, and that leaders are accountable for progress. (EP) To triangulate views and ensure that staff, students, and families are empowered to shape school improvement. (EP)	ATLP Strategic Lead KIT with HoS Leaders present on progress during calendared 'Strategic' SLT meetings. SLT strategic responsibilities codified within the Leadership Handbook Implement a calendared QA cycle aligned to ADIP & SEF. Staff workload & working groups	At least 12 QA activities within the year Termly HoS report to evidence strategic impact 2 wellbeing groups each term, for staff. Weekly Newsletters	**Autumn -** **Spring -** **Summer -**
NL.2 – Curriculum	To ensure all students have access to a bespoke, ambitious, stage-not-age, all-through curriculum. (ZF) To ensure all curriculum areas explicitly address reading, writing, maths, SMSC, and British Values. (ZF) To embed a culture of Reading for pleasure & purpose. (ZF)	Updated 'Snapshot' proformas to include explicit reference to SMSC, British Values, Reading, Writing, and Maths. Provide training to all staff on embedding key areas across the curriculum. Identify and monitor the bottom 20% of readers and ensure weekly reading sessions with SLT.	Curriculum offer implemented Snapshots reflect whole-school priorities Bottom 20% are identified, and read weekly to SLT At least all children access 1 Reading Intervention per week. Books featured in RAISE time	**Autumn -** **Spring -** **Summer -**

NL.3 – Achievement across the curriculum	To ensure all students' progress is measured academically, and socially, which informs effective planning and targeted intervention. (MK)	Develop a whole-school assessment framework covering academic, personal, and social areas. Standardise end-of-topic/unit assessments across subjects. Clear data captures; Progress Reviews & Parents' evenings within the working year.	Consistent use of assessment framework across all curriculum areas Student progress captured in all areas. Reduction in variation between subject outcomes shown in progress reviews.	<mark>Autumn</mark> - <mark>Spring</mark> - <mark>Summer</mark> -
NL.4 – Behaviour & Attitudes	To ensure that all children are in the right place, at the right time; learning in lessons; and following the RAISE values with confidence, independence and motivation. (ML) To ensure that Inclusion Meetings prepare staff to support children engage with their learning. (ML) To ensure that staff have confidence and ability to challenge, report & action behaviour. (ML)	Host Weekly Assemblies; Daily Line-Ups; and RAISE time. Ensure consistency in application of consequences, as appropriate, such as Reflection & Suspension. Inclusion Meetings, every 2 weeks to triangulate the right information and prioritise the right actions Entry & Exit Questionnaires to focus work as allocated to LBMs Ensure that the Behaviour Policy, and revised rewards, is followed by Everyone, Everywhere, Every time. Staff consistently use the RAISE language when challenging behaviour, and teaching lessons, through scripts.	Increase in YoY positive behaviours points & decrease in YoY negative behaviours points Decrease in YoY suspensions Half-termly SLT Report on behaviour analysis Inclusion Meeting notes, and actions. Staff Voice Survey Increase in points / reflections logged and actioned	<mark>Autumn</mark> - <mark>Spring</mark> - <mark>Summer</mark> -
NL.5 – Personal Development & Wellbeing (ML)	To ensure that all Enrichment activities are codified so that children are being explicitly taught the RAISE values. (ML) To ensure that all children have access to RAISE Days, to 'widen their horizons' and to build cultural capital. (ML)	Enrichment activities have an intent; progressive links to teaching of RAISE & a long-term plan. Whole staff planning of six, themed, RAISE days, linked to the RAISE values, linked to contextual risks and concerns.	50% of students achieve the RAISE Award 15 RAISE walks throughout the AY. 6 RAISE days, with high satisfaction and engagement through Pupil & Staff Voice	<mark>Autumn</mark> - <mark>Spring</mark> - <mark>Summer</mark> -

	To ensure that all children in Y7-11 have access to an ambitious Careers Programme. (ML)	Careers Programme linked to the Gatsby Benchmarks with compliant number of careers exposures, through provider access.	Careers Calendar is published and share with all staff and students.	
NL.6 – Safeguarding (ZF)	To maintain the strong culture of 'it could happen here' across the school (ZF) To ensure that the robust systems and processes are understood and followed by **Everyone, Everywhere, Every time** (ZF)	Provide termly whole-school safeguarding training updates Ensure that the staff handbook reflects current working practices, including clarity on reporting and recording Talent development of emerging DSLs	100% staff complete updates Safeguarding referenced in Staff Voice Increase in timely My Concern entries At least 2 new trained DSLs by Summer 2026	**Autumn** - **Spring** - **Summer** -