



THE
BRIDGE

The Bridge Family of Schools

Making a difference; together

BELIEFS

Success through community	Excellence through collaboration	Aspiration and achievement for all
Through a community based on respect and trust; every member of our family matters and are valued and nurtured.	Through collaboration we can provide a better education offer to all than we can ever do individually.	We believe in a culture in which everyone can excel and be their best self through the range of opportunities to achieve.

BEHAVIOURS

Collaboration	Inclusion	Excellence
Every voice is listened to and collective decisions made in the best interests of all within the family of schools. We celebrate differences and respectfully embrace all viewpoints.	Inclusion is at the heart of our family. We stand together to achieve our ambitions recognising and utilising collective expertise and wisdom. We can bridge the disadvantaged gap through a curriculum offer which enables all children to experience every opportunity and see success.	We strive to be the best in all we say and do; celebrating achievement at every level to which there is no ceiling.

VALUES

Trust	Respect	Courage	Compassion	Hope
-------	---------	---------	------------	------

VISION

To provide the highest quality of education so that every child can flourish and realise their aspirations.

Now

<p>Priority 1: Stronger Together (Leadership and Management)</p>	<p>Objective (s): To develop the organisational structure and systems to create a high performing, sustainable family of schools in which everyone can be the best they can be.</p>	<p>Strands:</p> <ol style="list-style-type: none"> 1. Vision and values <i>1.1 agree Vision and Values (All HTs)</i> 2. Develop Structural and operational models <i>2.1 Leadership distribution, responsibilities, and lines of accountability (SL and all HTs)</i> <i>2.2 Due Diligence (All HTs steering group)</i> 3. Risk management/data systems <i>3.1 Signature of risk (SL)</i> 4. Staff Development (SL/DSL) <i>4.1 Professional growth</i> <i>4.2 Retention of high performing staff e.g., CCLs</i> <i>4.3 Recruitment and development of ECTs</i> 5. School Improvement Framework (SL) <i>5.1 School Improvement Policy</i> <i>5.2 Peer Review</i> 6. Governance (SL/DSL) <i>6.1 Steering Group for FoS and TORs</i> <i>6.2 Monitoring materials for governors</i> <i>6.3 Increase capacity of current FGB's</i> <i>6.4 Potential trustee partners</i> <i>6.5 Accountability</i> 7. Bridge growth <i>7.1 Relaunch Bridge and develop collaboration with new school</i> <i>7.2 Liaison with RDD, diocese and LA</i> 			
---	---	---	--	--	--

What will success look like?	What will we do?	When will we do it?	Who will be leading?	What will the level of investment need to be?	How will outcomes be quality assured?
Strand 1: Vision and Values	Revisit the values, beliefs and vision for Bridge FoS at INSET day on 20 October 2023	20 October 23	All HTs	INSET DAY Cost of conference venue	Values will be made reference to in all decision making.

	<p>Share the new branding logo and work that is being carried out.</p> <p>Design and create information to be shared with each school and placed on individual websites from September 2023 including who we are, what we provide in terms of core offer, information on Character Education and pupil involvement.</p> <p>Strategic lead to provide regular updates for all staff and governors as part of the role to ensure all stakeholders are kept well informed</p>	<p>September 23</p> <p>September 23 then on going</p>	<p>Strategic leads</p> <p>Strategic leads</p>	<p>Agreed to have a webpage on each school website for September 2023</p> <p>Updates provided on a monthly basis for staff and termly for governors to be shared with steering group initially then FGB's</p>	<p>Check traffic to the webpages on engagement. Checks on website show this is being seen by parents and other visitors to websites. Website has been updated with photos of the events for pupils. Links shared with parents in each school.</p> <p>Governors will make reference to them when challenging and supporting leaders and holding to account Governors and staff have been sent updates during Term 1 to keep them informed on progress of the Bridge. Staff appreciated the information and feel greater inclusion in the Bridge. Governors at schools have reported that the updates are informative and useful to further discussions. These continue to be sent to governors and staff and now are linked to the KPI's as agreed by the steering group for governors. Feedback has been very positive.</p>
<p>Strand 2: Develop Structural and operational models</p>	<p>Set up subject network meetings for the core subjects plus those foundation subjects which</p>	<p>November 23</p>	<p>Subject leads plus CCL's</p>	<p>Sharing of the information linked to subjects with all schools</p>	<p>Record in minutes meetings and outcomes linked to priorities highlighted for curriculum</p>

<p>2.1 Leadership distribution, responsibilities, and lines of accountability (SL and all HTs)</p>	<p>training has taken place as well as RE and SENCo's.</p> <p>Regular meetings with subject leaders and strategic leads</p> <p>Regular meetings with SL and HGT's as well as HoS to ensure consistency and approaches to core elements of the plan and implementation of the school improvement work</p> <p>Termly steering group meetings to identify progress against KPI for the Bridge and next steps – seeking value for money and assurance.</p>	<p>From September 23</p> <p>From September 23</p> <p>From September 23</p>	<p>Subject leads and strategic leads</p> <p>Strategic lead and HT/HoS</p> <p>Strategic leads, all HT's and governors</p>	<p>Ensure clarity of messaging, expectations and curriculum developments</p> <p>Ensure clarity of messaging, expectations and curriculum developments</p> <p>Sharing of information and decision making which is reported to FGB's</p> <p>As above</p>	<p>development and impact on pupils as well as teachers</p> <p>Record in minutes meetings and outcomes linked to priorities highlighted for curriculum development and impact on pupils as well as teachers</p> <p>Begun the set up of networks and same messaging to expert subject leads as well as HT's so all aware. The first network meetings have happened with the leaders sharing experiences and expertise. There has been some collaboration work between leaders since then. Dates set for the Spring term.</p> <p>Spring term networks meetings took place for ECT's, RE and SEND which were very well received and successful. Geography and Science also met to go through current and future plans.</p> <p>Subject leaders training for science has been extremely well received. Work is on-going however already being developed to improve quality of science curriculum and teaching. Networks have now been moved to termly for specific subjects during the school day led by one of the leaders.</p> <p>Governors are full informed of the next steps and direction of Bridge FoS</p> <p>Two meetings held during Autumn Term with effective feedback to</p>
<p>2.2 Due Diligence (All HTs steering group)</p>	<p>Maintain due diligence to ensure that the Bridge remains strong but informed of options.</p>	<p>From September 23</p>	<p>Strategic leads, all HT's and governors</p>		

					<p>governors. These are increasing knowledge of governors.</p> <p>FGB's are being informed of the Bridge FoS developments as this is now a standing item on the school's FGB meetings.</p> <p>This continues to be a standing item on FGB's and linked to KPI's on the Governor updates from the Strategic Lead.</p> <p>Leaders have consistently shared the next steps and updates for all staff and governors. KPI's are being met in majority of areas.</p>
<p>Strand 3: Risk Management</p> <p>3.1 Signature of risk The FoS will hold a central risk management register that identifies risk to the organisational and operational functioning of schools. Mitigation measures will be put in place in a timely manner in order to sustain growth and success.</p>	<p>Each Headteacher and Chair of Governors will agree the risks and the mitigation actions annually in the Autumn Term. This will be shared with the SL.</p> <p>This will be shared at FGB.</p>	Autumn 1	Chairs of Governors of each school, Headteacher and SL	Leadership Time and SL visit time in each school.	<p>Governor Monitoring reports and minutes of governor meetings.</p> <p>External Reviews: Safeguarding, H and S, Ofsted, Building condition survey, LA Reviews ELS Reviews, Peer Reviews.</p> <p>All schools signature of risks have been discussed and common aspects identified for further discussion with HT and steering group – most included in the strategic plan going forward. However, finance not included.</p>
<p>Strand : Professional Learning</p> <p>4.1 Professional Growth Model</p>	Headteachers and Deputy headteachers complete this year's performance management using the professional growth model	All HT and DHT professional growth plans written and		Release time for supply cover where needed.	Feedback on HT professional growth at Bridge Family of Schools HT meetings is a standing agenda item to ensure this is kept as a focus.

<p>All Bridge Headteachers and Deputy Headteachers engage with the professional growth model of performance management.</p>	<p>HT and DHT engage with the full process, deepening their understanding of how this model works and supports their professional growth.</p>	<p>agreed during autumn term</p> <p>Time is allocated for triad meetings throughout the year to ensure these take place.</p>			<p>Feedback on DHT professional growth at Bridge Family of Schools DHT meetings is a standing agenda item to ensure this is kept as a focus.</p> <p>SL provides feedback on success of programme from their evaluation at HTPM appraisal meetings with Governors.</p> <p>All schools have completed PG meetings as well as HTPG. Discussions in schools as to shared goals and focus on practice for improvement.</p> <p>HTPG meetings all complete as well as HoS and DHT's. There are shared goals included.</p> <p>Reviews are being conducted against performance targets.</p>
<p>4.2 Retention of high performing staff e.g., CCLs</p>	<p>Ensure that the subject leads and CCL re provided with support and professional development to enhance their roles and retention beyond 2023/24 Staff surveyed on CPD needs.</p>	<p>From September 23 on going Surveys written and shared Autumn 2 to identify common needs</p>	<p>SL/DSL</p>	<p>Regular meetings and seek CPD for leaders to fulfil their roles and disseminate further to enhance knowledge of all leaders through network meetings</p>	<p>Objectives for CPD pathway clearly identified and mapped out – feedback surveys focussed on views on these objectives</p> <p>Networks have started for ECT and for subjects – identified subsequent professional development needs for future meetings.</p> <p>Network meetings have been on going. There have been discussions as to next steps for specific subjects such as Music and others which are being planned for focuses training this academic year.</p> <p>The network meetings for the summer term will be afternoon</p>

					based to provide more value and time for development. This is after reflection and learning of previous meetings.
<p>4.3 Recruitment and development of ECTs</p> <p>Explore the possibilities regarding initial teacher training with The Bridge Family of Schools, with the view to establish a bespoke Bridge FOS initial teacher training package and retain these ECTs within the Bridge FOS.</p>	<p>Explore various initial teacher training packages and options for the Bridge FOS</p> <p>Network meetings for all mentors and ECT's termly led by Deputy Strategic Lead</p>	<p>First Bridge CPD pathway runs Autumn 2023 Participants evaluate CPD training</p> <p>Throughout the year</p>	DSL	Release time for supply cover where needed.	<p>Possible options for initial teacher training discovered for discussions regarding future implementation. All mentors and ECT's have attended the training conferences and the Bridge network. Groups have been set up for support for mentors and ECT's. Programme of development and training created for the year. ECT network is now well established and the ECT's are supporting each other as well as support from mentors. Next steps for ECT's to visit other settings within the Bridge. A series of visits to three schools have been planned for the ECT's over the summer term with a focus on adaptive teaching and assessment. ECT have found the visits to different schools beneficial as well as the network that they have created to support each other. Positive sharing of best practice.</p>
<p>Strand 5: School Improvement and QA</p> <p>5.1 School Improvement Framework</p>	School Improvement Policy developed and agreed by all Governors	September 2023	All HTs and steering group		The FoS will have a school improvement framework that enables all schools to flourish and improve further.

<p>A School Improvement Policy will be agreed by the Steering Group and all FGBs</p> <p>5.2 Peer Review Peer Review will be the mechanism for assessing quality of education in the FoS against the same standards published by the most current Ofsted handbook.</p>	<p>Peer review training for Governors</p> <p>Plan peer reviews in triads linked for similar specific needs and developments within individual schools SDP's and linked to the strategic plan for the Bridge to monitor impact of support, training and implementation</p>	<p>Spring 2</p> <p>Summer Term 2024</p>	<p>SL/DSL</p>	<p>Time for training</p> <p>Release time for leaders from schools</p>	<p>School Improvement Policy has been shared and agreed by steering group.</p> <p>School Improvement offer has been shared with steering group and all schools within the Bridge and outside.</p> <p>There has been some take up of the School Improvement offer outside the Bridge with evaluation next term.</p> <p>Continued to share the offer with schools outside the Bridge FoS.</p> <p>All senior leaders and governors will be training in Peer Review.</p> <p>Reviews are being undertaken during Term 6. Governors may have been invited by their own HT's.</p> <p>Peer Review will support ongoing evaluation of the quality of provision in the FoS. Areas requiring improvement will be address through collaborative school to school support. Expertise will be identified through the Peer Review system and this will be used to update the Capacity map.</p>
<p>Strand 6: Governance 6.1 Steering Group for FoS and TORs Governors will have a deeper understanding of the structures and development of Family of Schools.</p>	<p>Members of the FoS steering group will report to each FGB the work of the group and the actions being taken to increase capacity and improvements within the schools involved.</p>	<p>September 2023 on going</p>	<p>SL/DSL all HT's and steering group</p>		<p>Core group of steering group will quality assure plus involvement from LA and diocese if required.</p> <p>HT will check the messages disseminated by governors at the FGB meetings.</p> <p>Feedback at meetings.</p>

<p>Governors on the FoS steering group will have an understanding of their roles and the dissemination of information to each FGB.</p>	<p>Members of the steering group within FoS will meet to agree the ToR and MOU for the group.</p> <p>These governors will meet on a termly basis and make decisions regarding the future of the FoS and decide on when the time is best for consultation on moving towards a MAT as advised by the executive leaders of the FoS.</p> <p>Information to be shared consistency with FGB's see section 1.1</p>				<p>Feedback at FGB's continues to be a feature of each school's meeting structure and schedules.</p>
<p>6.2 Monitoring materials for governors Governors will have a deeper understanding of the use of monitoring materials to ensure quality of education within their schools.</p>	<p>Work on securing wider dissemination of monitoring materials previously written.</p> <p>Work on further developing and streamlining the materials so they are easily workable and used by governors in their own schools.</p> <p>Mentors or coaches will be identified to support governance which is weaker from stronger governing bodies.</p> <p>Governors will be included in the peer reviews and aid the scrutiny of a subject</p>	<p>Autumn Term 2023</p> <p>Autumn Term 2023 and onwards for use in Governor monitoring in each school</p> <p>Autumn Term 2 2023</p> <p>Summer Term 2024</p>	<p>SL/DSL</p> <p>SL/DSL and governors</p> <p>SL to organise with HT in each school</p>	<p>SL/DSL time for adapting and sharing the materials</p>	<p>Monitoring of the usage by HT's and governors reporting back to steering group meetings.</p> <p>Materials are used and understood by all governors using them effectively and implemented reported to steering group by governors and HT's.</p> <p>Feedback from governors being supported.</p> <p>Focus for Term 2 Group set up for wider governor discussions.</p> <p>Peer review report feedback</p>

	through lesson visits, work scrutiny and pupil conferencing with leaders from each school.				
6.3 Increase capacity of current FGB's Identify the succession planning and capacity within FoS FGB's.	Mapping the current capacity and identify where there are governors with potential for future leadership. Attach coaches and develop knowledge of governance for those identified. Support through networks of governors led by coaches and HT's.	Autumn Term 2 23 Spring Term 4 24 Summer Term 24	SL/DSL and governors	SL/DSL and HT's time	Feedback from governors. Steering group plan to meet to visit each other's schools is still a work in progress.
6.4 Potential trustee partners Develop a wider recruitment strategy for securing governors where there are vacancies.	Devise a recruitment drive for trustees within local industry, commerce and businesses. Share the information with businesses and across the local area for governors across the FoS.	Autumn Term 2 2023	SL/DSL	Time taken to contact potential trustees and meetings	Steering group quality assure and agree publication. Feedback from businesses on success. PS has approached two potential trustees who considering the position and will depend on their future work commitments. One of the potential trustees has declined as they are moving out of the area. The other is not able to commit currently due to their own work commitments.
6.5 Accountability The FoS Steering Group will appropriately hold strategic leads to account for the overall capacity for leadership growth.	Steering Group will agree a strategic plan and interim structural arrangements to support the further development of the FoS as it works towards Trust Status.	On going	Steering groups alongside SL/DSL	Leadership Time and meeting time	Ofsted outcomes, LA New Independent Advisor is visiting all school between end of October and middle of November. Vicky Gordon's visit were successful with the reports shared with each school governors and PS as strategic lead. Identified specific aspects for

	Devise KPI's to check progress, accountability and value of the Bridge FoS developments and leadership				<p>further development in leadership and development of reading for pleasure, greater depth writing, EYFS provision in some schools, adaptive teaching.</p> <p>KPI's are now in place for the Strategic Leads and the wider work on the Bridge. These have been shared to all FGB's.</p> <p>Work with IA will continue when capacity is greater at end of Term 4 into Terms 5 and 6 focusing on above.</p> <p>These are still in place. We have received two successful SIAMs, one Outstanding Ofsted judgement and one inspection where the school is to make a complaint due to the process and not being heard through the inspection. All external parties involved with that school have been shocked by the judge that QofE may not be good. These are from personal visits and monitoring by the IA, LA and English hub.</p>
Strand 7 Bridge growth 7.1 Relaunch Bridge and develop collaboration with new school	Arrange a meeting for all interested schools to share the newly rebranded Bridge FoS and share the core offer of school improvement and collaboration including key unique aspects. Set up individual school meetings with leaders and	Autumn 2023	SL/DSL all HT's	Meeting time	Schools have the information to make informed decisions as to joining the Bridge School Improvement offer sent to school within South Gloucestershire and outside on border of Gloucestershire. Some positive feedback so far from certain schools but vast majority are already committed to their current

	<p>governors with greater detail and due diligence of these school setting up SLA if required</p> <p>Work with LA and diocese in engaging schools</p> <p>Revise the growth strategy policy to ensure clarity and realistic nature of the expectations as well as consistency of messaging and uniqueness of the Bridge FoS</p>				<p>provider. Meeting with one school to discuss next steps to potentially join.</p> <p>SL has also visited other schools for discussion however finances are blocker for these.</p> <p>Liaison with Severn Federation Academy Trust (based in Lydney) to develop collaboration and joint working. Same values and beliefs as well as focus for school improvement.</p> <p>One school is going to work alongside Bridge FoS in the new year on professional development engagement.</p> <p>Leaders are to collaborate with Severn Federation Trust, Lydney to work on quality assurance and SEND strategy.</p> <p>Contacts have been made with the HT's of The Bridge and individual schools in SFAT. Meetings are being set up for some joint visits and working. SEND strategy has been discussed with lead SENCo's and quality assurance work between PS and CEO of SFAT for March.</p> <p>Dates have been set for May to develop a joint SEND strategic plan as well as Strategic lead visits to SFAT schools looking at SEND and engagement.</p> <p>New draft SEND strategic plan has been produced and shared.</p>
--	--	--	--	--	---

<p>7.2 Liaison with RDD, diocese and LA</p>	<p>Termly meetings set up with the RDD (Ryan Starr), LA (Debbie Gibbs), diocese (Liz Townend and Jane Borgeaud) to share Bridge updates and developments</p>	<p>On going</p>	<p>SL/DSL</p>	<p>Meeting time</p>	<p>Knowledge of the Bridge is shared and information disseminated further. Meeting with Ryan Starr (RDD), Liz Townend regarding the Bridge and next steps - positive meetings. Next meetings after mid Term 4. The plans and development have been shared with the diocese and LA. We are still waiting to meet the new Gloucester diocesan director. Plan to meet RDD in June confirmed to update on Bridge.</p>
--	--	-----------------	---------------	---------------------	---

The Bridge Family of Schools Strategic Plan September 2022- August 2024

<p>Priority 2: A sense of Belonging (Inclusion and SEMH)</p>	<p>Objective (s):</p> <ol style="list-style-type: none"> To ensure that every child and every member of staff has access to support that assures their health and well-being To ensure that every member of our community feels listened to and valued To provide access to high quality education for vulnerable and disadvantage pupils including those with SEND To enable and empower children and adults to develop the characteristics and confidence to make a difference to their own lives and the world. 	<p>Strands:</p> <ol style="list-style-type: none"> SEND transformation strategy <ol style="list-style-type: none"> Capacity across spectrum of provision FoS SEND/Vulnerable Development Framework Adaptive teaching Wellbeing - SEMH Pupil engagement <ol style="list-style-type: none"> Character Education Oracy
--	--	---

Strand					
SEND transformation					
What will success look like?	What will we do?	When will we do it?	Who will be leading?	What will the level of investment need to be?	How will outcomes be quality assured?
<p>Strand 1 SEND transformation 1.1 Capacity across spectrum of provision Clear and precise strategy for improving provision for those pupils with SEND/vulnerable.</p>	<p>Identify the capacity within FoS within the SEND sphere. Identify where best practice is and share this. Develop SEND network within FoS and share focused developments and support for new SENCo's and wider staff</p>	<p>Autumn 2023 for SENCo network set up Spring Term 2024</p>	<p>SL/DSL along with all HT's SL/DSL alongside identified lead SENCo's</p>	<p>Time for meetings and mapping Release time for initial meetings with SL/DSL then time for planning and to lead network meetings.</p>	<p>Checks from all HT Support for some schools within the Bridge of lead SENCo to provide additional capacity and set up of the SENCo network. Provided training for TA's on sensory needs. SENCo network now running successfully with visit to different Bridge settings to look at provision. Begun discussions with SFAT on the joint possible strategy. Strategic lead and SENCo meeting with SFAT leaders in May to design a</p>

					<p>SEND strategic plan for joint work.</p> <p>New draft SEND strategic plan has been produced and shared.</p> <p>Lead SENCo is visiting and has visited schools within the Bridge to discuss provision and needs.</p>
<p>1.2 FoS SEND/Vulnerable Development Framework</p> <p>Greater understanding of the use of strategies to support those pupils with SEND or vulnerable. (Ref 3.3.2, 3.3.3 - adaptive teaching and learning environments)</p>	<p>Develop a strategic plan for improvements within FoS for SEND provision and services.</p> <p>Disseminate the strategic plan with HT's, SENCo's, governors and rest of the staff.</p> <p>Work alongside leaders from LEAF in developing the joint strategy for the future to capitalise on expertise and expert people in the SEND sector to benefit pupils.</p> <p>Training provided for specific needs as identified within the capacity mapping from the gaps that are apparent.</p>	<p>Spring Term 2024</p> <p>Summer Term 2024</p>	<p>SL/DSL</p> <p>SL/DSL, all HT's and governors</p> <p>SL/DSL alongside lead SENCo's</p>	<p>Time for planning meetings</p> <p>Time for sharing plan and dissemination in staff meetings and governors meetings.</p> <p>Release time to plan training needs and release time for staff</p>	<p>Check with Will Pritchard</p> <p>Governors checking the plan to fit in with individual school priorities.</p> <p>Begun discussions with SFAT on the joint possible strategy</p> <p>See above</p> <p>New draft SEND strategic plan has been produced and shared.</p>
<p>Improved services to support leaders, staff to improve the outcomes for all pupils with SEND/vulnerable.</p>	<p>From strategic plan identify which services are requiring to improve. Source outside professionals and commission services that</p>	<p>Summer /Autumn Term 2024</p>	<p>SL/DSL and all HT's along with lead SENCo's</p>	<p>Time for researching best practice and support services contracts.</p>	<p>Governors check for best value through financial meetings, ensure quotes are competitive and contracts are sound.</p>

	<p>will ensure increased provision and support for staff to develop quality of education for SEND/vulnerable pupils. Identify where FoS can benefit from existing services from SEND cluster groups that can support wider work within the FoS. Identify a FoS assessment practice to support leaders and teachers to check provision and quality of education. Work alongside leaders from LEAF in developing the joint strategy for the future to capitalise on expertise and expert people in the SEND sector to benefit pupils.</p>				<p>Outcomes from external and internal assessments for those pupils with SEND/vulnerable</p>
<p>Ensure expert leaders are retained or new leaders grown from within to further develop knowledge and expertise.</p>	<p>Provide network opportunities for SENCo's and other staff in supporting pupils. Identify lead SENCo's to develop the group and provide support/training. Dissemination of information and strategies to support SEND/vulnerable pupils.</p>	<p>Autumn Term 2023</p> <p>Summer Term 23</p> <p>Autumn Term 23</p> <p>From Summer Term 2024</p>	<p>SL/DSL alongside lead SENCo's</p> <p>All HT's and SENCo's</p> <p>FoS support</p>	<p>Release time for lead SENCo's and other staff for meetings and training.</p> <p>Time for sharing of provision and practice</p>	<p>Improved confidence and checks by HT's and governors on provision and expertise.</p> <p>Expert leaders have met to set up network and the first meeting occurred last week. Setting up supportive group to further develop knowledge and curriculum.</p>

	<p>Share best practice and visits to settings to share expertise.</p> <p>Provide support for NASEN and other specific training for development of knowledge and expertise.</p> <p>Work alongside leaders from SFAT in developing the joint strategy for the future to capitalise on expertise and expert people in the SEND sector to benefit pupils.</p>			Release time for training.	<p>There are expert leads in place for subjects which have received training or focus apart from Geography, but we do have one person who is interested.</p> <p>Begun discussions with SFAT on the joint possible SEND strategy.</p> <p>Positive Science leaders training held with resulting new adaptations to be made to the curriculum and increased teacher knowledge set.</p> <p>Very positive feedback from science leaders training with new curriculum developments and strengthening teacher subject knowledge.</p>
1.3 Adaptive Teaching	<p>SENCo's network focus on adaptive teaching methods in each Bridge school</p> <p>Use of adaptive teaching videos and best practice to share how to implement in for benefit of pupils</p> <p>SENCo's disseminate to all staff in individual schools to begin to ensure all pupils' needs</p>	<p>November 2023</p> <p>November 2023</p> <p>January 2024</p>	Lead SENCo and all SENCO's	<p>Network meeting time and planning time for lead SENCO</p> <p>Time in staff meetings for dissemination</p>	<p>Monitoring by SL/DSL and governors on implementation of adaptive teaching pedagogy to benefit all pupils' needs and improve outcomes.</p> <p>SENCo network now running successfully with visit to different Bridge settings to look at provision. Begun discussions with SFAT on</p>

	are fully met across all subjects Ensure all staff implement adaptive teaching methodology and pedagogy in classrooms	Summer term 2024		Time for monitoring by senior leaders and governors	the joint possible strategy. Adaptive teaching meeting held at St Chad's for wider Bridge as well as support on INSET Day for TA's in provision. SENCo's are now visiting each other's schools with Sam McDowall visiting first to see provision and identify potential next steps as well as celebrating successes. Positive staff meetings led by Vicky Gordon and TA's led by Sam McDowall across some of the schools.
Strand 2 : Wellbeing and SEMH	This is included with the SEND strategy				
Strand 3 Pupil engagement 3.1 Character education.	See strategic plan from DHT for development of Character Education				
3.2 Character Education through oracy Children are given opportunities to showcase their oracy achievements and receive personal recognition through collaboration within the family of schools.	Through the Bridge awards, oracy events will be planned for each phase in each year of the cycle (for example, debate, exhibition, presentation). With the support of Vicky Gordon (oracy adviser), oracy leads will collaborate to draw up	??	Oracy leads and Deputy Heads	Time for meetings. Oracy project attendance with the adviser. Oracy lead release to attend CPD. Schools may be required to host the final event. Deputy Head release for networks.	Oracy Adviser to quality assure the standard of the final. Oracy leads will be planning the event and attending CPD to ensure that outcomes are of a high standard. Judging will be based an agreed oracy framework created by the oracy

	<p>shared objectives for these events ensuring they meet the curriculum coverage.</p> <p>Oracy leads will create an agreed oracy framework for judging with the oracy adviser. This framework will be used for future oracy events so that the children know where to develop alongside the oracy framework in future years.</p> <p>A timetable of events will be planned and shared with all staff. Heats will take place in individual schools to make the logistics manageable.</p> <p>Deputy Heads work together to ensure events are inclusive and give opportunities to all children to showcase their learning.</p> <p>Year group teachers will be given opportunities to meet and plan collaboratively prior to events.</p> <p>Verbal feedback will be given to each child who</p>			<p>Possible small resource cost for the event (certificates, trophy etc).</p>	<p>leads with the oracy adviser.</p> <p>Successful events so far this year with identified events to come with Oracy event linked with UWE during Summer Term for Year 6.</p> <p>Very positive feedback from parents and pupils on the events over the last terms of engagement. Great interaction by pupils and organisation by the HoS/DHT for the events.</p>
--	--	--	--	---	--

	participates in the final event.				
--	----------------------------------	--	--	--	--

The Bridge Family of Schools Strategic Plan September 2022- August 2024

<p>Priority 3: Removing Barriers, Realising Potential (Quality of Education)</p>	<p>Objective (s):</p> <ol style="list-style-type: none"> To build capacity through developing skills and competencies of exceptional leadership at every level To provide every child with a distinct curriculum offer To ensure that every child has the personal development experiences and opportunities to build character and raise their aspirations for the future To ensure that every child will access high quality inclusive teaching that is founded on up to date, evidence based pedagogical principles To provide every child with a quality learning environment to enable them to access learning To ensure that every member of staff has access to quality professional learning that maximises the potential of peer support and the knowledge and wisdom of experts within and beyond our family of schools. 	<p>Strands:</p> <ol style="list-style-type: none"> Curriculum improvement <ol style="list-style-type: none"> Consolidation of school improvement in Art, DT, Computing. Oracy Pedagogy and Curriculum <ol style="list-style-type: none"> 2.1 Reinforce Bridge FoS pedagogical principles 2.2 Enquiry based learning 2.3 Writing 2.4 Mathematics Subject Leadership <ol style="list-style-type: none"> 3.1 Science
--	--	--

Strand		Subject Leadership			
What will success look like?	What will we do?	When will we do it?	Who will be leading?	What will the level of investment need to be?	How will outcomes be quality assured?
<p>Strand 1 Curriculum improvement</p> <p>1.1 Consolidation of school improvement in Art, DT, Computing,</p>	<p>Ensure expert leaders are secure in the pedagogy and knowledge of the subject Expert Networks are set up for leaders to meet and share experiences Ensure the work started on Art, DT and Computing is being implemented fully in all schools according to the training disseminated to all staff teaching those subjects</p>	<p>From September 2023 on going throughout the year</p>	<p>SL/DSL and subject expert leads</p>	<p>Release time for expert lead meetings and sharing of best practice, structures and implementation of subject teaching</p>	<p>Peer reviews identifying the best practice, outcomes for pupils, staff knowledge and internal monitoring of practice <i>Continued work on Art, DT and Computing in each school to embed the curriculum and previous successful leaders training.</i> <i>Summer term network meetings and updates for Geography, History, Science and Art to be held alongside English and Mathematics next</i></p>

					meetings for the summer term.
<p>Pedagogy through oracy All children are able to access the curriculum through the use of oracy to scaffold learning.</p> <p>Consistent, high quality oracy teaching and learning is implemented across the Bridge FoS.</p> <p>Curriculum language development is purposeful and linked to knowledge and understanding.</p> <p>Teachers use oracy strategies to enable children to articulate their knowledge and improve their retrieval skills.</p>	<p>Oracy and subject leads to ensure all schools have effective progressions of vocabulary (from EYFS to Y6) in Art, DT and Computing.</p> <p>Oracy partners will develop next steps to identify best practice for supporting less confident learners in accessing the curriculum (for example, scaffolds, sentence stems, retrieval, repeating, rephrasing, elaborating, summarising, talk protocols). Visits to each other's schools recommended.</p> <p>Understand and develop explicit teaching of vocabulary across the FoS (dual coding, pre-teaching, talk like an expert, retrieval) to ensure all learners are able to access the curriculum. Possible staff meeting,</p> <p>Teachers to create a bank of oracy-based retrieval</p>	Implementation is on going and needs to be monitored through pupil conferencing and peer reviews	Oracy leads/Curriculum leads and SJ to facilitate	<p>Leadership release time</p> <p>Oracy adviser programme</p> <p>Staff meeting time</p> <p>CPD attendance for Oracy leads</p> <p>Planning time for leaders</p>	<p>Oracy lead partners.</p> <p>Peer reviews</p> <p>Individual school monitoring</p> <p>Pupil conferencing</p> <p>SL/DSL visits</p> <p>Further development of this through the greater depth writing project linked to use of vocabulary. Focus on oracy in joint event for pupils with UWE.</p> <p>Work with Vicky Gordon to continue with prosody and reading for pleasure during summer term.</p> <p>Planned training on 21 June for reading and 1 July for leadership led by Vicky Gordon from the focus shared within each school.</p>

	strategies for teachers to call on across the curriculum. Oracy and Curriculum leads to lead staff meeting.				
<p>Providing opportunities for using oracy to present curriculum knowledge</p> <p>Oracy opportunities are planned to enable children to demonstrate that they know more and can remember more.</p> <p>Pupils are able to use appropriate language when talking in depth about their learning.</p> <p>Opportunities are created for pupils to reflect upon and receive meaningful feedback.</p>	<p>Individual schools use the oracy framework to enhance lessons.</p> <p>Teachers to create a bank of oracy-based retrieval strategies for teachers to call on across the curriculum. Oracy and Curriculum leads to lead staff meeting.</p> <p>Oracy and subject leads to ensure all schools have effective progressions of vocabulary (from EYFS to Y6) in Art, DT and Computing.</p> <p>Final outcomes are driven by oracy or elements of oracy to evidence curriculum learning.</p> <p>Oracy is used as a tool to assess at a distance as a way of encouraging children to know more and remember more.</p>	Ongoing	<p>Oracy leads</p> <p>Oracy leads/Curriculum leads/Teachers and SJ to facilitate</p> <p>Oracy leads and subject leads</p> <p>Teachers/Curriculum leads</p> <p>Teachers/Curriculum leads</p> <p>Oracy leads/Oracy adviser</p>	<p>Leadership release time</p> <p>Oracy adviser programme</p> <p>Staff meeting time</p> <p>Schools may be required to host the final event.</p> <p>Possible small resource cost for the event (certificates, trophy etc).</p>	<p>Assessment of final outcomes for children.</p> <p>Standard of oracy presented in the event.</p> <p>Individual school monitoring.</p> <p>Pupil conferencing.</p> <p>SL/DSL visit.</p>

	Cross-school oracy event to be planned through the Bridge Awards.				
Strand 2 Pedagogy and Curriculum 2.1 Reinforce Bridge FoS pedagogical principles	CCL to meet with all new staff including ECT's and mentors to go through the Bridge FoS pedagogical principles to ensure consistency of quality of teaching and engagement Bridge handbook for pedagogy shared with all staff at the INSET day in October 2023	September 2023 October 2023	CCL (JI) and new staff CCL (JI)	Time for release of staff either during a staff meeting time or end of the school day	All staff have an increased understanding of the principles and best practice for QFT – seen through internal monitoring, peer reviews and external reviews All new staff have received updates on the Bridge pedagogical principles.
2.2 Enquiry based learning	INSET DAY October 2023 share principles of Enquiry based learning to be taught to pupils after the assimilation of substantive knowledge for geography, history and science Year group teachers plan one enquiry based unit of work to be trialled in all schools up to end of Spring Term 2024 Review the implementation of the enquiry based learning sessions and the application with pupils Extend the enquiry based learning to other subjects	October 2023 October 2023 Summer Term 2024 Summer Term 2024	CCL and DHT's Expert leads and all year group staff alongside DHT's Expert leads Expert leads and all staff	INSET DAY plus time prior for planning of the day In school time in lessons Monitoring time for leads across schools Meeting time	Monitoring of implementation of enquiry based learning by expert and senior leaders as well as governors in school Peer review and external reviews Improved pupil engagement, knowledge and application of subjects through pupil conferencing and books INSET day in October very successful with the enquiry-based learning now being trialled in each school. PS to visit schools to see this in action in Spring 24.

	such as computing and DT in Summer Term 2024				<p>Visit to schools so far well received. Schools have focussed on developing QFT and links to enquiry as well as other aspects in reading and pedagogy. Some schools need to embed their curriculum further before embarking on enquiry based learning.</p> <p>Geography and History leaders to share updates and implementation successes at network meeting in April.</p>
2.3 Writing Improvements	<p>Development of consistent grammar and milestone progression (TAF) documents across the Bridge to ensure clarity for teachers of what to teach and when to enable improved pupil outcomes.</p> <p>Focus on Expected and Greater Depth writers. Teachers require a greater understanding of the TAF objectives and how these can be achieved for greater depth writing.</p> <p>Teachers require access to a wider range of greater depth</p>	<p>Autumn Term 1</p> <p>Autumn Term 2</p> <p>Spring Term 3</p>	<p>Work with Vicky Gordon – English consultant and English leaders – shared with rest of staff throughout the year</p> <p>Writing moderation meetings and surgeries/workshops</p>	<p>Release time for leaders</p> <p>Staff meeting time</p>	<p>Staff knowledge and understanding of the TAF is developed. Staff are confident in delivering the writing framework and sharing this knowledge with their colleagues.</p> <p>Collection of portfolios of exemplification of greater depth writing in place. Gaps analysis of pupils’ writing are identified and targeted in teaching leading to improved outcomes for pupils.</p> <p>Moderation and assessments demonstrate a larger number of pupils</p>

	<p>exemplification particularly in years 3 and 4. Create exemplification materials for specific year groups to ensure consistency of expectations.</p>	<p>Spring Term 4</p>			<p>accessing greater depth writing objectives English leaders have met to begin writing focus on greater depth. This is being disseminated to all staff to then track these pupils and create portfolio of writing to share across the Bridge. Also investigation into teacher subject knowledge to enable leaders to provide specific CPD. Further development during Autumn Term 2 with VG plus moderation demonstrate the next steps being implemented to improve writing across Bridge FoS especially GDS. Identified further training and work by leaders with VG. Meetings continue to be successful in developing a set of exemplars and discussions linked to each year group expectations of greater depth writing. Shared practice and joint staff meetings on this and the focus on grammar have taken place. Schools</p>
--	--	----------------------	--	--	--

					<p>have shared their developments.</p> <p>Work is continuing on this, however, initial indications and predicted targets show that there will be an increase in outcomes at GDS this academic year with further improvement for next year.</p>
<p>2.4 Mathematics focus on retrieval practices</p>	<p>Further development of declarative knowledge and pre-teaching to enable full access for all in mathematics lessons. Focus on spaced retrieval of pre learnt facts and information to enhance recall for pupils – training for subject leaders and network meetings. Further develop links to other subjects ie science, geography mapped out throughout the year to allow greater implementation by pupils</p>	<p>Autumn Term 1 – initial meeting for mathematics leaders and expert lead</p> <p>Autumn Term 2 - Individual meetings for leaders and expert lead to bespoke provision to match individual school curriculums</p> <p>Spring Term 3 – mathematics leaders trial provision in classes plus one other.</p> <p>Spring Term 4 – training for all staff on the project and trialling of elements</p> <p>Summer 5 – revisit with leaders and impact on trial.</p>	<p>Expert lead and mathematics leaders</p>	<p>Planning time and meeting time for expert lead</p> <p>Meeting time for expert leaders and release for leaders</p> <p>Staff meeting time across the Bridge</p>	<p>Monitoring through the adaptations in curriculum and impact on professional knowledge and awareness of leaders and all staff. Impact on pupils’ recall of facts and information with increased assessment outcomes. Mathematics leads have met to have the project shared. Identified next steps and met again in network to share practice and identify aspect of declarative knowledge to trial.</p> <p>Further work on going with each school focusing on how this should be implemented to best suit the needs of their pupils. Leaders are focussed on declarative knowledge</p>

		Summer Term 6 full implementation in readiness for 2024/25.			and this has been shared across all schools with implementation during the summer term.
<p>Strand 3: Subject Leadership</p> <p>3.1 Leadership of Science</p> <p>Subject leaders are more confident and equipped to be better leaders. They have an increased understanding of their subject.</p>	<p>Training on pedagogy, curriculum development and design, use of assessment and identified support for SEND pupils, information related to Ofsted expectations.</p>	<p>Three sessions lead by DSL/Expert lead and external expert support from Spring Term 4, summer term 5 and 6 (dates to be confirmed)</p>	<p>DSL/Expert lead (KG)</p>	<p>Release time for subject leaders, time for planning for the session leaders.</p>	<p>Through peer reviews and feedback from subject leaders. Through professional growth targets, success and completion of these.</p> <p>The first of the sessions was well attended and received – focus on expectations of pedagogy and curriculum engagement into action in the classroom. Links with STEM Enthuse group forged.</p> <p>Science leader training has been extremely well received and this has ensured leaders knowledge of the curriculum has developed greatly as well as developed partnerships with other schools and STEM.</p> <p>Very positive feedback from science leaders training with new curriculum developments and strengthening teacher subject knowledge.</p>

<p>Subject is developed in terms of progression of knowledge and application through to increased outcomes.</p>	<p>Ensure all subject leaders attend the training above. Increased focus through staff meetings and implementation of the subject developments in each school. Subject leads are interviewed on their understanding and monitoring of the subject. Work scrutiny and pupil conferencing alongside wider teaching knowledge of staff to support the improvement in the subject.</p>	<p>Throughout 2023/2024</p>	<p>As above All HT's</p> <p>SL/DSL/Expert lead</p> <p>Subject leaders, HT's and governors</p>	<p>As above Staff meeting time</p> <p>Time for monitoring by leaders, HT's and governors.</p>	<p>LA and ELS Reviews</p> <p>Peer reviews and feedback from interviews from leaders.</p> <p>Increased outcomes with pupils improved knowledge, work and teacher understanding implementing the agreed pedagogy and use of assessment.</p>
---	--	-----------------------------	---	---	---

Bridge Family of Schools Strategic Development Timeline – September 2023 to July 2024

Priority	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
1.Stronger Together											
1 Vision and values											
1.1 agree Vision beliefs and values											
2 Develop Structural and operational models											
2.1 Leadership distribution, responsibilities, and lines of accountability (SL and all HTs)											
2.2 Due Diligence											
3 Risk management/data systems											
3.1 Signature of risk											
4 Staff Development											
4.1 Professional growth											
4.2 Retention of high performing staff e.g., CCLs											
4.3 Recruitment and development of ECTs											
5 School Improvement Framework											
5.1 School Improvement Policy											
5.2 Peer Review											
6 Governance											
6.1 Steering Group for FoS and TORs											
6.2 Monitoring materials for governors											
6.3 Increase capacity of current FGB's											
6.4 Potential trustee partners											
6.5 Accountability											
7 Bridge growth											
7.1 Relaunch Bridge and develop collaboration with new school											
7.2 Liaison with RDD, diocese and LA											
1 SEND transformation strategy											
1.1 Capacity across spectrum of provision											
1.2 FoS SEND/Vulnerable Development Framework											
1.3 Adaptive teaching											

Bridge Family of Schools Strategic Development Timeline – September 2023 to July 2024

Priority	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
2 Wellbeing - SEMH											
3 Pupil engagement											
3.1 Character education											
3.2 Oracy											
3. Removing Barriers, Releasing Potential											
1 Curriculum improvement											
1.1 Consolidation of school improvement in Art, DT, Computing. Oracy											
2 Pedagogy and Curriculum											
2.1 Reinforce Bridge FoS pedagogical principles											
2.2 Enquiry based learning											
2.3 Writing											
2.4 Mathematics											
3 Subject Leadership											
3.1 Science											