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 to meet the needs of all children • 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. • 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% and 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 • Ensure collective worship allows pupils and all adults to flourish spiritually • 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 • 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 HT advisory work undertaken with the Diocese – Financial Support for BDS • 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 in school and consult with parents as part of this RSE and health education for intro 1 September 2026 • 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