



CDPS STANDARDS AND QUALITY REPORT

2025/26



CDPS SCHOOL IMPROVEMENT PLAN

2026/27



WHAT PROGRESS DID WE MAKE AGAINST LAST YEAR'S IMPROVEMENT PLAN?

- There is growing consistency in high-quality learning and teaching approaches, with staff increasingly focusing on pace, challenge and engagement.
- Learners are experiencing more appropriately challenging tasks, supporting improved progress across the curriculum.
- The use of formative assessment strategies is improving, with learners receiving clearer feedback and guidance on next steps.
- Learners are increasingly able to discuss their learning, although this is not yet consistent across all stages.
- Improved planning frameworks and curricular bundles are supporting greater coherence and progression in learning.
- Tracking systems are beginning to provide a broader picture of attainment
- Attainment data shows early signs of improvement, particularly where approaches have been most consistently applied.
- Parents have a clearer understanding of learning and how to support it
- Increased trust, engagement and attendance at school events
- Professional dialogue through attainment meetings is supporting more targeted interventions and support.

WHAT DO WE THINK OUR STRENGTHS ARE?

3.1 Ensuring wellbeing, equality and inclusion

Staff demonstrate a strong commitment to meeting the needs of all learners, including those requiring additional support. The school has a positive, inclusive ethos where children feel safe, respected and valued

WHAT DO WE THINK WE NEED TO IMPROVE?

3.2 Raising attainment and achievement

The themes are; Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners

Ensure pupil leadership groups have a clearer structure and measurable impact
Ensure feedback is consistently high-quality, specific and focused on improvement.
Ensure all learners experience appropriate challenge and depth in learning.
Increase focus on closing identified attainment gaps across stages.

Raising Attainment

- Analyse attainment, wellbeing and assessment data.
- Develop Class Action Plans and attainment targets.
- Strengthen tracking, monitoring and attainment meetings.
- Review and refresh IEPs to reduce barriers to learning.
- Increase moderation and professional dialogue.



Embedding, Enhancing and Sustaining High-Quality Curricular Developments

- Use learner, staff and parent voice to inform next steps.
- Fully implement Literacy and Numeracy trackers.
- Strengthen moderation across stages.
- Establish working groups for pupil voice, RRS Gold and wider achievement.
- Develop understanding of Curriculum Improvement Cycle (CIC).
- Review curriculum planning, evaluation and progression. World of Work initiatives
- Review Play Pedagogy and Teaching & Learning policies.



Learning, Teaching and Assessment

- Evaluate impact of curriculum developments and parental engagement.
- Identify and share effective practice across the school.
- Gather baseline evidence to identify strengths and development needs.
- Use teaching sprint and improvement cycle approaches.
- Monitor and evaluate impact through observations and feedback.
- Develop learner leadership and agency.
- Develop staff understanding of SOLO Taxonomy and Visible Learning.
- Embed a long-term 3-year improvement cycle.

