

# Strategic Improvement Plan 2023-2025

Cowbridge School

*Education, Inspiration, Opportunities for Life*

## Strategic Improvement Plan: Big Picture



Develop **C**aring, **S**uccessful young people *with*



**C**ollaborative, **S**kilful teaching *and*



Outstanding **C**are, **S**upport and Provision

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## Develop Caring, Successful young people

- \*Improve self-regulated, independent learning
- \*Improve pupils' skills in literacy and numeracy
- \*Improve pupils' skills in digital literacy
- \*Further develop access to work-related education
- \*Improve pupils knowledge and understanding of Diversity, Inclusion, Equity and Equality

## Collaborative, Skilful teaching

- \*Further develop teachers' knowledge and application of self-regulated learning and
  - Metacognition especially revision techniques
- \*Refine further feedback, questioning and assessment, especially new assessment for Y7/8
- \*Improve further teachers' strategies for behaviour for learning
- \*Improve teachers' skills in digital literacy

## Outstanding Care, Support and provision

- Introduce and develop Diversity, Inclusion, Community and Equity including evolving Y Bont provision
- \*Improve equity, provision and support for disadvantaged learners and ethnic minority pupils
- Develop outdoor provision across all age-ranges
- Develop an early-years (Lower School) strategic plan which mirrors the all-age plan
- Develop a costed technology action plan to support digital literacy development
- \*Develop further the Curriculum for Cowbridge and conduct a focused audit on the wider mandatory aspects.

All \* must be included in department/ area action plans

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## Develop **C**onfident, **S**uccessful young people

Target and area for development	SLT Lead	Success criteria/Impact evidence
<p><b>Improve independent learning:</b> develop further pupils' metacognitive skills and knowledge by implementation of <a href="#">self-regulated learning techniques and application of metacognitive strategies in Y7 and Y8</a></p> <p><b>Improve and evaluate Independent Learning</b></p> <p>Develop further pupils' understanding of how to revise successfully, act upon feedback and adopt strategies to take responsibility for their success in learning in senior school</p> <p>Evaluate this to measure their knowledge, skills and understanding of successful strategies</p>	<p><b>RWS</b> <b>ALY</b></p> <p><b>RWS</b> <b>ALY</b></p> <p><b>RBM</b> <b>OLS</b></p>	<p>Nearly all Y7 pupils begin to reflect and develop as self-regulated learners and demonstrate that they are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning</p> <p>Nearly all pupils understand <a href="#">and apply strategies to achieve or exceed desired progress</a></p> <p>Nearly all pupils understand themselves as independent, confident, caring and successful learners and make strategic choices about how to study and learn and meet or exceed their potential</p> <p>Nearly all pupils in senior school know how to revise successfully and apply <a href="#">research-based techniques</a> to embed knowledge into memory</p> <p>Nearly all pupils (across all ages) act upon feedback and demonstrate responsibility for their learning, manage their time effectively and organise themselves so that they are ready to learn and show respect for themselves and others</p> <p>The very few learners who are unable/ fail to engage are provided with deep support and appropriate challenge and pathways</p>

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Lower School – Nursery – Y4 (Separate plan)		
		The taught curriculum explicitly teaches the aspects of the Health and Wellbeing (AoLE), including RSE and is age-appropriate
<p><b>Improve pupils' literacy, numeracy and skills:</b> Further improve and refine pupils' literacy and numeracy skills (where appropriate) across the curriculum</p> <p>(within the actions column, we need to specifically add the actions required to remedy/ improve those areas recently encountered as part for the recent book scrutiny and define and differentiate age- related areas for improvement)</p>	RWS ALY	<p>Nearly all pupils use increasingly sophisticated language across curriculum areas and are able to express themselves articulately and confidently. They demonstrate that they have a repertoire of skills, strategies, knowledge and understanding of how to learn effectively and recall information from long-term memory</p> <p>Nearly all pupils are able to successfully connect and transfer skills (literacy and numeracy) and successfully apply these skills across the curriculum The very few pupils struggling with literacy/ numeracy receive bespoke, tailored interventions using digital, adaptive technology where appropriate</p> <p>Nearly all pupils are able to access and apply successfully a range of teaching and learning strategies specifically taught within and across subject areas</p>
<p><b>Improve Digital Literacy:</b> Further improve pupils' digital literacy across subject areas using technology (where appropriate) and where this will enhance and improve learning</p>	JLG BCS	<p>Nearly all pupils use digital technology to make learning more impactful and efficient</p> <p>Nearly all pupils make healthy technological choices and are aware of the risks and impact of unhealthy use of social media</p>

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(need to include aspects for Lower, Middle and Senior school)		The very few pupils who demonstrate unhealthy habits and engagement with technology receive bespoke and targeted education and support and understand how to change
<b>Improve access to WRE and conduct curriculum-mapping exercise to identify where this is being successfully delivered across the curriculum in line with CfW Act 2021</b>	RWS RBM External support	Nearly all pupils have access to high-quality advice, guidance and support in relation to Careers advice and WRE through subjects  A very few pupils who show persistent and sustained failed engagement in mainstream education receive bespoke curriculum pathways and are linked to work-related education and access to future apprentice programmes

Key Priority 2:

## Collaborative, Skilful teaching

Objective		Success Criteria
<p><b>Secure high-quality teaching by:</b>  <a href="#">Improving, further developing and embedding teachers' knowledge and application of self-regulated learning and metacognition</a></p> <p><a href="#">Self-regulated learning and Metacognition</a> begin to trial with Y7 pupils via the Olevi OTP/ OLE Programmes</p> <p>(<a href="#">National college</a> )</p> <p>(Yr. 2 refine. Yr. 3 embed – use 'Implementation Guide EET')</p>	RWS/ ALY	<p>Nearly all teachers understand and teach specific strategies within subject areas and demonstrate increasingly skilful application to develop independent, resilient learners who are ready to learn and are able to understand how they learn and what they do/do not know.</p> <p>Use of DR ICE applied consistently across lessons.</p> <p>Lesson observations demonstrate DR ICE and strategies which enable students to think carefully, and make decisions, about their own behaviour, learning and time</p>

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<p><b>Refine feedback, questioning and assessment</b> Further refine, deepen and strengthen feedback strategies, deep questioning and embed formative assessment via the Olevi Programmes (OTP/CTP)</p>	<p>ALY/R WS</p>	<p>Nearly all teachers collaborate effectively via shared lesson observations; joint planning; and, collaborative development of resources, aligned to evidence-based research, to ensure that formative assessment, in nearly all lessons, challenges nearly all learners and that they show rapid progress in the lesson</p> <p>Nearly all teachers collaborate within (and, where appropriate, across the curriculum) to develop highly effective, <a href="#">evidence-based practice and feedback</a> and this impacts pupils' progress consistently across all areas of learning</p>
<p><b>Improve Teachers' knowledge of strategies for behaviour for learning:</b> Improve and refine teachers understanding of behaviour for learning strategies to re-establish and re-secure excellent behaviour all areas of the school (Pivotal and other research-based toolkits)</p>	<p>OLS/ /SGN RBM</p>	<p>Nearly all teachers understand the '<a href="#">Establish- maintain- restore ' (EMR)</a> method and apply this consistently and skilfully with all pupils across all-ages. (<a href="#">EET Toolkit</a>)</p> <p>Nearly all teachers see the value and practise asking questions (where appropriate) rather than resorting to instructional language to assist with deepening thinking for behaviour by pupils. Asking more questions rather than always giving instructions, deescalates and avoids conflict/ escalation.</p> <p>Behaviour routines explicitly understood and enacted upon by nearly all teachers.</p> <p>Nearly all pupils are able to reflect, restore and repair relations with peers and especially adults to reduce and eliminate repeat behaviour/ inappropriate language</p>
<p><b>Improve Teachers' digital technology skills</b> and application over the next 2-3 years</p>	<p>BCS/JL G</p>	<p>Teachers are skilled and equipped to deliver the School's Action Plan for digital technology (3.5)</p>

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Key Priority 3

## Outstanding **C**are, **S**upport and Provision

Objective		Success criteria
<p><b>Improve Diversity, Inclusion, Community and equity: Evolve and implement further 'Y Bont' Provision</b> for a minority of pupils with <a href="#">SEBD pathway through the jungle</a></p> <p><b>Review, refine and further improve provision and support for disadvantaged learners</b></p> <p><a href="#">Scottish version</a></p> <p><a href="#">OECD Version</a></p> <p><a href="#">EET – Big picture plan</a></p> <p>Widen this provision to include DICE and explore the lived experience of ethnic minority and other minority pupils and over time, other protected characteristics to inform intelligently and accurately drive our improvement agenda</p> <p>Deliver focused sessions with a very few pupils with neurodiverse issues including anxiety-related issues</p>	<p>SGN with BCS/RB M/OLS</p>	<p>The external exclusion rates of a very few pupils are reduced (target of no exclusions) and pupils receive bespoke provision in line with entry and exit criteria (see specific and separate 'Y Bont' Action plan)</p> <p>Pupils in crisis receive specific SEBD support tailored to their needs and they learn how to engage effectively in learning by having bespoke provision</p> <p>Disadvantaged learners have equitable and bespoke plans (where appropriate) and provision to excel in learning, behaviour and wellbeing</p> <p>Nearly all ethnic minority students have a voice and are able to share their experiences with the newly appointed DICE Manger and feel that their concerns are being addressed appropriately by the school. THis broades to all protected characteristics within 18 months.</p> <p>Incidents of racial abuse and other incidents of a discriminatory nature are dealt with sensitively and incudences are reduced and the same pupils avoid repeating racist behaviour and language.</p>

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Deliver further training for staff and develop further staff skills in delivering pedagogical principles to include nearly all pupils.		<p>The very few pupils with anxiety or other anxiety-related vulnerabilities have bespoke support. They show increasing awareness of, and show responsibility for, reducing their anxiety using evidence-based techniques which are practical and incremental. Nearly all pupils with anxiety/other vulnerabilities attend school in line with expectations</p> <p>Nearly all pupils with additional needs and <a href="#">neurodiversity</a> are aware of understand the <a href="#">‘stress response curve’</a>, <a href="#">‘Comfort Zone’</a> and the <a href="#">‘Zone of proximal Development’</a> and use these frameworks to enhance their learning and wellbeing performance</p> <p>Nearly all teachers have a good understanding of the issues affecting <a href="#">neurodiversity in education</a> and develop skills to better inform pedagogy to include these pupils</p>
Develop further the <a href="#">outdoor provision across 3-19</a>	JLG/GD S/DTS	<p>Outdoor areas secure excellent behaviour and learning and engage pupils appropriately in outdoor activity during curriculum time and social (break/lunch) time</p> <p>Outdoor provision in Lower School is age-appropriate and facilitates the curriculum (see separate plan)</p>
<b>Develop an early-years (Lower School) strategic plan</b>	JLG, GDS, external consultant	<p>Cowbridge School successfully opens as an ‘All-age’ school from September 2023</p> <p>Areas of the school are successfully planned from <b>Sept 2022</b> into:</p> <p><b>Lower School: Nursery to Y4</b>  <b>Middle School: Y5-Y8</b>  <b>Senior School: Y9-Y11</b>  <b>Sixth Form</b></p>
<b>Further develop a <a href="#">Digital Technology Action Plan to further improve teaching and learning</a></b>	DTS/JLG /BCS	A cost-efficient plan is available <a href="#">which identifies a solution- for using technological devices in teaching and learning</a> and all



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		pupils have access to technology at any time and place to enhance learning and ensure equity
<b>Develop a Curriculum for Cowbridge by conducting a formal audit of the wider aspects of Curriculum for Wales/ Cowbridge</b>	DTS/JLG and All SLT	<p>Audit all aspects of the mandatory CfW, incorporate into CS's explicit and wider Curriculum.</p> <p>Curriculum for Cowbridge incorporates best principles from global research, is 3-19 inclusive and enables all CS pupils to meet the principles of the four purposes</p>