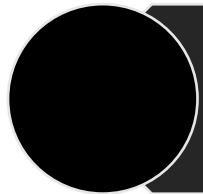# Strategic Improvement Plan 2022-2025

Cowbridge School

Education, Inspiration, Opportunities for Life

Strategic Improvement Plan: Big Picture

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

Collaborative, **S**kilful teaching *and*
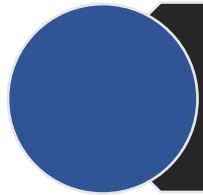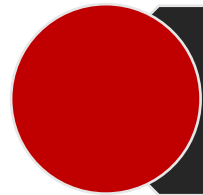
Outstanding **C**are, **S**upport and Provision

Strategic Improvement Plan 2022-2025

Develop Confident, Successful young people

1. *Improve self-regulated, independent learning
2. *Improve wellbeing performance
3. *Improve pupils' skills in literacy and numeracy
4. *Improve pupils' skills in digital literacy
5. *Improve access to work-related education

Collaborative, Skilful teaching

1. *Improve teachers' knowledge and application of self-regulated learning and metacognition
2. *Refine feedback, questioning and assessment
3. *Improve teachers' strategies for behaviour for learning
4. *Improve teachers' skills in digital literacy

Outstanding Care, Support and provision

1. Improve equity and access: Y Bont provision
2. *Improve equity, provision and support for disadvantaged learners
3. Improve pupils' wellbeing by improving nutrition provision
4. Develop outdoor provision across all age-ranges
5. Develop an early-years (Lower School) strategic plan
6. Develop a costed technology action plan to support digital literacy
7. *Develop further the Curriculum for Cowbridge

All * must be included in department action plans

Strategic Improvement Plan 2022-2025

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

Target and area for development	SLT Lead	Success criteria/Impact evidence
Improve independent learning: develop pupils' metacognitive skills and knowledge by implementation of self-regulated learning techniques and application of metacognitive strategies in Y7 and Y8	**AFS**	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
Improve Independent Learning Develop pupils' understanding of how to revise successfully, act upon feedback and adopt strategies to take responsibility for their success in learning in senior school (*need to add specific learning strategies in the 'actions/strategies' column) for Middle, and Senior schools e.g. will we concentrate on introducing SRL and metacognition by removing some of the curriculum content in Middle school and concentrate on improving pupils' ability to revises using already defined subject content, which cannot be reduced!?*) **Lower School – Nursery – Y4** **Middle School – Y5-Y8** **Senior School – Y9-Y11**	**AFS**	Nearly all pupils understand and apply strategies to achieve or exceed desired progress Nearly all pupils understand themselves as independent, confident and successful learners and make strategic choices about how to study and learn and meet or exceed their potential Nearly all pupils in senior school know how to revise successfully and apply research-based techniques to embed knowledge into memory 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 The very few learners who are unable/ fail to engage are provided with deep support and appropriate challenge and pathways

Strategic Improvement Plan 2022-2025

2.1 Improve Wellbeing Performance: further develop pupils' knowledge, understanding and application of wellbeing strategies to become resilient learners (*again, in the actions/ strategies column as per above – what do we need to do in different areas of the school so that it is along a continuum, include also actions to address the areas of the SHRN and the Self-evaluation of the mental health framework*)	DGS	Nearly all learners understand that life is complex and they show increasing responsibility for adopting coping strategies for emotional and physical wellbeing in line with their age and maturity levels 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 Nearly all pupils are aware of understand the 'stress response curve', 'Comfort Zone' and the 'Zone of proximal Development' and use these frameworks to enhance their learning and wellbeing performance The taught curriculum explicitly teaches the aspects of the Health and Wellbeing (AoLE), including RSE and is age-appropriate
Improve pupils' literacy, numeracy and skills: Further improve and refine pupils' literacy and numeracy skills (where appropriate) across the curriculum (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)	RWS CCE	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 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

			Nearly all pupils are able to access and apply successfully a range of teaching and learning strategies specifically taught within and across subject areas
2.	**Improve Digital Literacy**: Further improve pupils' digital literacy across subject areas using technology (where appropriate) and where this will enhance and improve learning (need to include aspects for Lower, Middle and Senior school)	JLG	Nearly all pupils use digital technology to make learning more impactful and efficient Nearly all pupils make healthy technological choices and are aware of the risks and impact of unhealthy use of social media The very few pupils who demonstrate unhealthy habits and engagement with technology receive bespoke and targeted education and support and understand how to change
3.	**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**	AFS	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

Strategic Improvement Plan 2022-2025

Key Priority 2:

Collaborative, Skilful teaching

Objective		Success Criteria
Secure high-quality teaching by: Improve teachers' knowledge and application of self-regulated learning and metacognition **Self-regulated learning and Metacognition** begin to trial with Y7 pupils via the Olevi OTP/ OLE Programmes (National college) (Yr. 2 refine. Yr. 3 embed – use 'Implementation Guide EET')	AFS	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
Refine feedback, questioning and assessment Further refine, deepen and strengthen feedback strategies, deep questioning and embed formative assessment via the Olevi Programmes (OTP/CTP)	AFS	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 all learners and that they show rapid progress in the lesson Nearly all teachers collaborate to develop highly effective, evidence-based practice and feedback and this impacts pupils' progress consistently across all areas of learning
Improve Teachers' knowledge of strategies for behaviour for learning: 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)	OLS/RBM	Nearly all teachers understand the 'Establish- maintain- restore ' (EMR) method and apply this consistently and skilfully with all pupils across all-ages. (EET Toolkit) Behaviour routines explicitly understood and enacted upon be nearly all teachers

Strategic Improvement Plan 2022-2025

Improve Teachers' digital technology skills and application over the next 2-3 years	JLG	Teachers are skilled and equipped to deliver the School's Action Plan for digital technology (3.5)

Key Priority 3

Outstanding Care, Support and Provision

Objective		Success criteria
Improve equity and access: Introduce and implement the 'Y Bont' Provision for a minority of pupils with SEBD (not ALN pupils) A pathway through the jungle **Review, refine and further improve provision and support for disadvantaged learners** **Scottish version** **OECD Version** **EET – Big picture plan**	DGS/BCS	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) Pupils in crisis receive specific SEBD support tailored to their needs and they learn how to engage effectively in learning by having bespoke provision Disadvantaged learners have equitable and bespoke plans (where appropriate) and provision to excel in learning, behaviour and wellbeing
Improve Nutrition and Equity: Introduce, monitor and evaluate the new **catering partnership with Clever Chefs**	BWS	The food offered at CS is highly nutritious, meets ethical standards, is affordable and highly appetising and uses high quality, natural ingredients and nearly all pupils, regardless of dietary needs/preferences are catered for Street Food in new kiosk reduces queues
Develop further the **outdoor provision across 3-19**	BWS	Outdoor areas secure excellent behaviour and learning and engage pupils appropriately in outdoor activity during curriculum time and social (break/lunch) time

Strategic Improvement Plan 2022-2025

Develop and early-years (Lower School) strategic plan	DTS/JLG/BWS/APL	Cowbridge School successfully opens as an 'All-age' school from September 2023 Areas of the school are successfully planned from Sept 2022 into: Lower School: Nursery to Y4 Middle School: Y5-Y8 Senior School: Y9-Y11 Sixth Form
Further develop a Digital Technology Action Plan to further improve teaching and learning	JLG/BWS	A cost-efficient plan is available which identifies a solution- for using technological devices in teaching and learning and all pupils have access to technology at any time and place to enhance learning and ensure equity
Develop a Curriculum for Cowbridge by conducting a review of Curriculum for Wales	All SLT	Audit all aspects of the mandatory CfW, incorporate into CS's explicit and wider Curriculum. All mandatory elements incorporated by September 2023 to comply with the Curriculum and Assessment (Wales) Act 2021 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