


Cowbridge School

Education, Inspiration, Opportunities for Life

Strategic Improvement Plan: Big Picture 2025-2026



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



Collaborative, **S**kilful teaching *and*



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

Overview Big Picture

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

- 1.1 *Improve self-regulated, independent learning
- 1.2 *Improve pupils' skills in literacy and numeracy, specific focus on reading skills across the curriculum
- 1.3 *Improve behaviour for learning with specific coaching and mentoring for a minority of pupils
- 1.4 *Improve transition across the cluster of schools to prepare pupils for Y7. Embed practice within and across CS
- 1.5 Improve Form Tutor time

Collaborative, **S**kilful teaching

- 2.1. Further develop teachers' knowledge and application of self-regulated learning and Metacognition including revision techniques and where applicable use of AI
- 2.2 *Improve feedback, questioning and assessment, especially new assessment for Y7/8
- 2.3 *Improve standards across all subjects to implement and embed consistently the areas identified in the quality assurance review
- 2.4 *Improve provision for impactful homework especially in Y7 and 8 and specific focus on reading

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

- 3.1 *Improve **attendance**, equity, provision and support for disadvantaged learners
- 3.2 *Develop further the Curriculum for Cowbridge and create alignment with the new GCSE specifications.
- 3.3 * **Further** develop parents' knowledge, understanding of school policies and how to support effective learning especially in Y7 and Y8
- 3.4 Evolve Lower School to ensure successful phasing as a 3-19 school (see separate plan)

Big Picture with more detail

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

KP1

Target and area for development	SLT Lead	Success criteria/Impact evidence
<p>1.1 Improve independent learning: develop further pupils' metacognitive skills and knowledge by implementation of self-regulated learning techniques and application of metacognitive strategies in Y7 and Y8</p> <p><u>Improve and evaluate Independent Learning</u></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>RWS ALY</p> <p>RWS ALY</p> <p>RBM OLS</p>	<p>Nearly all Y7 and 8 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 and apply strategies to achieve or exceed desired progress</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 research-based techniques 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>

<p>1.2 Improve pupils' literacy and numeracy skills:</p> <p>Further improve and refine pupils' literacy and numeracy skills (where appropriate) across the curriculum with a specific focus in 2025/26 on reading</p> <p><u>Evaluate pupils' oracy skills and application of Voice 21</u></p> <p><i>(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, lesson observations and define and differentiate age- related areas for improvement)</i></p>	<p>RWS DGS</p>	<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 and specifically focus</p> <p>Pupils are observed to be consistently developing oracy skills and use subject specific vocabulary with confidence</p> <p>Pupils are clear how to use reading strategies to improve their comprehension</p>
<p>1.3 Ensure consistent behaviour for learning so that all pupils are very clear of expectations. Embed 'Ready, Respectful, Safe' in all lessons and wider school ethos</p> <p>Ensure that the descriptors for assessment (habits for effective behaviour for learning) are made explicit so that pupils develop good habits over time specifically in F/T time</p>	<p>DGS OLS RBM</p>	<p>Nearly all pupils are clear of expectations and rationale and have the opportunity to remedy their actions in a calm, safe environment.</p> <p>All pupils know the descriptors and apply these regularly in their learning. Reports to parents reflect accurately the application of behaviours for learning.</p>

<p>Analyse data regularly and apply graduated behaviour interventions including specific mentoring and coaching for a minority of pupils identified with more challenging behaviour</p>	<p>ALY</p>	<p>Pupils receive specific coaching and mentoring, including the development of empathy to understand the impact of their behaviour on others and are equipped with strategies to improve</p>
<p>1.4 Improve transition across the cluster of schools to prepare pupils and their parents for the expectations of Y7 implement revised 'Schools' system to incorporate and:</p> <p>Embed a collaborative approach to transition across the cluster to ensure the development of pupils' knowledge, skills, understanding and learning behaviours as a continuum of learning.</p> <p>Embed the induction arrangements, including 'Lower School, revised Structure to support pupils' well-being and.</p> <p>Create a Conduct for Success précis to share with Year 6 pupils to emphasise the Cowbridge Code, behaviour for learning expectations and key transition information.</p>	<p>ALY/ OLS</p>	<p>Pupils and parents are clear of expectations, policies for learning and school policies. Parents engaged to support the school's vision, procedures and policies Parental Complaints decrease and/or dealt with swiftly</p> <p>Progressive development of pupils' skills in reading, oracy and numeracy are evident through the collaborative work across the cluster. Cross cluster work scrutinies will highlight the impact of the work carried out.</p> <p>Nearly all pupils attend a number of transition activities to ensure they have a clear understanding of the Cowbridge Conduct for Success .</p> <p>Year 7 pupils are well rehearsed in behaviour for learning expectations and are ready to learn, respectful to themselves and others and are safe in the school environment.</p>
<p>1.5 Improve Form Tutor time experience and impact on all pupils' learning</p>	<p>OLS/ RBM</p>	<p>Engagement 90%+ students actively participate in activities during tutor time (tracked through surveys or observation logs).</p> <p>Students report a stronger sense of belonging and connection (via termly surveys).</p> <p>Improved Punctuality and Attendance</p> <p>95%+ of students arrive on time to tutor time across a term.</p> <p>Reduction in morning late marks by ?? over the term.</p>

		<p>Attendance monitored closely by Leaders of Achievement with AAs and strategies for improving persistent absentees show improved attendance by 2%+ Registers are timely and accurate</p> <p>Consistent Tutor Delivery - 100% of tutors follow a standardised weekly plan or framework.</p> <p>Weekly tutor briefings are attended by all tutors and feel well supported by LoAs.</p> <p>Form tutors express this via questionnaire</p> <p>Meaningful Tutor-Student Relationships</p> <p>Each student has at least one 1:1 check-in per term with their tutor.</p> <p>Tutors can identify and support key issues affecting individual students</p> <p>Development of skills for life and Learning</p> <p>Evidence of at least 2 tutor-led sessions per month focused on character - CS Pupil profile, study skills, reading and/or well-being.</p> <p>Feedback from students and tutors shows increased confidence or awareness in communication/ social/ skills and habits for successful learning.</p>
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KP 2

Target and area for development		Success criteria/Impact evidence
2.1 Secure high-quality teaching by:	RWS/	Nearly all teachers understand and teach specific strategies within subject areas and demonstrate increasingly skilful application to

<p>Further develop teachers' knowledge and application of self-regulated learning and Metacognition including revision techniques and where applicable use of AI</p> <p>(Refine this year and embed by Yr 3 - 2026)</p> <p>Further refine via OLEVI/OTP/OLE Programmes</p> <p>(National college)</p>	ALY	<p>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 and is embedded in practice. New teachers develop this as part of their ongoing PD.</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> <p>Feedback from Lesson Observations 2025 are robust, use coaching strategies and enable all teachers to reflect and improve</p>
<p>2.2 Further Develop and Refine feedback, questioning and assessment</p> <p>Further develop, refine, deepen and strengthen feedback strategies, deep questioning and embed formative assessment via the Olevi Programmes (OTP/CTP)</p> <p><u>Evaluate the effectiveness of T& L strategies used</u></p>	ALY/R WS	<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, evidence-based practice and feedback and this impacts pupils' progress consistently across all areas of learning.</p>
<p>2.3 Improve standards across all subjects to implement and embed consistently the areas identified in the quality assurance review</p>	RWS/ DGS/J LG/AL Y	<p>See Quality assurance review for detail and success criteria:</p> <p>Standards improve and areas identified in QA review narrow/ reduce by focused attention from all teachers to consistently reduce shortcomings and repeated, redrafting by pupils improves their skills</p> <p>Quality assurance by MLL identifies best practice and areas for further development and refinement with departmental staff.</p> <p>Nearly all teachers challenge appropriately and ensure high standards of basic skills, proportionate to pupils' potential</p> <p>QA conducted by SLT evaluates positive impact and reduction in pupils' skills deficits over 12 months</p>

2.4 Improve provision for impactful homework especially in Y7 and 8 and specific focus on reading	RWS/ ALY /SLT/	Evidence in books/ observations show that all teachers provide meaningful, purposeful and varied homework which specifically focuses on reading for comprehension, improved spelling and draft activities to improve 'mass/ repeated practice' techniques for all pupils in line with their potential Nearly all pupils develop independent learning techniques and use home time for literacy and numeracy development and effective research around learning.

KP3

Target and area for development		Success criteria/Impact evidence
3.1 Improve attendance, equity, provision and support for disadvantaged learners and ethnic minority pupils	DGS/K FS	Attendance improved to 93% with ambitious target (pre-pandemic) of 95% Reduction in the absence gap between eFSM and non-eFSM and the persistent absence cohort
3.2 *Develop further the Curriculum for Cowbridge and create alignment with the new GCSE specifications.	BCS/JL G/ DGS	Whole school policy developed which captures the statutory aspects of CfW and specifically the bespoke Curriculum for Cowbridge. New specifications for GCSE are well planned and maximise nearly all pupils' success in new specifications Nearly all learners have a curriculum which engages them to achieve their potential in line with predictions and/or their holistic needs

		Curriculum for Cowbridge develops nearly all pupils' skills and enables them to achieve or exceed predictions. Value-added data illustrates pupils achieving in line with potential
3.3* Further develop parents' knowledge, understanding of school policies and how to support effective learning especially in Y7 and Y8	ALY/R WS	Improved parental engagement and better understanding of how to support their child (ren) to improve their literacy and home learning Nearly all parents support our policies for success
3.4 Evolve Lower School to ensure successful phasing as a 3-19 school (see separate plan)	ALY	Lower School Development plan, develops a continuum in line with aspirations and specifically addresses areas outlined in the external review

<p>1.1 Improve independent learning: develop further pupils' metacognitive skills and knowledge by implementation of self-regulated learning techniques and application of metacognitive strategies in Y7 and Y8</p>	<ol style="list-style-type: none"> 1. Return time previously dedicated to calendared Teaching and Learning Meetings to departments. This will enable them to embed specific and relevant metacognition strategies (researched and trialled during the 2024-25 academic year) into schemes of learning and teaching and learning approaches within their subject area. 2. Departments evaluate the success of specific metacognition strategies, focusing on how pupils learn, and refine strategies in use as appropriate. 3. Monitor, evaluate and review strategies implemented through SLT Link meetings and Departmental Support Programme. Best practice to be shared during Summer Term Twilight(s). 	<p>RWS ALY</p>			<p>Nearly all Y7 and 8 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 and apply strategies to achieve or exceed desired progress.</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>Work in progress. Initial lesson observations show good progress. Full evaluation at the end of summer 2026.</p> <p>Summer term 2026 - evidence to be captured</p> <p>In progress. ongoing</p>	
<p><u>Improve and evaluate Independent Learning</u></p> <p>Develop further pupils' understanding of how to revise successfully, act upon feedback and adopt strategies to</p>	<ol style="list-style-type: none"> 1. Identify, through the use of data, groups of learners, from Y11-Y13, who have achieved above CAT4 Challenged / ALPS predictions. Ensure groups identified consist of learners of varying abilities and backgrounds. 2. Conduct a L2L activity to 	<p>RWS ALY</p> <p>RBM OLS</p>		<p>Autumn Term</p>	<p>Nearly all pupils in senior school know how to revise successfully and apply research-based techniques to embed knowledge into memory</p> <p>Nearly all pupils (across all ages) act upon feedback</p>	<p>Sample of pupils interviewed illustrate that pupils understood and were aware of how to select bespoke revision strategies to enhance their chance of success. Fuller</p>	

<p>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>determine methods of revision used by identified groups of learners. Identify common approaches used by these pupils and gain an understanding of the most / least successful approaches.</p> <p>3. Provide Y10/11/12 Form Tutors with 'Study Skills' resources and support them in using these resources effectively. Form Tutors to deliver sessions using the resources, during form time, to allow pupils to fully prepare for GCSE/AS Level examinations.</p> <p>4. Invite parents of Year 10 pupils to a GCSE Skills Information Event and share strategies for the effective development of study and revision skills so that parents can support their children in developing independence in their approach to their studies.</p> <p>5. Provide time during the academic year, through form period and DIRT lessons, for all pupils, not just those in examination years, to reflect on how they learn and to identify the strategies that have the most impact for them. Train pupils in the setting of personal SMART targets.</p>			<p>Autumn and Spring Terms</p> <p>Autumn Term</p> <p>Ongoing during Academic Year</p>	<p>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>	<p>evaluation in Autumn term 2026</p> <p>In progress</p> <p>Completed. initial feedback from parents = positive and that they valued info</p> <p>Ongoing</p>	
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	<p>Twilights, for staff from across the curriculum to share best practice in the development and improvement of pupils' literacy skills.</p> <p>4. Utilise membership of Voice 21 to embed agreed oracy strategies across the curriculum. Four members of staff to continue to undertake training with Voice 21 - focus on moving from introducing to embedding strategies.</p> <p>5. Work with departments to ensure that all members of staff have the confidence to teach accurate writing skills, particularly around spelling, punctuation and grammar.</p> <p>Numeracy:</p> <p>1. Curriculum design and progression:</p> <p>Meet with James Coll, Numeracy Coordinator for Central South Consortium, to co-develop a clear and coherent numeracy progression framework bridging Progression Step 2 (Years 1–2)</p>	<p>DGS/ CSC Numeracy Coordinator/ STS</p>		<p>Term</p> <p>Ongoing through out Academic Year</p>	<p>Pupils are observed to be consistently developing oracy skills and use subject specific vocabulary with confidence</p> <p>Pupils are clear how to use reading strategies to improve their comprehension</p> <p>A clearly defined numeracy progression framework (Years 1–7) developed and implemented.</p> <p>Curriculum maps demonstrate continuity and</p>	<p>Ongoing and in progress to deliver summer 2026</p> <p>In progress and Ongoing</p> <p>01/12/25 - DGS and JSE met with CSC consortia to identify next steps regarding curriculum design for</p>	
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	<p>and Progression Step 3 (Years 3–7).</p> <p>Work collaboratively to identify the key numeracy concepts, skills, and understanding that should be secured at each stage. This will enable the school to map learning expectations and next steps for the currently non-represented year groups (Years 3–6), ensuring that pupils’ learning aligns with Curriculum for Wales numeracy progression steps and dovetails effectively into Year 7 provision.</p> <p>Use the outcomes to inform curriculum design, medium-term planning, and assessment frameworks so that progression is coherent, measurable, and developmental across the primary–secondary continuum.</p> <p>2. Professional Learning and Staff Development</p>	<p>DGS/ Heads of Super Numeracy Departments</p>		<p>Initial meeting - Autumn 2025</p> <p>Draft Progression Map - Spring 2026</p> <p>Ongoing - use of twilights to undertake teaching and learning meetings.</p> <p>Summer 2026</p>	<p>appropriate challenge between Progression Steps 2 and 3. Teachers confidently reference and plan using the agreed progression expectations.</p> <p>Pupils show improved consistency and readiness in numeracy skills when transitioning to Year 7.</p> <p>Evidence from QA and assessment indicates smooth progression in pupils’ conceptual understanding and application of numeracy skills.</p> <p>Stakeholder feedback (teachers, pupils, CSC) confirms the framework’s effectiveness and coherence.</p>	<p>Y1 to 7 in both maths and numeracy. JSE and ALY (AHT LS) met on xxxxxx. JSE identified non-negotiables in Y7 and planning to start on curriculum progression to achieve this.</p> <p>Numeracy group met on the 04/12 to begin to discuss ‘non negotiables’ that need to be seen as part of transition.</p> <p>Key concepts identified for each stage. STS to attend training on Red Rose Software and how it is to be adapted to the Welsh government.</p> <p>Ongoing - CPD priority for the summer twilight.</p>	
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	<p>Deliver calendared Teaching & Learning (T&L) meetings focused on numeracy development.</p> <p>Provide professional learning for all staff on key aspects of numeracy, tailored to their subject areas (e.g. maths, geography, DT, science).</p> <p>Share and model best practice numeracy strategies across departments.</p>				<p>Staff demonstrate increased confidence in embedding numeracy within their subjects</p> <p>Consistent use of numeracy strategies observed in lessons across departments</p>	<p>Ongoing</p> <p>Ongoing - Head of Maths has met with Lower School and Super Numeracy Departments to QA current practice inline with what is being covered within maths currently.</p>	
<p>1.3 Ensure consistent behaviour for learning so that all pupils are very clear of expectations. Embed 'Ready, Respectful, Safe' in all lessons and wider school ethos</p> <p>Ensure that the descriptors for assessment (habits for learning) are made explicit so that pupils develop good habits over time specifically in F/T time</p> <p>Analyse data regularly and apply graduated behaviour</p>	<p>1.Embed 'Ready, Respectful, Safe' Ethos Across the School</p> <p>Ensure all staff consistently model and reinforce the language of <i>Ready, Respectful, Safe</i> in lessons and social spaces.</p> <p>Display visual reminders and posters in all classrooms, corridors, and communal areas to reinforce expectations.</p> <p>Include <i>Ready, Respectful, Safe</i> as a standing item in line management, staff briefings, and departmental meetings.</p>	<p>DGS OLS</p> <p>RBM ALY</p> <p>SLT/H ODS</p>	<p>Sept 2025</p> <p>Sept 2025</p> <p>Sept 2025</p>		<p>Nearly all pupils are clear of expectations and rationale and have the opportunity to remedy their actions in a calm, safe environment.</p> <p>All pupils know the descriptors and apply these regularly in their learning. Reports to parents reflect accurately the application of behaviours for learning.</p> <p>Pupils receive specific coaching and mentoring, including the development of empathy to understand the impact of their</p>	<p>Observations (informal and formal) illustrate that pupils understand this mantra well</p> <p>Staff reference this explicitly when educating pupils when they have made poor choices</p> <p>Low level disruption in very few areas and with very few pupils needs further practise, reminder and</p>	

<p>interventions including specific mentoring and coaching for a minority of pupils identified with more challenging behaviour</p>	<p>2.Make Assessment Descriptors (Habits for Effective Learning) Explicit</p> <p>Share <i>Attitude to Learning (ATL)</i> descriptors with pupils and parents to ensure transparency and shared understanding.</p> <p>Incorporate ATL expectations into classroom routines, marking feedback, and pupil progress meetings.</p> <p>Use ATL posters and visual aids in classrooms to reinforce descriptors.</p> <p>Integrate ATL reflection into form-time and progress reviews so pupils can track their own development.</p> <p>Ensure that the language used to promote with pupils is age appropriate to the lower school.</p> <p>3.Deliver Targeted Form-Time and Assembly Sessions</p> <p>Deliver short, interactive sessions during form time or assemblies focusing on:</p> <ul style="list-style-type: none"> ● Growth Mindset ● Self-Regulation 		<p>Sept 2026</p> <p>Sept 2026</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>behaviour on others and are equipped with strategies to improve</p>	<p>coaching/ mentoring</p> <p>Reviewed and shared through reporting system.</p> <p>Observations (informal and formal) illustrate that corridors whilst busy are safe and pupils show respect.</p> <p>Ongoing - examples so far this year have included e.g. Ready, Respectful and Safe on a regular basis intertwined with themes for the week.</p>	
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	<ul style="list-style-type: none"> ● Time Management ● Classroom Behaviour and Etiquette ● Respectful Communication (<i>Ready, Respectful, Safe</i>) <p>Embed these themes in the integrated PSE and Wellbeing curriculum.</p> <p>Provide staff with materials and guidance for consistency in delivery.</p> <p>4. Use Data to Inform Targeted Behaviour Interventions</p> <p>Analyse ATL and behaviour data using Arbor regularly to identify trends and pupils requiring additional support.</p> <p>Apply graduated interventions based on need (e.g. mentoring, coaching, parental meetings).</p> <p>Assign peer mentors to pupils with consistently low ATL scores.</p> <p>Create individual Behaviour for Learning Plans (BfL Plans) with clear, measurable targets.</p> <p>Involve parents/carers in ongoing support and review meetings.</p>					<p>Following DC1 overview to pupils of positive successes and linking to Growth Mindset Year 10 and 11 have received assemblies on time management around exam preparation</p> <p>Classroom behaviour and etiquette has been addressed in Form Time at the start of the autumn term via targeted on code of conduct - this is revisited as a fundamental in terms of standards and expectations</p> <p>Automated reports within Arbor are being used to inform discussions within link meetings regarding behaviour for learning and the embedding of the school policy.</p>	
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	<p>5. Gather Feedback and Adapt Strategies Conduct pupil and parent surveys or focus groups to identify barriers to positive learning behaviours.</p> <p>Analyse feedback to inform updates to the <i>Ready, Respectful, Safe</i> strategy and ATL processes.</p> <p>Adjust resources, mentoring approaches, or classroom strategies accordingly.</p>		<p>June 2026 June 2026 June 2026</p>			<p>Peer mentoring is fully embedded as part of standard practice. 35 pupils have been assigned since October 2025.</p> <p>To take place Summer 2026.</p>	
<p>1.4 Improve transition across the cluster of schools to prepare pupils and their parents for the expectations of Y7 implement revised 'Schools' system to incorporate and:</p> <p>Embed a collaborative approach to transition across the cluster to ensure the development of pupils' knowledge, skills, understanding and learning behaviours as a continuum of learning.</p> <p>Embed the induction arrangements, including 'Lower School, revised</p>	<p>See separate transition for details</p> <p>See separate Strategic Transition Plan.</p> <p>W 2025-26 Cowbridge Transit...</p>	<p>ALY/O LS</p>			<p>Pupils and parents are clear of expectations, policies for learning and school policies. Parents engaged to support the school's vision, procedures and policies Parental Complaints decrease and/or dealt with swiftly</p> <p>Progressive development of pupils' skills in reading, oracy and numeracy are evident through the collaborative work across the cluster. Cross cluster work scrutinies will highlight the impact of the work carried out.</p>	<p>Separate evaluation, however, the number of pupils who have received FTEs are reduced compared with previous cohorts as higher level behaviours compared with previous cohorts Have diminished</p>	

<p>Structure to support pupils' well-being and.</p> <p>Create a Conduct for Success précis to share with Year 6 pupils to emphasise the Cowbridge Code, behaviour for learning expectations and key transition information.</p>	<ol style="list-style-type: none"> 1. Develop a Y6 Transition workbooklet which emphasises the Cowbridge Code for Success 				<p>Nearly all pupils attend a number of transition activities to ensure they have a clear understanding of the Cowbridge Conduct for Success .</p> <p>Year 7 pupils are well rehearsed in behaviour for learning expectations and are ready to learn, respectful to themselves and others and are safe in the school environment.</p>		
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<p>1.5 Improve Form Tutor time experience and impact on all pupils' learning</p>	<ul style="list-style-type: none"> • Embed a consistent approach to form time. • Develop a list of appropriate topic areas/activities that LOA's feel would be most beneficial for the given year groups. • Develop and distribute the resources based on the agreed themes/topics. • Monitor engagement in the programme during form time through regular drop ins by LOA/SLT. • Gather feedback from staff regarding the programme/resources/engagement. • Conduct a L2L to gather student voice on form time. • Closely monitor attendance and punctuality to form time. Figures to be given to FT's to discuss with form. 	<p>OLS/ RBM</p>			<p>Engagement 90%+ students actively participate in activities during tutor time (tracked through surveys or observation logs).</p> <p>Students report a stronger sense of belonging and connection (via termly surveys).</p> <p>Improved Punctuality and Attendance</p> <p>95%+ of students arrive on time to tutor time across a term.</p> <p>Reduction in morning late marks by 50% over the term.</p> <p>Attendance monitored closely by Leaders of Achievement with AAs and strategies for improving persistent absentees show improved attendance by 2%+ Registers are timely and accurate</p> <p>Consistent Tutor Delivery - 100% of tutors follow a standardised weekly plan or framework.</p>	<p>Attendance monitored via Arbor and lists created. Phone calls made to parents. Asst Head KFS implementing face to face support and challenge meetings</p> <p>Form tutors provided with structured plans to implement each week</p>	
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					<p>Weekly tutor briefings are attended by all tutors and feel well supported by LoAs.</p> <p>Form tutors express this via questionnaire</p> <p>Meaningful Tutor-Student Relationships</p> <p>Each student has at least one 1:1 check-in per term with their tutor.</p> <p>Tutors can identify and support key issues affecting individual students</p> <p>Development of skills for life and Learning</p> <p>Evidence of at least 2 tutor-led sessions per month focused on character - CS Pupil profile, study skills, reading and/or well-being.</p> <p>Feedback from students and tutors shows increased confidence or awareness in communication/ social/ skills and habits for successful learning.</p>	<p>Tutor meetings are well attended and discussion on pupil issues and effectiveness of resources</p> <p>Data Capture points provide the opportunity for in depth meetings</p>	
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Key Priority 2: Develop Collaborative, Skilful teaching

Objectives

Target for Improvement (Where do we want to go?)	Actions/Tasks/Strategies (How will we make it happen?)	Led by	Resources inc. Costs (£)	Milestones & Monitoring Timeline	How will we know if we have been successful?		
					INTENDED OUTCOMES (What will it look like when we get there?)	Progress Review 1	Progress Review 2
<p>2.1 Secure high-quality teaching by: Further develop teachers' knowledge and application of self-regulated learning and Metacognition including revision techniques and where applicable use of AI</p> <p>(Refine this year and embed by Yr 3 - 2026)</p> <p>Further refine via OLEVI/OTP/OLE Programmes</p> <p>(National college)</p>	<p>1. Return time previously dedicated to calendared Teaching and Learning Meetings to departments. This time is to be used for departments to audit their current practice and engage with further, specific research around self-regulated learning and metacognition.</p> <p>2. Through the Departmental Support Process; QA activities; and, line / performance management observations, identify areas of best practice which can be shared across departments. Cross-curricular discussion and evaluation to take place via OLEVI programmes.</p> <p>3. Develop a school policy / procedure for the responsible and ethical use of AI, focusing on the possibility of using it to support effective revision and teaching & learning through personalised</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 and is embedded in practice. New teachers develop this as part of their ongoing PD.</p> <p>Lesson observations demonstrate DR ICE and strategies which enable</p>	<p>Ongoing. Progress is being made in embedding successful strategies.</p> <p>Ongoing - four departments supported to date. OLEVI programmes - CTP and OTP - are underway or planned for the Spring Term.</p> <p>Research into staff and pupils' use of AI is underway. This will determine the policy / procedure to be</p>	

	<p>feedback and skill practice. 4. Identify staff / departments who have engaged in training and research around the use of AI for teaching and learning purposes. Begin to collate areas of success / strength which can be shared with others. 5. Best practice to be shared during Summer Term Twilight(s)</p>				<p>students to think carefully, and make decisions, about their own behaviour, learning and time. Feedback from Lesson Observations 2025 are robust, use coaching strategies and enable all teachers to reflect and improve</p>	<p>developed in Summer 2026. Planned for Summer Term 2026</p>	
<p>2.2 Further Develop and Refine feedback, questioning and assessment Further develop, refine, deepen and strengthen feedback strategies, deep questioning and embed formative assessment via the Olevi Programmes (OTP/CTP)</p> <p><u>Evaluate the effectiveness of T&L strategies used</u></p>	<ol style="list-style-type: none"> 1. Through SLT Link and Departmental meetings; departmental, LoA, SLT and whole school work scrutinies; and, the Departmental Support Process, ensure a consistent focus on further developing and refining feedback, questioning and assessment strategies in lessons and embedding those evidenced as being most effective. 2. Utilise agreed Voice 21 strategies (particularly the 'Talk Tactics') to refine and develop questioning to ensure that pupils' responses are articulate, detailed and promote deeper thinking / further discussion. 3. Update the Marking and Feedback Policy to ensure that it embodies whole school effective practice. Ensure expectations are 	<p>ALY/ RWS</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, evidence-based practice and feedback and this impacts pupils' progress consistently across all areas of learning.</p>	<p>In progress - core focus as part of our QA processes.</p> <p>Ongoing - four staff undertaking training and supporting the roll-out of Voice 21 strategies within their departmental areas. All staff training on 'Talk Tactics' has taken place - many teachers are trialling strategies.</p> <p>Policy has been updated; ongoing</p>	

	<p>clear and understood by all teaching staff.</p> <p>4. Monitor, evaluate and review strategies implemented (through line management / performance management, lesson observations, the Departmental Support Process, work scrutiny and SLT Link meetings. Best practice to be shared in Summer Twilight.</p>				<p>monitoring through QA activities to ensure it is understood and utilised by all staff.</p> <p>Ongoing - initial review shows that strategies are being implemented. Full evaluation and sharing scheduled for Summer 2026.</p>	
<p>2.3 Improve standards across all subjects to implement and embed consistently the areas identified in the quality assurance review</p>	<p>1. Ensure that all departments engage successfully with the new process of MER using the documents provided by SLT. W Department / SLT Link Sta... W Work Scrutiny Record - Re... W DIP template 25-26.docx</p> <p>2. All Subject Leaders must meet regularly with their SLT link; feedback on departmental meetings; and, complete notes of the meetings.</p> <p>3. All Subject Leaders and Departmental TLR Holders must ensure that all MER process deadlines are met and embedded successfully across the departments.</p> <p>4. Subject Leaders, together with SLT Link, to identify areas for improvement in relation to identified areas from the QA review and provide relevant training and support for</p>	<p>RWS /DGS /JLG/ ALY</p>		<p>See Quality assurance review for detail and success criteria: Standards improve and areas identified in QA review narrow/ reduce through focused attention from all teachers to consistently reduce shortcomings and repeated, redrafting by pupils improves their skills Quality assurance by MLL identifies best practice and areas for further development and refinement with departmental staff. Nearly all teachers challenge appropriately and ensure high standards</p>	<p>Actioned - all documentation has been updated and is being used.</p> <p>Ongoing throughout the academic year.</p> <p>Ongoing throughout the academic year.</p> <p>Ongoing throughout the academic year.</p>	

	<p>departmental members. 5. Success of initiatives to be determined through Departmental Support Process; Departmental and SLT QA; SLT link meetings; and, line / performance management meetings.</p>				<p>of basic skills, proportionate to pupils' potential</p> <p>QA conducted by SLT evaluates positive impact and reduction in pupils' skills deficits over 12 months</p>	<p>Ongoing throughout the academic year.</p>	
<p>2.4 Improve parental engagement and awareness of impactful home learning, especially in Y7 and 8 with a specific focus on reading</p>	<p>1. Via the school's newsletter and school to home communication in Arbor, share information with parents about how they can best support their children at home in the completion of home learning. 2. Share, with parents, the strategies used in school to promote and develop pupils' reading skills - Accountable Independent Reading; Explicit and Implicit Vocabulary Tuition; and, Close Reading. Provide guidance on how parents can mimic these strategies at home. 3. Repeatedly, via school to home communication, reinforce the expectation that pupils read for 20 minutes per day at home. Outline reasons for this - benefits of reading poster - and encourage participation by providing pupils with the autonomy to decide what they read. 4. Develop 'The Book Nook' into a space that engages pupils in reading and ensure that it</p>	<p>RWS /ALY /SLT/</p>			<p>Enhanced parental awareness. Available resource develops parental confidence in the importance of their child (ren) developing reading skills over time .</p> <p>Nearly all pupils develop independent learning techniques and use home time for literacy and numeracy development and effective research around learning.</p>	<p>Ongoing - links embedded within the newsletter direct parents to various strategies, e.g. supporting their child's reading at home.</p> <p>Strategies shared via GCSE Skills event for parents delivered October 2025. Work in progress for other year groups - event planned for Summer 2026.</p> <p>Ongoing - research has been shared and pupils are encouraged to bring a book from home for reading. The development of the 'Book Nook' is underway to provide greater choice.</p>	

	provides pupils with access to suitable reading material. Establish a low-cost recognition programme to promote reading for pleasure, as well as to recognise pupils to consistently complete reading homework.						
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Key Priority 3: Outstanding Care, Support and provision**Objectives**

Target for Improvement (Where do we want to go?)	Actions/Tasks/Strategies (How will we make it happen?)	Led by	Resources inc. Costs (£)	Milestones & Monitoring Timeline	How will we know if we have been successful?		
					INTENDED OUTCOMES (What will it look like when we get there?)	Progress Review 1	Progress Review 2
3.1 Improve attendance, equity, provision and support for disadvantaged learners and ethnic minority pupils	<p>1.Embed a Consistent Approach to Monitoring and Support for Attendance</p> <p>Establish daily tracking and monitoring protocols for all pupils, with a particular focus on disadvantaged and ethnic minority learners.</p> <p>Identify early warning signs of absence or disengagement and implement timely follow-up interventions.</p> <p>Build strong relationships between staff, pupils, and families to understand and address barriers to attendance, including social, emotional, or practical challenges.</p> <p>Use pastoral data to inform targeted interventions such as mentoring, counselling, or referral to external support</p>	DGS/KFS			<p>Improved overall attendance rates and reduction in persistent absence, particularly for targeted groups so as to enable the school to reach its ambitious target of 95%.</p> <p>Early interventions consistently applied and documented</p> <p>Families report effective support and engagement</p>		

	<p>services.</p> <p>Ensure all staff are trained in attendance monitoring systems and consistent follow-up procedures.</p> <p>2.Pastoral Teams Meet Regularly with SLT Link (KFS) to Review Key Outcomes</p> <ol style="list-style-type: none"> 1. Improved attendance and punctuality of disadvantaged and ethnic minority pupils 2. Increased engagement and participation in learning and school activities <p>Review effectiveness of interventions and identify emerging patterns or barriers. Update and refine support plans for individual pupils based on data and feedback.</p> <p>Share best practice between pastoral teams to ensure equity of support across the school.</p>				<p>Systematic, consistent support for pupils at risk of absence or disengagement</p> <p>Data demonstrates improved attendance and participation among targeted groups</p> <p>SLT has clear oversight for timely intervention</p>		
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	<p>3. Research-Informed Strategies to Improve Attendance and Support Equity</p> <p>Apply EEF guidance on improving attendance and engagement for disadvantaged learners, including:</p> <ul style="list-style-type: none"> ● Targeted one-to-one and small group mentoring ● Strengthening school-home partnerships ● Addressing social and emotional barriers to attendance <p>Reference Estyn reports on attendance, equity, and support for disadvantaged learners to ensure the school aligns with effective practice nationally.</p> <p>Develop targeted programmes for ethnic minority pupils to ensure inclusion and</p>				<p>Research-informed interventions implemented consistently</p> <p>Improved attendance, engagement, and attainment outcomes for disadvantaged and ethnic minority pupils</p> <p>Positive pupil and parent feedback regarding support and equity</p>		
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	equitable access to learning opportunities.						
3.2 *Develop further the Curriculum for Cowbridge and create alignment with the new GCSE specifications.		BCS/ JLG/ DGS			<p>Whole school policy developed which captures the statutory aspects of CfW and specifically the bespoke Curriculum for Cowbridge. New specifications for GCSE are well planned and maximise nearly all pupils' success in new specifications.</p> <p>Nearly all learners have a curriculum which engages them to achieve their potential in line with predictions and/or their holistic needs.</p> <p>Curriculum for Cowbridge develops nearly all pupils' skills and enables them to achieve or exceed predictions. Value-added data illustrates pupils achieving in line with potential.</p>	<p>Policy Completed. Approved by Governors</p> <p>Inset planned for March 2026 in collaboration with other schools and WJEC</p> <p>Positive VA for 2025 (and previous years) for nearly all pupils. Ongoing priority</p>	

<p>3.3* Further develop parents' knowledge, understanding of school systems, policies, standards and expectations especially in Y7 and Y8</p>	<p>1. Via the school's newsletter and school to home communication in Arbor, share information with parents about how they can best support their children at home in undertaking home learning. 2. Establish a 'Parent Learning' page on the school website where parents can easily access relevant 'parent-friendly' policies, advice and guidance on how to support effective learning. Ensure topics align with key Teaching & Learning priorities, e.g. metacognition and self-regulated learning; reading development; supporting home learning. 3. Audit parental engagement, e.g. 'read' rate in Arbor. Consider introducing in-person support events similar to the Skills Information Evenings held for Y7/8 in the 2024-25 academic year.</p>	<p>ALY/ RWS</p>			<p>Improved parental engagement and better understanding of how to support their child (ren) to improve their literacy and home learning.</p> <p>Nearly all parents support our policies for success. Parents are aligned with 'on the same page' and reinforce school expectations. Parents begin to use similar language to school e.g. 'Ready, Respectful, Safe'</p>	<p>Ongoing and targeted esp. With primary parents identified as 'harder to reach'</p> <p>'Conduct for Success' information booklet produced and shared with parents in Y6 and Y7 parents.</p> <p>Arbor Read rate of engagement is 98% as of December 2025</p>	
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3.4 Evolve Lower School to ensure successful phasing as a 3-19 school (see separate 'departmental' plan)	See separate 'Departmental plan'	ALY			Lower School Development plan, develops a continuum in line with aspirations and specifically addresses areas outlined in the external review.	Ongoing KP for next 4 years.	
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