

The Cowplain School: Self Evaluation Framework 2023/24 (DRAFT: Updated Sept 23)

What is it like to be a pupil at our school?

At The Cowplain School:

- Students show, by their actions, that they are proud to be part of the school, support the aims of the school, and work hard
- Parents have increasing faith in the school with year 7 having a waiting list of 22, Year 8 is almost full
- Staff have high moral and enjoy working at the school, with staff absence remarkably low
- There is a very strong pastoral support team, with 10 Hoys and AHOYS, a school psychologist, EBSA leader and further staff who care and support our children
- The majority of young people behave well; a robust behavior system is in place to help staff teach and minimize wasted learning time; most students rarely or never need to be sanctioned using the behaviour system and staff greatly value it
- When staff are aware of bullying, prejudicial behavior and language, or unkindness it is likely to be dealt with quickly and effectively.
- Students enjoy an increasing range of opportunities to participate in extra-curricular activities and student leadership, with 20% engaging in after school activities alone
- Students are well supported and prepared for the next stage of their life with careers provision rated highly

Distinctive strengths	Details	How do we know?
Quality of Education	<ul style="list-style-type: none"> • The school meets all the criteria for a good education securely and consistently. • The Curriculum is well established and based on researched and accredited systems, reflecting the context and needs of the school. • The move to make humanities the cornerstone of the curriculum, with History and Geography studied until the end of Year 9 and then one or both continued until Year 11, has ensured that issues important to our students are accessible to all. • The importance of discussion around spirituality is evident as all learners receive RE for 5 years. • The aim for 40% of learners to study a language has not been achieved post pandemic but remains obtainable in the next 2-3 years. In the meantime, the school's entry for the full range of EBACC subjects and its success rate is higher than most schools locally and compares favorably with the national uptake of the full EBACC subjects, given the context of the school. • All students study RSHE in distinct lessons to the end of Year 11 • The range of option choices is broad and diverse • Year 9 is very much a transition year, embedding the key concepts of KS3, and not the first year of GCSE. • Staff have a good understating of the Intent of the curriculum, sequencing it effectively and enabling students to progress effectively • The curriculum and the method by which it is implemented is working effectively for SEND learners with the school being highly thought of by parents of SEND students, including those accessing its dual resource provisions for Dyslexia and ASC. • The evolution of curriculum and teaching and learning is ongoing and colleagues continue to review and update both. 	<ul style="list-style-type: none"> • The 3 strands of <i>Thinking Hard; Understanding Diversity; Developing Character</i> evident in all subjects as is reference to the local area in many, providing a rich and diverse curriculum. • All departments adopt the concept of '<i>National Curriculum Plus</i>' for years 7 and 8, so that the NC is covered completely, as well as allowing for additional subjects and concepts to be introduced, thus allowing some choice to be offered to students for Year 9 • Further breadth is offered in the curriculum with the implementation of diverse subjects such as Psychology, Hairdressing and Business Studies, accessible at the start of Year 9. Students understand that they are free to choose any subjects that reflect their interests and passions • Curriculum reviews demonstrate that leaders and teachers have a strong grasp of the sequencing of their curriculum • Uptake for Languages and EBACC entry • The importance of RSHE is clear with an Assistant Headteacher overseeing the design of the curriculum and the quality of lessons.

<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • OFSTED focus from 2018 report: <i>That the good teaching that exists in most areas is firmly embedded so that pupils make sustained and substantial progress, particularly in the optional subjects /... sometimes teachers do not ensure that these pupils (disadvantaged) are provided with the support and challenge needed to maximise their progress</i> • Since the last inspection, the school's T&L Policy sees Rosenshine's Principles of Instruction at its heart. This has seen direct instruction form the basis of the school's T&L Policy which has been successfully adopted by teachers, with teaching strong in all areas. • CPD has rigorously focused on improving the quality of T&L across all subjects, • Underperformance is tackled effectively through effective coaching and robust HR procedures • New staff are supported with a teaching and learning induction and a coaching programme and by high quality mentoring and in-house training programme. • A teaching and learning bulletin is shared weekly, which shows staff sharing good practice on teaching and learning, curriculum development, reading, SMSC, disadvantaged students etc.. There are usually 2 contributions per week. These contributions are linked to the termly teaching and learning focus, the extensive curriculum calendar and also the RSHE curriculum. 	<ul style="list-style-type: none"> • T&L policy • Evidence from Professional learning sessions • Short observation feedback reports good teaching across subject areas • Induction Programme for new staff • T&L Bulletin • Curriculum review observations have shown an effective implementation of the Rosenshine based teaching and learning strategy, with all observations supporting this statement.
<p>Reading and Literacy</p>	<ul style="list-style-type: none"> • The huge investment in Reading, with all students spending 20 minutes a day due to the addition of 30 minutes extra added to the school day, is designed to raise our young people's passion for reading and their ability to understand and analyse complex language. This has now been in place one academic year and is being evaluated for its effectiveness, alongside the other elements of the reading programme. • Enhanced school day gives students the opportunity to read and analyse complex literature for 100 minutes per week, which we see as vital in addressing some of the literacy gaps caused by the pandemic and further boosting students' reading skills. • Reading Leaders programme has been enhanced in 2023/24 with 28 RL's from Year 10/11. 42 Years 7s will access their support over the year. In addition there are 18 x Year 9 Reading Leaders trained in September 23 so we can roll out the programme to more students. • New year 7 disadvantaged students are arriving with gaps on entry increasing; therefore, the reading strategy is designed to help close this gap 	<ul style="list-style-type: none"> • 20 min reading programme incorporated into every child's timetable • Early data suggests many children have improved their RA; investment is being made in 2023/4 in more sophisticated analysis programmed to quantify this
<p>Behavior and Attitudes</p>	<ul style="list-style-type: none"> • The school has very high standards for pupil's behaviour and conduct and applies these expectations consistently and fairly. • We see low-level disruption as limiting the progression of learning, regarding it as 'serious misbehaviour.' • The school's Behaviour policy, based on that used in the outstanding <i>Glenmoor Academy</i> (a DFE 'Behaviour hub' school), is robust and focuses on the mantra that '<i>all students deserve disruption free learning</i>' and we remain unapologetic for insisting that students understand and act upon this mantra; • The system generates useful data which highlights those students who are struggling with their behavior and for which intervention is needed • SLT see their role as facilitating the conditions so that classroom teachers can teach effectively without disruption. • Where students do find expectations challenging, support has been increased with the development of a number of inclusive strategies • The Head of Year team has been charged to implement research-based strategies to support learners whilst the appointment of Assistant Heads of Year is enhancing this capacity, so that those who are not meeting expectations are supported to improve. • A tiered inclusion approach has been introduced in 2023, working with a diagnostic tool to enable us to fully understand the reasons behind behaviour that is exhibited by some of our young people and to draw down services which we do not have immediate access to but which our students need. • Suspensions are used strategically to modify behaviour, with their use in line with the context of similar schools (IDSR 2022). 2022/23 Hampshire data also shows the school broadly in line with Hampshire schools. • September 2023 has seen us bring a building that has been let to a local nursery for 15 + years back into the school; this will be developed to create further on-site provision so that suspensions are reduced in 2023/24. • The focus on low-level disruption makes for a happy school; a positive learning environment is created where bullying unkindness, and derogatory and discriminatory language are not tolerated and are tackled appropriately. We never state that these don't unfortunately exist in our school but when we are aware of this we act quickly and normally effectively. • Split breaks and zoned areas, along with a one-way system in specific areas of the school, help to ensure effective movement 	<ul style="list-style-type: none"> • the implementation of this approach has seen low-level disruption, whilst not completely eradicated, addressed effectively in most classrooms. • SLT are fully invested in the behaviour system; they are the leaders in charge of our 'Learning room', along with middle leaders with effective behaviour strategies, and are able to talk knowledgeably about students who are highlighted by the system • Children understand the system and the consequences of coming under the system; in2022/23, 52% of students never 'accessed' the behavior system, with almost 75% only accessing it between 0-3 times. • Appointment during 2023 of 5 x AHOYS • See IDSR for suspension data 2021/22 • Suspension data in 202/23 remains consistent with other schools (see Hants LA Analysis) • 2022/23 saw one permanent exclusion, at the end of the year, the first one for almost 4 years • Attendance strategy

	<p>between lessons</p> <ul style="list-style-type: none"> • The on-site 'Resilience Centre,' for students requiring a greater level of support and guidance to manage their behavior, is successful in avoiding permanent exclusion • Innovative use of ICT sees students attending the Resilience Centre able to live stream into their normal lessons, and so do not fall further behind their peers. • Attendance was at around South East England levels for 21/22, reflecting the impact of the pandemic, but the school understands the challenge to raise it further. To this end, an innovative approach to raising the confidence of learners in coming back to school post pandemic has been introduced through the creation of the Emotionally Based School Avoidance (EBSA) provision. • A strategy for improving attendance, based on researched and credible interventions was implemented at Easter 23 and will be fully implemented in 2023/24. • Leaders are constantly interested in further developing strategies to ensure behaviour is even better and, in 2022, completed the DFE Behaviour Hubs programme, which we have run in partnership with Worthing High School throughout 2022/23. 	<ul style="list-style-type: none"> • DFE Behaviour hubs feedback and certificate
<p>Personal Development</p>	<ul style="list-style-type: none"> • The curriculum goes beyond the academic, vocational and technical. The intent of the curriculum focuses on <i>Thinking hard; Understanding Diversity; Developing Character</i>, with the latter two linking the subject to wider areas of students' personal development. • Developing character links to the 8 core values of the school, as well as exposing students to the core British Values. • 2022/23 saw the school embark on a large number of active citizenship events, including the Cowplain School appeal which saw us provide food and resources for our poorest families, which will continue in 2023/24. • A strength of the school has been the development of our Mental Health and wellbeing provision, with the school psychologist completing her second year in 2022/23 and working with a large number of students. As she has gone on to train as an EP, the school has been quick to appoint a replacement who started in September 23 as we recognise the importance of this role. • We were one of the first schools to work with the newly formed NHS Mental Health Support team, who worked with 117 students in 21/22, more in 2022/23. • Health and fitness has been promoted through the PE curriculum and a wide range of extra-curricular activities. • Careers information and educational, advice and guidance is strong, with a programme in place for all years • As well as all children accessing RE until the end of Year 11, SMSC is supported by all subjects who highlight opportunities to develop students thinking in their curriculums, with SMSC activities apparent in each department. • We agree with OFSTED that prejudicial and discriminatory language and behaviours related to sexual harassment, online sexual abuse and sexual violence are prevalent in society and are therefore happening in and around school; As part of our response, in Summer 22, the school appointed a specialist Head of RSHE to develop and teach the RSHE curriculum further, with the roll out of the enhanced RSHE curriculum in September 22. This colleague has since retired but the importance of this provision is such that an AHT has taken over the leadership of RSHE for 2023/24. • A key part of the RSHE curriculum has been devoted to addressing the areas highlighted by OFSTED's 2021 report. Indeed, the Equalities Objectives, although not due for renewal, have been amended so that prejudicial language is referenced, as well as current issues such as rebuilding from the pandemic and addressing the cost of living crisis • Children are kept safe on line by our E- monitoring of their online use in school with a compliant and robust filtering system in place, as well as delivering e-safety training through the ICT curriculum, 	<ul style="list-style-type: none"> • Core values regularly highlighted in assemblies and the tutor programme and forming part of the school's rewards scheme • List of events • PE Curriculum and list of extra-curricular activities • Provider access legislation complied with and on website • Current Compass+ report for careers provision has 6 of the Gatsby Benchmarks at 100%. • The school meets the DFE statutory guidance on relationships education, relationships and sex education and health education, as well as teaching the protected characteristics • 2022/23 has also seen us continue to develop our student action groups and work in assemblies and tutor session; these build on student groups delivering sessions on racism, homophobia and sexism which have been extremely well received by students and staff. • Equalities objectives • Logs of filtering
<p>Leadership and M'ment</p>	<ul style="list-style-type: none"> • Leaders have high expectations of students and strive for them to achieve the best possible outcomes, both academically and as good people • Leaders continue to devote a considerable amount of time to devising CPD opportunities for staff and making the quality of education at the heart of what we do in professional learning time • The enhancement of the curriculum has been effectively led by a member of SLT and then led within department areas successfully by middle leaders. • OFSTED 2018 also stated that teachers' morale was high and that 'staff are particularly appreciative of leaders' efforts to reduce their workload. Leaders have continued with this commitment and routinely monitor workload to ensure it is not onerous • Assessment is limited to 2 windows per year group per academic year, with a 4-week window assigned to each assessment point; this allows two weeks of revision, an assessment week, and a week to analyse the results. All students are provided with a 	<ul style="list-style-type: none"> • 2022 saw the school recording its 9th consecutive year of improved GCSE results before results in 2023 reverted back to approximately the same levels as in 2019 • 12 x 1.15-hour 'Professional Learning' sessions running throughout the year as well as on INSET days, many taken by staff • Weekly T&L bulletin includes CPD developed and tested by teachers within the school. • OFSTED 2018

- knowledge organiser which is the focus of the revision period.
- Following the pandemic, in 2021, leaders also took the bold decision to implement a compulsory Period 6, 3 times per week, for Year 11, as part of their timetable, giving them 34 hours in school per week
- In September 22, the school also revised its school day so all students now receive 32.5 hours, with year 11 receiving 34.1 hours. The extra time has also allowed the school to implement its reading strategy
- Trustees hold leaders to account effectively, for example all students arriving or leaving the school roll are minuted via the termly HT's report to governors so that they can scrutinise any unusual patterns and be confident that the school never engages in gaming or off-rolling
- In the last 2 years, the school has made a concerted effort to recruit more trustees, at a time when recruitment of governors has fallen nationally, and has been successful in creating an effective Trust Board.
- IDSR (Dec 22) reported no unusual activity as regards off-rolling.

Pupils do not achieve the same standards in some of their GCSE subject choices as they do in their core subjects.

- 2018-22 saw results in foundation subjects match and, in many cases, exceed core subjects due to effective teaching. 2023 results are more varied, reflecting in some children's focus on the core subjects but are not out of line with those achieved in the core
- Leaders have acted to address the weak attainment in some foundation subjects, for example design and technology, by introducing new vocational qualifications. However, the impact of this development remains to be seen.**
- VCERT Engineering is now one of the most popular option choices; Hairdressing is sub-contracted to a specialist training provider and, again, has proved highly successful even though it is a highly difficult course assessed at Level 2. VCERT Sport has also been successful, running alongside GCSE sport so options exist in sport for both very able sportsmen and women and others who enjoy the technical aspects of sport, which VCERT focuses upon. We believe that, given the disruption caused by the pandemic, our students have greatly benefited by the nature of VCERT

(ensure) disadvantaged pupils, particularly boys, make rapid progress so that the gap between their attainment and that of other pupils diminishes further

- Support and challenge is constantly provided by staff and many disadvantaged pupils have achieved well, although not all. Attainment has improved at a good rate for disadvantaged students as a whole, particularly girls, but progress has been limited for a specific group of low-ability on entry boys.
- The pandemic has naturally slowed the progress the school was making with this group the least likely to have engaged in on-line learning during lockdowns. Even though the gap still exists, overall as the results have increased from year to year the results of the disadvantaged students have increased as well, showing that the approach of direct instruction, the use of meta-cognition based interventions, the relentless focus on reading is showing impact.

- Autumn 23 implementation of the further enhanced Cowplain School Workload charter, which was written in conjunction with staff.
- Assessment calendar
- School day and timetables
- Minutes of Full Academy Trust meetings and Principal's termly report to trustees
- Entries in VCERT Engineering, H&B, H&F

	2023	2024	2025 potential
Engineering	40	59	67
Hair and Beauty	21	43	32
Health and Fitness	41	48	56

Safeguarding

- OFSTED 2018 reported Safeguarding as '*a strength of the school,*' something all staff are determined to maintain.
- During 2022/23, external scrutiny from colleagues from Henry Cory and Swanmore schools concluded safeguarding remained effective and that there was an effective culture of safeguarding. This external challenge will continue throughout 2023/24 with colleagues from those schools auditing our safeguarding provision throughout the year, firstly on 25/9/23.
- The culture of safeguarding is maintained by all staff receiving regular training, at the start and throughout the year. In 2022/23 Additional training was included that on Low-level concerns (November 22 and Summer 23); the Prevent strategy (Feb 23), and whistleblowing (April 23), for example.
- Staff receive regular updates from the DSL around safeguarding matters, such as responding to sexualized language from students, bullying and e-safety.
- The safeguarding team consists of the Head of School (DSL) and an Assistant DSL supported by 15 colleagues who are DSL trained, including all 5 x year leaders, the Principal and SLT.
- All trustees receive safeguarding training and at almost every trustee's meeting a safeguarding update is given alongside a safeguarding scenario which trustees work through.
- In September 22 the school moved our safeguarding MIS from CURA to CPOMS, which has been successfully embraced by staff.
- Students are reminded regularly through assemblies, tutor times, RSHE lessons and 'drop down days' about how to keep safe, the safeguarding arrangements we have in place, and what support is available to them. Students also receive assemblies at the start of each term reminding them how to report any concerns they may have.

- 2018 OFSTED
- Reports written with Swanmore and HC Schools
- Records of training
- Minutes of FAT meetings
- Assembly programme
- Case studies have shown that both students and parents feel comfortable in reporting issues to the school that have happened outside school and in the community and the school has acted effectively in reporting these to the appropriate professional whilst supporting those families and young people.
- Cura entries 2021 - 2022 = 1648 / CPOMS entries 2022 - 2023 = 4627. An increase of 180% reflects increasing need and vigilance and reporting of staff due to effectiveness of

	<ul style="list-style-type: none"> The school works closely with safeguarding colleagues at the LA 	<p>system and extensive ongoing safeguarding training.</p> <ul style="list-style-type: none"> MH is the biggest reason for entries made on CPOMS In 2022/23, 83 referrals were made to the LA 															
CPD	<ul style="list-style-type: none"> The last years have seen CPD focus predominately on the development of the design, implementation and impact of the curriculum Therefore, CPD has been prioritized to ensure all new staff understand and are skilled in the design of the curriculum and its effective delivery. 2023 has seen the appointment of 16 new colleagues, due to the increase in the school's roll, and thus Leadership understand the need for new colleagues to upskill their knowledge in both curriculum Intent and Implementation as well as effective T&L. This is a big challenge facing the school in 2023 to upskill those colleagues, all of whom are at different stages in understanding and implementing the school's T&L policy 	<ul style="list-style-type: none"> CPD / Professional Learning programme New staff training programme ECT training programme 															
<p>Response to questions from 2022 IDSR (awaiting 2023 version)</p> <p>2022 EBacc entry was 31%, compared to 39% Nationally. The increasingly lower ability cohort find taking a second language difficult. Our ambition is to move to 40% continuing with a language, currently we have 25% (yr11) and 28% (yr10). We believe the current Year 8 will see 35%+ take a language.</p> <p>APS in Food and Media was low, this is related to our non-selective options process, where all students are encouraged to continue with any subject. In 2022 the cohorts for Media and Food were at least 50% from students of low prior ability, so although they made good progress, their APS is lower. In 2023, MS improved by 30% whereas Food declined.</p> <table border="1" data-bbox="226 762 1480 916"> <thead> <tr> <th></th> <th>Food (%) {%male}</th> <th>Media (%) {male}</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>31</td> <td>56</td> </tr> <tr> <td>Low</td> <td>15 (48) {67}</td> <td>32 (57) {69}</td> </tr> <tr> <td>Mid</td> <td>12 (39) {50}</td> <td>19 (34) {58}</td> </tr> <tr> <td>High</td> <td>4 (13)</td> <td>5 (9)</td> </tr> </tbody> </table> <p>There is also a high proportion of boys with lower prior ability taking these subjects compared to the cohort.</p> <p>EBacc Progress 8 has declined from 2018-19; the cohort Attainment 8 increased in that year, however, as the new GCSEs were implemented and some subjects were removed from the progress 8 calculation.</p> <p>In 2022 our Progress 8 scores for each element fell slightly. This is due to the changing profile of the cohort to include more low ability boys. The A8 for this group is still increasing year on year, but the progress 8 for this group is disadvantaged in the algorithm.</p> <p>Persistent absence from the pupils receiving FSM is being addressed through the attendance action plan utilizing interventions such as our EBSA provision.</p> <p>The lower Progress 8 performance in Maths and Science occurs at a time that Attainment 8 is increasing for the cohort, but the makeup of the cohort is changing, with more low ability and especially low ability boys. That is why our reading programme is so important. Nationally Low ability males are the hardest to make progress with, we are improving their attainment (table above, by 5 points) but the Progress 8 algorithm does not reward the progress of lower ability students equally.</p>				Food (%) {%male}	Media (%) {male}	Cohort	31	56	Low	15 (48) {67}	32 (57) {69}	Mid	12 (39) {50}	19 (34) {58}	High	4 (13)	5 (9)
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