The Cowplain School Action Plan 2023/24

Objective	Strategies	SLT	Tactics	Resources / Cost	Success Criteria
1. Embed the Cowplain Curriculum (Intent, Implementation & impact)	1.Develop a culture of reading	ACS	**Reading** 1. All students will be tested twice a year. This will now be part of their assessment week. 2. Reading revision sessions will be planned for all year groups during the revision weeks leading to assessments. 3. Continue and refine Reading sessions - 20 minutes per day in tutor groups. 4. HBN to train all new staff on how to read aloud and pause to explain complex vocab. 5. Improve engagement in the reading sessions by using student voice to select new books 6. Fortnightly Quizzes to be produced for each book focusing on vocab acquisition and plot recall. 7. Discussion questions to support student engagement / comprehension in the reading session to be produced 8. Regular monitoring of the reading session by SLT and HBN 9. Provide a range of strategies via the bulletin to allow staff to understand and support different reading ages. 10. All departments build a bank of articles that they use as DO NOW tasks. 11. Challenge advanced readers through 16 books to change your life scheme 12. Book Club for High Ability Readers first Friday of every month 13. Select and train reading Leaders in Years 9, 10 and 11 14. Allocate experienced Year 10 and 11 reading leaders to Year 7 tutor groups 15. Select 7 and 8 weaker readers (94-99) and	£6000	● Pupils will read for an average of 1.15 hours per week as reading for pleasure. (ongoing throughout the year) ● Reading age of targeted students will improve in line or greater than the time between the two tests (for example 6 months' improvement in a three month period) ● Reading Age tests show that pupils on the Butterfly and Abigail Steele programme will make greater progress with reading. ● Reading tests will take place during the two yearly assessment weeks for each year group: Year 7 wc 13/11 and 6/05 Year 8 wc 6/11 and 24/06 Year 9 wc 22/01 and 20/05 Year 10 wc 15/01 and 17/06 Year 11 wc 11/11 and 4/03

			arrange for them to read to the Reading Leaders 4 times a week 16. A combination of Butterfly (synthetic phonics)and 'Abigail Steele' phonics will be delivered to 7 and 8 K&L with all lessons designed by KPK 17. KPK to train all staff delivering the Butterfly and Abigail Steele Phonics 18. One extra English session a week timetabled for L and K (to be taken from MFL) 19. ACS and HBN to investigate a more diagnostic reading test software See Reading Action plan for more detail. See Literacy Action plan		
	2. RSHE	ZCB	1. RSHE Policy drafted and consultation completed. 2. RSHE curriculum reviewed and aligned to DfE guidance and PSHE Association best practice. 3. Website is updated to reflect the changes (by Oct. 23). 4. Drop down days continue to enhance the curriculum offer of RSHE lessons. (Oct. Y9, Nov. Y11, Y8, Feb. Y10, Mar. Y7). 5. Non-specialist staff supported with RSHE delivery through clear expectations, department time and low-stakes feedback. Meeting on INSET (Sept. 23) Learning Walks (ongoing). Oct. 23 INSET training on assessment in RSHE. 6. Regular termly communication with parents about themes covered in RSHE. 7. Student feedback (termly) about RSHE is introduced to inform the curriculum. 8. Improved assessment model to inform misconceptions. (Oct. 23)	£5,000 for drop down days	● The RSHE curriculum is reviewed and completely fit for purpose. September 2023. ● Parents are regularly engaged with the curriculum offer, and given opportunities to provide feedback. Policy Consultation Summer 2023. Termly letters 23-24. ● RSHE is delivered effectively by all teachers, as shown through Department and SLT Walks. Ongoing monitoring 23-24. ● Student feedback about RSHE is positive, and used to further inform the curriculum offer. Student Voice completed termly in all year groups. ● Students are able to confidently articulate what they have learnt in RSHE (Student Voice and feedback from Department Walks).

		9. Link developed with safeguarding lead to ensure contextual safeguarding issues are incorporated in the RSHE programme . (Oct. 23)			● RSHE Curriculum Review completed. (Nov. 23)
	3. Further Embed the 3 strands of the curriculum	EZO	1. In PL sessions, work with all staff to develop the delivery of the 3 strands further, especially working on the language used in the classroom and on the delivery of thinking hard to address evaluative skills of students 2. Review sequencing across the curriculum with HODs. 3. Ensure 3 strands are also linked to reflection time programme 4. Use the curriculum calendar to develop all three strands further 5. Use department curriculum reviews to identify and address training needs and development points of specific strands. 6. Use the SOF process as 5. 7. Continue CPD on measuring IMPACT i.e. how do we know children have learnt what we have taught them	£500 for Display, photocopying.	● Curriculum reviews and the SOF process show that the 3 strands are embedded in the delivery and in student voice. 5 x SOFs per year will show further evidence of Curriculum Strands, 2 curriculum reviews per year.. Evaluated July 2024 ● Curriculum overviews are reviewed 3 times per year and displayed on the website - September/January/April. 2023/24 ● HODs interviews in September 23 show sequencing is secure ● Curriculum Reviews date identified below
	4. Closing the gap curriculum	EZO/ACS	1. As per Reading above 2. Use the first inset day to remind staff of the process of ALL non-negotiables 3. Use thinking hard as a curriculum focus, so staff share good practice to embed the routines 4. Use Learning placemats for Year 7 and Year 8 lowest three sets. 5. As above: Butterfly phonics 6. As above: Ambassador reading 7. As Above: Tutoring programme		● Non-negotiables evident during SLT learning walks, SOFs and Curriculum Reviews. ● PL session show a joint approach between teaching and learning and curriculum development to develop higher level thinking skills (thinking hard) (PL2 and PL3 for autumn term) ● Specific student voice feedback on retrieval, reading, and difficult concepts

				• show that these concepts are understood and embedded - part of curriculum review process. July 2024 ● Curriculum Reviews are starting with Maths w/b2nd Oct. w/b 30th Oct RSHE ● Data shows that DA students including SEN students make progress in line with NDA students or more - Data collection are bi-annually, July 2024.

5. Alternative provision	JPS	1. Increase support given to students, through the development of a new on-site provision.
		2. Develop a bespoke curriculum to support students who struggle to engage with the main school/RC
		3. Explore external educational enrichment opportunities
		4. EBSA Unit used to support those with significant attendance issues and to identify and intervene with Y7/8 students to avoid EBSA.
		5. Work to reduce number of students being referred to external alternative provisions.
			Staff salary (£33500). Cover for visits. Investment in new site. £50K	● Set up the Rose Building to accommodate students as an alternative to suspension
				  ○ w/b 18th Sept 23
				● Employ an HLTA to cover the growing provision
				  ○ Oct 23
				● Plan and set up the long term curriculum for students who struggle in the RC
				  ○ Nov 23
				● Review new provision
				  ○ Jan 24
				● New staff training on Live Lessons
				  ○ 11th Sept 23
				● Teacher input into live lessons to be monitored and reviewed.
				  ○ Dec 23
				● Audit of 'The Key' provision to take place as well as any other AP provision used termly
				● Cowplain staff to visit the Key at least once per half term for student reviews.
				  ○ 16th Oct 23
				  ○ 11th Dec 23
				  ○ 5th March 24
				  ○ 25th March 24

				○ 20th May 24 ○ 8th July 24
7. Embed the Reflection time programme	ACS	1. The Reflection Time programme is updated and rewritten to celebrate key national/international days that support our Diversity and developing Character strands 2. A greater range of staff will contribute to plan Rtime sessions 3. The delivery of the programme is monitored by SLT and HOY		The R-time programme is redesigned - September 2023 It is successfully delivered and supports the three curriculum strands. ACS, HOY and assistant HOY monitor Reflection Time weekly. R-time review will take place on wc 9th October and will show that the Reflection Time Programme is delivered effectively by all tutors.
8. T&L	ZCB	1. Continue to enhance and implement the Cowplain T&L Model to support all teachers in curriculum implementation. This is rooted in what currently exists, but provides clarity of expectation. (Sept. 23) 2. Train staff on the T&L Model initially in INSET, and throughout the PL Programme 23-24. 3. Liaise with EZO and ACS to deliver an effective PL Programme that enhances staff understanding of Rosenshine. 4. Review staff understanding of Rosenshine regularly through SoF process. (End of each term.) 5. New staff supported through extended induction and coaching programme, Autumn 2023. 6. SLT Walk feedback to be shared to enhance appropriate planning of PL sessions. PL sessions a combination of pre-identified areas and reactive to feedback.		● SoFs and SLT Walks show that Rosenshine is embedded into classroom practice. (Ongoing, Curriculum Reviews) ● Teachers are empowered to share best practice and discuss their teaching practice with others. (Ongoing, SGP) ● Ongoing evaluation to create a bespoke PL Programme that benefits all teachers. Reviewed Oct. 23, Feb 24, June 24. ● New staff supported to be successful at Cowplain. New Staff Induction, Autumn Term 2023. ● Teachers are confident in the T&L Model, and see how Rosenshine is linked to other core aspects of lesson delivery e.g. literacy, curriculum. (Ongoing CPD and QA)

			7. Staff regularly share best practice, including wider reading, throughout the academic year. This should be linked to the Model to further enhance understanding. 8. Staff encouraged to work collaboratively across departments to further improve use of Rosenshine. 9. Establish clear criteria of Climate for Learning. (Sept. 23, INSET) 10. Improve the quality of Home Learning. (Autumn 2023)		● Feedback about Home Learning is positive (staff, student, parent). (Student Voice, Dec. 23, Parent Voice, Jan. 24)
2. Further improve behaviour and attitudes	1. High expectations understood by all stakeholders	JCK	1. Following updated policy, communicate expectations to staff, governors, parents and pupils in September 2023. 2. Update "How to send a student to TLR" and "How to run TLR" and share with staff and students in September 2023. 3. Year 7 to have 2 assemblies per week in the first term focussed on expectations . 4. New staff induction 11.09.23 focus on behaviour and expectations. 5. October INSET session to have focus on behaviour and standards. 6. New Year 7 parent information evening to take place, 14.09.23		● Behaviour policy to be shared with governors (July 2023) staff (01.09.23) students (assemblies in first week back) and parents (letter, September 2023) ● Understood expectations seen through reduced TLR sends and suspensions year on year, 2022 Vs 2023. ● Learning Room data to be shared weekly with middle leaders, who then work with staff.
	2. Intervene and support students to meet our standards	JCK	1. Consistent warning approach and use of TLR by all staff. 2. Students to reflect on behaviour if sent to TLR. 3. Students unable to meet standards assessed to determine individual needs. 4. Teach students how to behave well through consistent expectations. 5. Formalise the responses of teaching staff to learning room sends 6. Punctuality to school, detentions given for lateness.		● Staff to be reminded of TLR process on INSET day. ● Students to complete reflection sheet upon TLR send, every time. Sheets to be kept, HOYs to feedback. ● Range of interventions at our disposal to be assessed and implemented by end of September 2023. ● Staff to be required to contact home after TLR send, and meetings to take place

			7. First impressions card to be promoted and used well. Tutors to monitor every tutor time. 8. Detention system to be developed, including a 1hr SLT detention on Fridays.		where individuals sent more than once in a term by the same teacher. ● Attendance team to update late tracker, and HOY's to impose detentions. ● FIC audits to take place, each of term.
	4. Effectively manage transition of highly complex students into yr 7.	JCK/ HDS/RAN	1. Separate action plan written. Year 7 action plan. V1. 02.09.23.docx 2. Early identification of these students 3. Enlist Hampshire offer of PBS support in first term 4. ISP plans to be written for students considered highly complex. 5. 2 Assemblies per week to take place for year 7, in order to induct them into the Cowplain way.		● Individual plans to be created for each student according to need, including use of interventions, teacher feedback, parent feedback and teaching strategies - Initial triage to take place in half term 2. ● PBS support to take place by Christmas, learning room sends of identified students to reduce. RC to be engaged where necessary.
3. Continue with highly visible school leaders	1. Further develop school/pare nt relationship s	LZO	1. Parental workshops every half term 2. Middle leaders working on parental workshops 3. Develop parents evening furthers with an emphasis of inviting and supporting DA parents		● Parental workshop are taking place with good attendance and feedback, every half term. Evaluated July 2024 ● Parents evening show good attendance. Evaluated as parents evening occur, overall evaluation July 2024
	2. Family hub	LZO	1. Define the vision and purpose of the family hub 2. Work with all stakeholders to develop a strategic plan 3. Link it specifically to DA students 4. Single Equality Plan reflects the challenges of the rise in cost of living and highlights support for struggling families TCS Single Equality Plan		● The family hub is used by parents and the school as a communication tool to engage with the most difficult to reach parents. ● The family hub delivers support to parents in terms of monetary, educational and behavioural issues ● Thursday afternoon tea and biscuits uptake is high. ● Parental workshops are delivered.

					● Family hub shows high engagement from identified parents July 2024 ● Parental feedback is positive. Overall evaluation, July 2024 ● Family hub Thursday afternoons are regularly attended by parents, starting 28th Sept
	3. QA walks by SLT	LZO	1. SLT learning walks completed as per time table 2. Middle leader complete 30 min of Learning walks per fortnight 3. Google doc is completed and regularly analysed for areas of focus		● Learning walks completed and recorded. Overall evaluation July 2024 ● Learning walk theme identified each week in weekly Bulletin and staff receive all staff feedback email (WWW, EBI style)
4. Eradicate prejudicial language	Educate students about impact and meanings of prejudicial language	ACS	1. RSHE – see curriculum section 2. Use student voice to plan and deliver assemblies on sexist, racist and homophobic language on a rotation 3. JCK to share with staff and students sanctions re. Use of prejudicial language 4. Continue to have restorative meetings following an incident using a set template (JCK for sexist language and ACS for all other incidents) Prejudicial Language Action Plan 5. TCS Single Equality Plan is updated to show how we challenge prejudicial language and behaviour. TCS Single Equality Plan		● Racist, sexist, homophobic and ableist incidents are reduced. Half-termly analysis. Analysis 22-23
	Staff CPD on preventing and tackling	ACS	1. ACS to undergo training on how to tackle Prejudicial Language (27/9/2023) and plans and delivers PLs sessions 2. Invite speakers to train staff See Prejudicial Language Action plan	£1,000	● Staff feel confident in confronting and reporting prejudicial language - as per analysis above.

	prejudicial language				
5. Recover attendance to pre-covid level	Embed 5 Foundations of Effective Attendance Practice framework through the attendance strategy	JPS / BKE	1. Redesigned tracking documentation 2. Threshold chart to ensure a consistent approach with all students 3. Action flow charts to support staff implementation of the strategy 4. Key group analysis through the Hampshire Attendance Project		● Link to the full attendance strategy with progress towards completion. [Attendance Strategy 23.24.docx](#)

	Ensure all staff see attendance as part of their duty	JPS/BKE	1. Three tutee challenge
			2. Staff training
			    1. Relentless positivity
			    2. 'Connect before correct'		

	Creation of greater capacity to challenge persistent and severely absent students	JPS/BKE/ CGM	1. Develop EBSA provision to target younger students to avoid later EBSA 2. Greater parental engagement to promote good attendance 3. Explore opportunities/ engaging events when weekly attendance figures drop	Staffing of EBSA provision. Funding for student engageme nt	

6. Workload and wellbeing		EZO	. - Complete Workload charter based survey - TCS Workload charter created and evaluated by staff. - Complete 3 workload charter meetings with staff (volunteers) per year for further feedback.			- Morale at TCS remains high, as detailed in 2018 OFSTED - Sickness absence remains extremely low. Evaluated July 2024 - Staff have ownership and stake in Workload Charter and refer to it routinely. - Workload charter survey shows high level of positive attitude towards charter.
7. Structural Improvements	Develop site to enhance provision	IGS	- Embark on programme to refurbish ICT rooms, reverting one back to a classroom - Enhance provision in the LR by developing intervention rooms and student reception - Create new music provision - Redevelop Rose building into short and long term alternative provision - Project manage proceeds from the land sale	£35K £20K £200K £50K £300K Initial £30K for planning	1)To be completed September 23 2) LR completed September 23 3) Plans submitted for new music provision in October 23, new block proposed for January 24 4) Plans completed September 23, first children accessing provision October 23 5) Oversee completion of pitch drainage - complete October 2023 Enage tenders for design and build of theatre complex: Design modified (Oct 23) / Tenders sought (Nov 23) / Architect chosen (Jan 24) / Planning permission sought (March 24). Proposed start date for construction August 24.	
8. Joined up thinking between T&L – SEND -	Support Senco and link to T&L/Curriculum	EZO	- Continue to build capacity of the co-educator team - Ensure SEND provision is excellent - Complete SENCO training - Link interventions and SEN provision closely to teaching and learning/curriculum - Review impact of LSAs in classroom to inform further staff training - Train and develop the role of a link teacher (English specialism) to support SEN department with high quality intervention provision.	£3500 SENCO training £1500 further LSA training Additional LSA salary costs	- SENCO has completed first part of training successfully, 2 year course, with first part completed by Sept 2023. - Minutes show a link between T&L and SEN, ongoing. - Positive parental feedback, ongoing. - SEN data shows adequate progress, as per data collection. Ongoing. - LSA support in classroom and follow up training shows positive impact in follow up LSA review.	

				Salary cost of English teacher as per allocated lessons	● Final evaluation for all points above July 2024..
9. Ensure safeguarding remains 'a strength of the school'	All SLT and HoY DSL trained Engage in evaluation of QA with Henry Cort and Swanmore schools	All SLT / JCK	1. Safeguarding audit tool and action plan written by September 30th 2023. 2. Safeguarding line management to take place weekly with minutes and evidence of best practice. 3. Weekly emails to go to staff sharing best practice. 4. Safeguarding quiz to take place termly - demonstrate staff knowledge and skills. 5. SLT to interview staff and students - 5 questions. Records kept. 6. Cross school QA to take place termly with reports.		● Audit to highlight any areas of need within our processes, which then translate into action plan. HSCPEducationSafeguardingAuditTool. Cowplain. Sept 23. V1..docx ● All relevant staff clear on the expectations and requirements of safeguarding students at Cowplain. ● Staff able to articulate ongoing safeguarding training. ● External reports highlight effective safeguarding within Cowplain scheduled for September 25th.
10. CPD	Staff New Governors	EZO / SLT	1. Trustees to continue to receive high-quality training on, e.g. Safeguarding/ Exclusions/OFSTED/ Curriculum 2. Each Trustees meeting to feature a presentation from SLT or middle leader 3. Plan and deliver PL sessions. 4. Develop and embed Curriculum further 5. Deliver behaviour training to staff regularly. 6. Embed T&L strategies. 7. Create excellence in middle leadership.		● Curriculum reviews completed by June 2023 ● Curriculum continuously developed and evaluated - ongoing. ● T&L developed, embedded and evaluated as part of the curriculum review, SOF and learning walk process - ongoing. ● Ensure governors are trained sufficiently to perform their role well i.e. 　○ - (NEED TO LIST TRAINING FOR 2023/24) IGS

					Extended New Staff Training NPQSL NPQLT NPQLBC NPQLTD NPQLL Hampshire County Courses Havant Federation
11. Promote and secure student stakeholder buyin (especially in older years most affected by pandemic)	Focus on understanding issues for exam age groups especially to increase exam buyin	ACS / IGS	1. Create a group of key student stakeholders to provide link between staff and students 2. Increase mentoring offer i.e. AYP, JCK 3. Look at key weeks for poor attendance and organise activities in those weeks, with input from students as to range of activities 4. Provide education for parents as to the opportunities available for their child 5. Constantly review the rewards system based on student voice 6. Focus on creating a classroom atmosphere that is positive and welcoming 7. Continue to extend and promote wider opportunities. I.e. trips. Careers, extra-curricular 8. Relentless focus on those slipping below attendance benchmarks; analysis of them done to ascertain why and changes made i.e curriculum etc.. 9. List made who don't attend due to anxiety and engagement with EBSA unit and School Psychologist sought for action	£5000 JCK /ACS JPS / ACS JPS / BKE	● Group created by end of week beginning 18/9/23 ● Internal mentoring implemented 4/9/23. AYP to be implemented by end of wK beg. 18/9/23 ● Plan for activities at end of each term created by 2/10/23. ● List of students who were absent in last weeks of term in 22/23 compiled by end of wk beginning 18/9/23. Children and parents informed and written to ● CGN and AYP to mentor those not attending due to anxiety