

COWLEY ACADEMY SCHOOL TRANSFORMATION PRIORITIES (STP) 2025-2026

COWLEY ACADEMY VISION - ASPIRE / CHALLENGE / ACHIEVE

Cowley Academy aims to provide a high quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post 16 & Post 18 pathways, meet the responsibilities and experiences of later life and to Aspire / Challenge / Achieve

TARGET:

A. LEADERSHIP & MANAGEMENT

STRATEGIC OBJECTIVE IN BRIEF:

- INTENT**
- Maintain focus on curriculum intent and implementation, prioritising progress, challenge, pace, recall, and resilience.
 - Deliver staff training on national curriculum updates and embed changes aligned with the national agenda.
 - Continue promoting EBacc participation.
- IMPACT (DATA)**
- Continue to improve internal progress outcome measures in all areas.
 - KS4: Review target setting, achievement tracking, and PPEs.
 - KS3: Review target setting and achievement tracking.
 - Provide staff data training and refine accountability measures.
- STAFF SUCCESSION & CPD**
- Prioritise succession planning, retention, and career-stage training.
 - Expand CPD for all staff, including NPQs for teachers and TARs for SEN support.
 - Review and refine the Trust's appraisal policy.
- STAFF WELLBEING**
- Embed the Staff WWW Charter with champions in each school and establish a Wellbeing Partnership Group.
- TRUSTEE & LAB MEMBER TRAINING**
- Strengthen governance through training and reintroduce governor links, especially for inclusion. Launch a recruitment drive to expand CA Local Advisory Boards.
- STAFF ACA GROUP INITIATIVES**
- Promote staff development through ACA group projects, guided by staff feedback.
 - 2025-2026 Projects – i.e.:
 - ASPIRATION AGENDA
 - REWARD DEVELOPMENT – AAAA
 - STAKEHOLDER VOICE
 - NUMERACY

TARGET:

B. QUALITY OF EDUCATION

STRATEGIC OBJECTIVE IN BRIEF:

- TEACHING & LEARNING IMPLEMENTATION**
- Develop staff expertise through EEF-informed practices to enhance teaching quality.
 - Engage in Implementation Marketplaces to share and adopt effective strategies.
- INTERVENTION**
- Strengthen curriculum implementation via classroom delivery and targeted interventions (e.g. 4th '1') to enhance learning automaticity.
- INDEPENDENCE**
- Embed Trust procedures to focus on building independence, resilience (academic and emotional), and resourcefulness—particularly in relation to attendance, workload, and exam preparation.
- NATIONAL CURRICULUM MAPPING**
- Refine curriculum mapping to ensure a challenging and coherent learning experience across year groups.
- QUALITY ASSURANCE**
- Deepen implementation of Trust QA processes: lesson visits, work scrutiny, data analysis, and student voice.
- ASSESSMENT**
- Enhance KS3 tracking and assessment systems to improve progress monitoring and performance insight.
- COMMUNICATION**
- Prioritise reading and oracy development, with a continued secondary phonics focus.
- NUMERACY**
- Integrate numeracy across the curriculum with real-world applications (e.g. finance, AI).
- SEND**
- Improve SEND communication systems.
 - Expand training and resources to remove barriers for SEND learners.
 - Further embed the SEN TAR framework.
- DISADVANTAGED STRATEGY**
- Continue embedding the 'Disadvantaged First' approach through targeted support and resource allocation.

TARGET:

C. BEHAVIOUR & ATTITUDES

STRATEGIC OBJECTIVE IN BRIEF:

- BEHAVIOUR**
- Continue staff training on the SLAT 4-Point Behaviour Plan and all behaviour systems.
 - Strengthen and embed Trust-wide behaviour systems, emphasising resilience and zero-tolerance to bullying.
 - Review and improve interventions for suspensions and exclusions.
- REWARDS**
- Enhance the KS3 & KS4 Aspire reward scheme to promote self-motivation, British Values, and inclusion.
 - Track progress beyond the Bronze award.
 - Plan the 2026/27 launch for the proposed expanded rewards framework: Academic, Artistic, Athletic, Aspire.
- ATTENDANCE**
- Build on successful strategies; develop resilience programmes to support high attendance.
 - Promote the Trust's "No Off-Rolling" policy.
 - Work to reduce Elective Home Education (EHE) numbers.
 - Improve provision for long-term absences, ensuring appropriate work is set and monitored for impact.
- ADMISSIONS**
- Oversee and improve the mid-year admissions process, including FAP, managed moves, and appeals.
- BEHAVIOUR FOR LEARNING**
- Embed strategies that foster independent learning, resilience, and student confidence.
- BARRIERS TO LEARNING**
- Provide targeted support and resources for students facing academic or wellbeing challenges, with regular impact assessments.

TARGET:

D. PERSONAL DEVELOPMENT

STRATEGIC OBJECTIVE IN BRIEF:

- SAFEGUARDING**
- Ensure all policies and procedures reflect current guidance.
 - Provide regular staff training to maintain high standards of support.
- PSHE / SMSC**
- Deliver the updated PSHE curriculum, tracking student access and engagement.
 - Regularly assess impact to ensure relevance and effectiveness.
- STUDENT WELLBEING**
- Further embed the student Wellbeing, Workload & Welfare (WWW) Charter.
 - Develop a resilience strategy addressing attendance, emotional health, and academic pressures.
- STUDENT VOICE & FEEDBACK**
- Enhance student voice through the Student Council and structured feedback opportunities.
- STUDENT ASPIRATIONS**
- Promote high aspirations through enrichment, high quality and robust careers education, and guest speakers.
 - Introduce a Year 10 work experience programme and raise aspirations, i.e. using relatable role models.
 - Launch and grow the SLAT Alumni network to inspire current students.
- DISADVANTAGED STRATEGY**
- Embed the 'Disadvantaged First' approach with targeted support and resources.
 - Increase identification and support of Pupil Premium students.
- HOUSE SYSTEM**
- Strengthen the House system to boost visibility and student identity.
- WIDER CURRICULUM**
- Continue to enhance extra-curricular activities and external trips to raise aspirations and cultural awareness, tracking impact by student groups.

TARGET:

E. OVERALL EFFECTIVENESS

STRATEGIC OBJECTIVE IN BRIEF:

- QUALITY ASSURANCE**
- Embed Trust QA processes and staff training.
 - Expand Trust T&L Team opportunities for wider staff involvement.
- RAISING ASPIRATION**
- Implement strategies to boost aspirations for all students, focusing on:
 - SEN
 - EAL
 - LAC
 - Disadvantaged
 - Young Carers
 - Diversity Groups
 - Most Able
 - Mid-Term Admissions
 - FAPS
- STAKEHOLDER VOICE**
- Maintain regular communication to ensure stakeholders understand the school well.
 - Continue plans to improve site development – i.e. reception security
 - Reinforce staff support via the Parent Communication Policy.
- POST 16**
- Support Year 11 transitions to SLAT Sixth Form and local providers with tailored IAG.
- LEARNING ENVIRONMENT**
- Complete ongoing facility projects and assess future needs 2026/2027.
 - Review IT infrastructure.
 - Explore AI integration for teaching, leadership, and pastoral support.