



ACHIEVING MORE TOGETHER

**COWES**  
**ENTERPRISE COLLEGE**

AN ORMISTON ACADEMY



# Cowes Enterprise College

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Strategy 2019–2022

# Cowes Enterprise College

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## Strategy 2019–2022

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# Introduction

In January 2022 more than 1,200 CEC pupils will be in the middle of the academic year. Some will be right at the start of their journey with us. Some will be about to take their options for KS4. Others will be nearing GCSE exams or finishing sixth form and thinking of their next step.

This strategy is for them. Without pupils, there is no Cowes Enterprise College, no teachers, no support staff. The work of everyone at Cowes Enterprise College is defined by the children that we serve. Their future is our purpose and the purpose of everyone who works across the Ormiston Academies Trust.

As it stands today in September 2019, we do not know what that future will hold. Our academy serves a unique community and many of the things that can make life different for us here we cannot change.

However, at its very heart education is about making the future different from the past. While we cannot know the future, we are fundamentally full of hope. In the face of uncertainty, we can give our pupils the greatest armament our species has ever created: deep and lasting knowledge and skill.

We are lucky that we are building this commitment on the shoulders of our 125 staff and within the 5,000 staff members of the Ormiston Academies Trust. Each and every one has chosen to work where there are educational challenges. No one should question the dedication and moral purpose of our colleagues. This strategy is about harnessing that broad passion and making it razor sharp. We are grateful that so many members of our staff, governors and students took the time to contribute to shaping this strategy.

This strategy is our promise to those children of 2022. It is our promise that we will pull together to use our combined expertise and resources to solve problems that haven't been solved before. We will take hard decisions and we will not accept the status quo.

We must succeed, because these are not just other people's children. They are also our children. Not even one should be allowed to fail while there is more we could have done to change their story.



Ken Lloyd  
Chair of Governors  
Cowes Enterprise College



Luke Bowers  
Regional Director South  
Ormiston Academies Trust



Rachel Kitley  
Principal  
Cowes Enterprise College

# What are we here to do?

Our mission is to **educate for life**:

When we think about what kind of difference we want to make, this is defined by our three core purposes. Everything we do should be ultimately focused on doing these three things well:

- **Provide an excellent education:** We will teach all our pupils the knowledge and skills they are entitled to, and how to apply this in how they think and work.
- **Deliver exceptional personal development:** We will develop all our pupils socially and emotionally so that they can make good choices about education and life.
- **Guarantee the most effective support:** We will understand what is needed for any pupil to excel, so we can create schools where no one is disadvantaged.

In order to achieve our purposes, we also need to ensure that we:

- **Lead a well organised and well run academy:** We will support this work by being efficient and by investing in getting the best from our people, resources, estate and technology.

In order to deliver fully on our core purposes there are things we intend to change. Our priorities for change will be our focus and they will shape how we invest our resources. We will:

- **Strengthen the curriculum; enhance literacy provision; ensure the most effective teaching and assessment.**
- **Prepare students for life in the modern world; broaden horizons and enrich lives; ensure that everyone matters.**
- **Ensure positive student well-being; guarantee the highest expectations for all students; develop positive behaviours and attitudes for learning.**

In order to achieve our purposes, we also need to:

- **Ensure financial sustainability; grow our capacity; ensure positive staff well-being and workload.**

The actions we will take and what success will look like for each priority for change is set out later in this document.

# Strategy 2019 – 2022



**Our mission is to educate students for life**

## Our Values

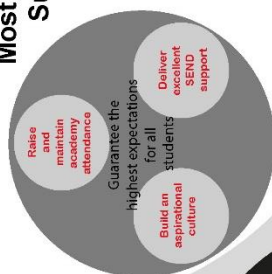
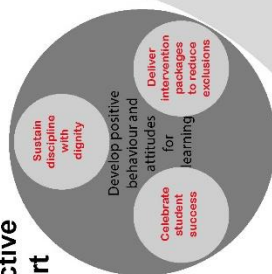
Be inclusive

Enjoy the challenge

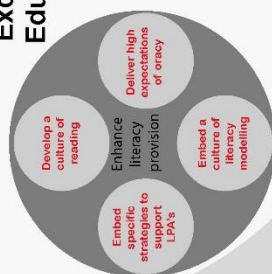
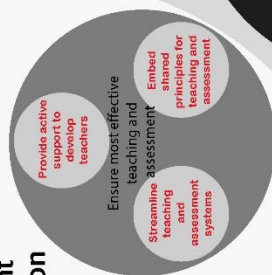
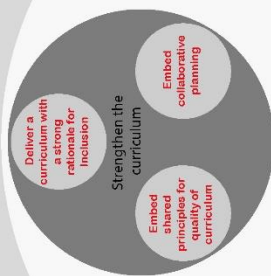
Anyone can excel

Share what is best

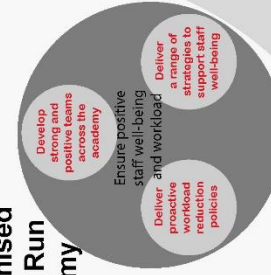
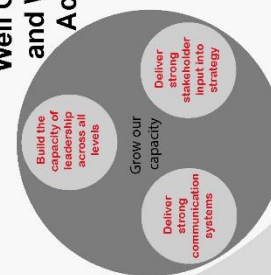
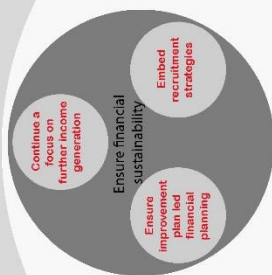
## Most Effective Support



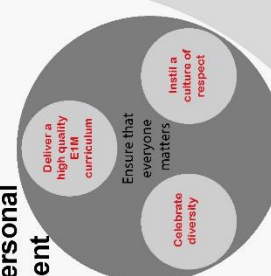
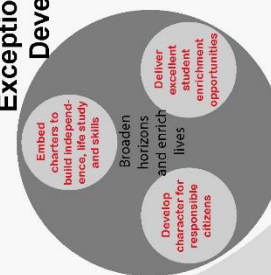
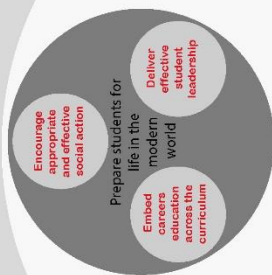
## Excellent Education



## Well Organised and Well Run Academy



## Exceptional Personal Development



## How will we do it?

Cowes Enterprise College is proud to adopt the values of the Ormiston Academies Trust. They reflect our aspirations for our culture:



Our values:

- Should apply equally to pupils, to our staff and to how we treat people outside our organisation.
- Should be reflected in how we recruit, reward and manage staff.
- Should be part of how we are held to account by our trust and our local governing body.

## Who are the pupils we serve?

Cowes Enterprise College serves the families of Cowes and the Isle of Wight more broadly. One of our values is to 'be inclusive', and we live this by aiming to make the difference to all our pupils, whoever they are.

## What do we want to achieve?

If we are to educate for life, inside and outside the classroom, our success will not only be measured in academic outcomes. We value the wider enrichment experience which educates the whole child, giving our pupils improved life chances. However, academic outcomes need to be part of how we judge what we have achieved. Overall, we will want to see that the difference we make to children and young people in the round is exceptional.

On academic measures alone, we are committed to be among the top 20% of schools within the lifetime of the strategy on the following measure:

Overall success measure	Baseline (2018)	Threshold (2016/17)	2020	2021	2022
KS4 Progress 8 score for all pupils	0.18	-0.17	0.3	0.4	0.5

The difference we make outside the classroom is harder to measure. The evaluation framework at the end of this document sets out how we will track our progress across a number of areas we consider to be important. Part of the work of the strategy will be to expand our ability to judge the difference we make beyond the academic.

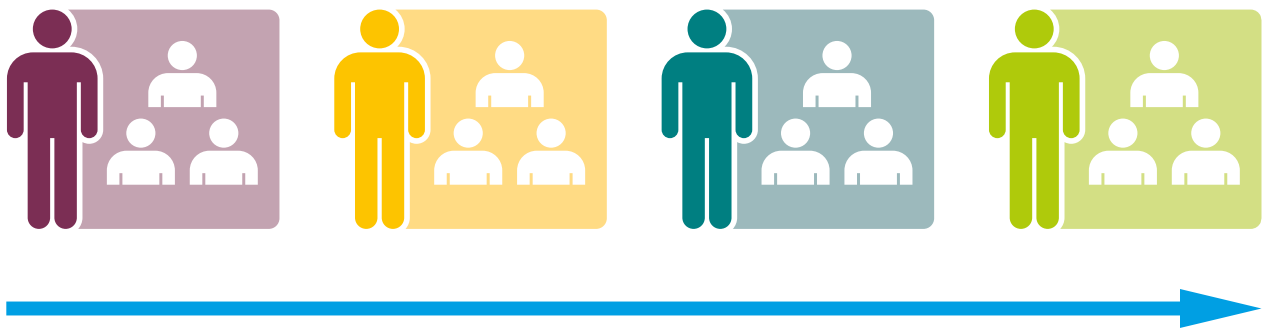


## What are we going to do differently?

We are already an Ofsted good school and serve our pupils well. In order to reach our goal of being in the top 20% of schools, or to enable us to fully deliver on our purposes, we need to now meet the strategy outlined in this document.

We recognise that there will always be variation in how teachers teach. Every classroom is unique, and we consider that to be a strength. But variation in approach should not mean variation in quality.

The actions of this strategy are about creating alignment, not uniformity. We need to do more to understand what is working and be deliberate about sharing that across our classrooms.



### Theory of change

We want a level playing field for our pupils, but it is not level yet. We want all our pupils to achieve, but this won't happen unless we recognise that underachievement does not happen randomly. Our departments that do best for all pupils regardless of background do not achieve this by chance. They have developed support that takes away some of the barriers that keep children from meeting their potential.

To support this strategy, OAT are developing a theory of change. This brings together the lessons from trust schools with international evidence about what works. Our priority areas for action reflect what is in this causal analysis about how disadvantage in communities can result in lower achievement for individual pupils. This does not mean focusing on some pupils at the expense of others. It does mean being deliberate about understanding the structural reasons that can result in background having an impact on attainment.

# Excellent education

## Why is this a priority?

One of our core purposes is to provide an excellent education. We know that the most important thing is getting the basics right.

Every child has the right to acquire knowledge and skill in every subject before they leave education. The actions within this priority area are about making sure all pupils receive their full entitlement. We want to create greater consistency and alignment across the academy so that every classroom can share in our collective knowledge of what makes for the best curriculum and teaching.

## What will success look like?

- Our curriculum, teaching and assessment will reflect shared principles about quality.
- There will be active support, materials and collaborative planning structures available for our teachers.
- Our curriculum will be inclusive and will enhance literacy provision.

## What are we going to do?

- Review our teaching and curriculum so we know in detail where our strength and weaknesses lie.
- Agree shared principles for quality for teaching, curriculum and assessment.
- Decide what knowledge and skills pupils are entitled to in each subject.
- Deliver high quality CPD to teachers and support them to ensure all teaching staff develop their practice.
- Review our curriculum offer so that every programme of study and enrichment activity has a strong rationale for inclusion.

# Most effective support

## Why is this a priority?

Cowes Enterprise College's staff have a strong sense of moral purpose and have chosen to work to make a difference to our community. We need to ensure that our pupils all receive the support they require to excel.

Nationally, access to external professionals that can provide support has been very challenging for a long time and will remain so for the foreseeable future. If we want our pupils to get the help they need, we will need to ensure that our pupils have access to the high quality levels of support they need.

## What will success look like?

- Consistently low levels of absence across the academy.
- Pupils demonstrate positive behaviours and attitudes to learning as the norm.
- We deliver well-being and positive mental health support for students both through the universal curriculum and through bespoke packages.
- Pupils make excellent progress regardless of their background, specific needs or starting points.

## What are we going to do?

- Invest in the pastoral and inclusion areas of the academy to expand expertise and increase the availability of support for pupils.
- Continue to develop the range of SEND support available to pupils using a child-centred approach.
- Further reduce exclusions through personalised behaviour intervention packages.
- Ensure pupils have access to professionals that can offer specialist help in a way that is timely, expert, and appropriate to their needs.

# Exceptional personal development

## Why is this a priority?

One of the important factors in our theory of change is the positive difference that exceptional personal development makes. We aim to level the playing field by building cultural capital and character through high quality enrichment opportunities and the explicit teaching of personal development through the curriculum.

A child that learns beyond the curriculum can accumulate 40% more learning time in a single year than a peer whose only learning is through the timetable. Our aim is to make the commitment more sharply focused on the pupils who need it most by tracking attendance at enrichment opportunities and positively targeting students we want to attend opportunities beyond the school day.

We will also deliver a universal curriculum offer called Everyone Matters (E1M) which will see our pupils involved in social action and student leadership and in receipt of a curriculum which asks pupils:

- How do I keep myself safe?
- What does it mean to be healthy?
- How can I be the change I want to see?
- What is respect?
- How does Britain work?
- How can I prepare for life in the modern world?

## What will success look like?

- The curriculum will deliver a universal offer for all pupils which encourages exceptional personal development and which includes high quality careers support for every year group.
- Enrichment will not be a bolt-on but will be seen as the informal element of our wider curriculum.
- The informal curriculum will make a measurable contribution to all aspects of the whole pupil: knowledge, skill, social and emotional development, life skills and experiences.

## What are we going to do?

- Develop and deliver a high quality 'Everyone Matters' (E1M) curriculum which encourages exceptional personal development.
- Agree clear priorities for enrichment and review our offer so that all enrichment activities are purposeful.
- Seek external funding and internal investment to expand the enrichment offer, focusing on activities that will have measurable impact.
- Introduce a comparable approach to assessing how pupils are developing in the round.
- Record and analyse participation in enrichment activities.
- Undertake research with parents and pupils to understand why pupils do not take up the learning that is on offer.

# Well organised and well run academy

## Why is this a priority?

Our core purposes depend on having a strong organisation to support how we deliver our educational aims and to achieve this we need the right people in our academy. As an academy, our ways of working have not always kept pace with our evolution. If we are to become a top-performing academy we will need the people, technology, estate and information that are among the best in education.

There are some staff groups that face particular recruitment challenges. Nationally, fewer teachers are being recruited and there are increasing numbers leaving the profession. Research tells us that an important factor in excellent education is that educationalists can focus on the business of curriculum, assessment, teaching and pedagogy. In order for this to be consistently the case, we will need to invest in those people, systems and processes which support our educationalists and ensure that our staff leaders enable staff from across the academy to keep motivated and committed even when under pressure.

## What will success look like?

- Teachers and classroom leaders are able to concentrate on the management of teaching and school improvement because they are backed by support functions that run smoothly and efficiently.
- All staff and pupils benefit from high-quality learning environments and facilities.
- Our staff feel like they are part of an inclusive family where the culture of collaboration means all understand and are committed to what we want to achieve.
- None of our classes will be taught by unqualified teachers, except where that is a deliberate choice.
- Our support staff are well trained and qualified to perform the roles that we need them to do. Those who want to can develop and progress further within the academy and Trust.
- The level of staff turnover will be healthy and we will reliably attract high quality candidates.

## What are we going to do?

- Invest in support, training and development for all roles, including through educational research.
- Use the OAT Institute of Education that will facilitate privileged access to graduates and newly qualified teachers from the UK and worldwide.
- Continue to work in partnership with the outstanding Teaching and Research School, Thornden School, to provide support for NQTs and continuous professional development.
- Support staff well-being and consider workload as a key aspect of academy decision making.
- Use the academy's finances efficiently, effectively and economically.
- Listen to all stakeholders to plan collaboratively and hear the voices of all.
- Take a long term view to ensure that we provide an excellent learning environment for all pupils.

# How will we know we have succeeded?

## Evaluation framework

Out-turn on 2022 targets will be in October 2022, using data from the academic and financial year 2021-2022.

Baseline for 2019			OAT Baseline	National (2017)	CEC Baseline 2017-18	2022 KPI
EXCELLENT EDUCATION	E1	% KS4 pupils graded 4+ for both English and maths	54.1% (2018 prov)	65.2% (2018)	76%	85%
	E2	% KS4 pupils graded 5+ for both English and maths	30.3% (2018 prov)	43.9% (2018)	50%	60%
	E3	Progress score for disadvantaged pupils with high prior attainment	-0.53 (2018 prov)	n/a	0.20	0.5
	E4	Progress score for White British disadvantaged pupils	-0.47 (2018 prov)	n/a	0.00	0.4
	E5	Progress score for pupils with low prior attainment	n/a	n/a	-0.54	0.3
	E6	Progress score for SEN K pupils	n/a	n/a	-0.44	0.3
	E7	Progress score for EHCP pupils	n/a	n/a	-0.26	0.3
	E8	Progress score for boys	n/a	n/a	0.01	0.4
	E9	Average point score all Level 3 qualifications	27.79 (2018 prov)	32.02	A Level 23.95 Academic 24.12 Applied 28.52	40
EXCEPTIONAL PERSONAL DEVELOPMENT	PD1	% pupils sustaining a place at university	52% (2017)	59%	63%*	75%
	PD2	% pupils sustaining an apprenticeship after KS5	9.5% (2017)	6%	n/a	15%
	PD3	% pupils gaining a place at a Russell Group university	4.9% (2017)	17%	7%	50%
	PD4	% of pupils not sustaining any education, employment or training after KS4 (NEET)	7.7% (2017)	6.1%	3%*	0%
MOST EFFECTIVE SUPPORT	S1	% overall absence	5.68% (2017)	4.7%	5.3%	3%
	S2	% pupils with persistent absence	13.69% (2017)	12.40%	12%	>8%
	S3	% disadvantaged pupils entered for the EBacc	n/a	n/a	6%	50%
	S4	% pupils with high prior attainment entered for the EBacc	33.7% (2018 prov)	57.2%	27%	90%

\*2016 leavers





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