

# Cotham School (Post 16)

Self Evaluation 2022-23: Summary Document

**Judgement: Good+**

## Context of Cotham School Post 16

- Cotham Post 16 forms one half of the North Bristol Post 16 Centre, with a combined total of approximately 900 students in Foundation, Year 12 and Year 13 at any given point (430-450 based at Cotham).
- Approximately half of the students who study at Cotham learning community come from Cotham School Y11 and the remainder come from other Bristol providers. A small percentage come from outside the city, including internationally.
- 64% of our students come from a BAME background, 51% are EAL, 35% are SEND.
- 19% claim the Post 16 Bursary (annual combined household income, including benefits, below £30k) and 21% of our students fall within the P16 pupil premium measure.
- At Cotham learning community there is a wide spread of prior attainment reflecting our comprehensive intake. We have inclusive admission routes, with 10-15% of our cohort on the Foundation pathway in a given year.
- Yet, we maintain high levels of aspiration, exemplified by the fact that 15% of Year 13 students made early UCAS applications this year (Oxbridge, veterinary, medicine or dentistry).
- The average points score on entry for a Cotham P16 student is 5.51 (Foundation cohort: 2.95; Level 3 cohort: 5.86).
- Our strategy to ensure that our provision is both inclusive and ambitious is reflected in our [broad curriculum offer](#), which is reviewed annually and includes a growing 'Foundation' pathway as well as a range of enhancement courses.
- We also have an extensive [Personal Development](#) provision.

## Improvement since the last inspection

- The exam review process has been updated to ensure further rigour in the identification and intervention of 'flagged' subjects (significant VA drop / three years negative VA).
- Attendance reviews are robust and regular, with the addition of a missing student protect to address in-day truancy and punctuality focus weeks. Subsequent interventions are optimised to ensure that overall attendance remains high for all students.
- Further student voice surveys are in place at key points in the year to capture student voice in response to key issues (including: teaching and learning, enrichment and wellbeing). This year's settling-in survey indicated that 90% of students feel well supported with their personal needs and 93% of students feel well supported in academic progress / in lessons.
- Target setting for Post 16 has been re-launched. Students are issued with 'average expected grades' and then set their own, ambitious targets which are actively engaged with and updated through the student dashboard on the Post 16 'Hub'. Consistency reviewed as a focus in student voice meetings (STRIDE).
- The enrichment programme has undergone a full review and year 12 students commit to at least one hour per week of enrichment. Attendance tracking models have been updated for this year and quality assurance models (including enrichment leader drop-ins and student voice surveys) have been built into the structure. Two additional members of the Post 16 team have been timetabled to the enrichment period for more rigorous oversight, this includes recreational sport and fitness elements.
- Destinations data has been further broken down to provide information on student destinations by sub-group. The outcomes show no notable gaps in HE uptake for PP/non-PP or SEND/non-SEND students, as evidenced [here](#). A January check-in for gap year students is also in place.
- Financial literacy has been developed in Core and Futures provision.
- The curriculum offer has been further reviewed with an increase in our Foundation, applied (BTEC) and L3 maths elements, in response to our changing cohort.
- Progress for students in identified groups is improving (see detailed VA figures in 'Quality of Education').

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Quality of Education	Areas for Development
<ul style="list-style-type: none"> <li>Value added outcomes for 2021-22 are not available, but initial analysis of progress against 2019 national figures gives a VA of 0.19.</li> <li>This data also shows that a large majority of our students make sustained progress in academic qualifications (0.07) and on applied pathways (0.72).</li> <li>The progress of SEND students was higher than the cohort overall (0.20).</li> <li>The progress of BAME students was positive, but slightly behind the progress of the cohort overall (VA +0.06)</li> <li>The progress of PP students was positive, but slightly behind the progress of the cohort overall (VA +0.09)</li> <li>The progress of EAL students was positive, but slightly behind the progress of the cohort overall (VA +0.11)</li> <li>Average grades achieved by students were C+ in academic qualifications and Dist- in applied general.</li> <li>Students studying maths (22) and English (22) GCSE retake made progress significantly above the national average (estimated VA 0.43 and 0.88 respectively; 0.2 and 1.0 in 2019).</li> <li>Teachers use formative and summative assessment well to check understanding and inform teaching. STRIDE meetings evidence that most teachers use a range of feedback strategies (e.g impact marking, self assessment, DIRT) to support progress and that students value this and were able to show clear examples from folders of the impact in improved work during these discussions.</li> <li>STRIDE meetings evidence that re-drafting is common in essay subjects; students see the value. In STEM courses it is useful if they struggled and want to test the impact of revision. Students were able to evidence the impact of this through examples of re-drafted work with visible progress made.</li> <li>The vast majority of the curriculum is taught by subject specialist teachers who ensure a high level of challenge and high levels of achievement. 2022 Y13 leaver student voice evidenced that 81% of students felt that teaching at NBP16 engaged them and motivated them to learn.</li> <li>Learning Plans and EAL Plans are used to employ consistent and appropriate levels of support for students with barriers to learning, which includes both SEND and mental health.</li> <li>There is a coherently planned <a href="#">Post 16 curriculum</a> which is reviewed and adapted annually in response to cohort characteristics (e.g. KS4 course progression, prior attainment,</li> </ul>	<ul style="list-style-type: none"> <li>Continue to drive up the number of students achieving A and A* grades as well as the progress of students who join with HHAP/HAP prior attainment level.</li> <li>Continue to focus on the progress of BAME, EAL and PP students to eliminate remaining progress and progression gaps.</li> <li>Further developing consistency in teaching and learning so that progress and outcomes in all subjects are as good as the best (BTECs, languages and EPQ).</li> <li><a href="#">Ensure Post 16 tuition funding</a> is targeted to support students in bridging learning and progression gaps as a result of COVID-related disruption.</li> </ul>
	<h3>Areas of Excellence</h3>
	<ul style="list-style-type: none"> <li>Underperformance is rigorously challenged, resulting in an improvement trend, for example economics, sociology and sport science.</li> <li>Students are making excellent levels of progress between Year 12 exams and final outcomes.</li> <li>Students achieve exemplary outcomes on enhancement courses (EPQ, Further Maths)</li> <li>Progress of students on Level 2 provision, including those studying maths and English GCSE, is excellent (Nov 2022 - 36% of students entered for GCSE English and 25% of students entered for GCSE maths gained their 4).</li> <li>Staff reflect and collaborate through forums (Post 16, Raising Standards, Extended Leadership)</li> <li>Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students, with 89.6% Y13 leavers agreeing/strongly agreeing through student voice that teaching allows all students to access the learning, regardless of ability/confidence levels.</li> </ul>

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<p>protected characteristics and ambitions at point of application) and the local, national and global context.</p> <ul style="list-style-type: none"> <li>This has notably included recent changes to our Foundation programme to include a science pathways and Skills curriculum, as well as an increase in the offer of languages and social sciences. Progress for students on these pathways is among the best at the centre and consistently above the national average. Estimated VA for GCSE maths 0.43 and English 0.88 (0.2 and 1.0 in 2019). Estimated VA for languages in 2022 was 0.59 (0.48 in 2019) and for social sciences in 2022 was 0.18 (0.17 in 2019).</li> </ul>	<ul style="list-style-type: none"> <li>A continued focus on using synoptic assessment strategies to ensure progress for all, which is a core strand of development through the <a href="#">NBP16 leadership forum</a> this year with a full post CAGs/TAGs summative and formative assessment review underway.</li> <li>The identification and support of SEND students which facilitates sustained, excellent progress for this group. This includes feeder school transition, onsite EAA testing, Learning Plans, embedded practices for the 'normal way of working' and EAA coaching and preparation workshops ahead of assessment / exams.</li> </ul>
<h4>Behaviour and Attitudes</h4>	<h4>Areas for Development</h4>
<ul style="list-style-type: none"> <li>Through STRIDE meetings, several students expressed that sometimes feeling stuck / lost / behind was a skill they were learning how to manage. They felt that effective use of the Centre's 'hour-for-an-hour' approach was the best way to plug these gaps and they were well supported in this. The impact of this is seen in student voice, where 92% of Y13 students feel they have a good understanding of their progress in some or all of their subjects and 83% have a clear idea of what steps they need to take to improve / maintain their performance.</li> <li>The majority of Post 16 students at Cotham are confident, self assured learners; these attitudes to learning impact positively on progress. Student voice evidences that 69% of Y13 students complete independent study beyond the tasks set by teachers for home learning. In our most recent parent/carer survey, 100% of respondents agreed or strongly agreed that we <i>"support students in being independent and responsible"</i>.</li> <li>Multi agency work with organisations such as the Bristol Drugs Project, Routes, Brook, Tiger, Off the Record ensures expert and timely interventions are actioned to improve retention of vulnerable learners, evidenced by student case studies.</li> <li>New students feel positive about their decision to choose Cotham for their Post 16 studies, with a settling-in survey indicating 95% found the application process (including advice and guidance) clear and supportive, with 93% stating the same for their induction into Post 16 study.</li> <li>Attendance for the academic year 2020-21 was 88%. Lesson lates were at 2.93%.</li> <li>Different staged intervention pathways are used which target either academic support, or support in meeting basic</li> </ul>	<h4>Areas of Excellence</h4> <ul style="list-style-type: none"> <li>Continue to drive up attendance (return to a figure above 90%) and punctuality as part of Covid recovery actions.</li> <li>STRIDE has evidenced some inconsistency in student organisation, resulting in a focus on this as part of TLA and through intervention, including Upgrade workshops and Upgrade+.</li> <li>There is a consistent and high level approach to attendance and safety issues including weekly attendance monitoring and intervention built into the tutor programme, our bi-termly Attendance Review system and safeguarding texts to parents and carers.</li> <li>Safeguarding procedures are expertly secure with a member of the Post 16 team trained to DSL level, supported by CPOMS for record keeping and communication.</li> <li>Student behaviour in lessons remains exemplary as identified in previous inspections.</li> </ul>

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expectations of behaviour and engagement. In the last academic year, 115 Stage 1 intervention contracts were actioned, with 90% resulting in students passing all targets and intervention structures being removed. Of the 12 students who progressed to Stage 2 intervention, all passed their targets with this extra layer of support and none were escalated to Stage 3.

## Personal Development

- Because of the developing global and national context, as well as increasing numbers of BAME students on roll each year, we have placed our antiracism work at the fore of our strategic priorities and this is being addressed and embedded in multiple ways ([update here](#)) to ensure longevity and impact of the work in the culture of the Centre.
- The work of our RESPECT Ambassadors is at the forefront of our progress towards developing a safe, open, informed and proactive culture to tackle sexual violence and harrasment.
- Our [Personal Development](#) provision, including tutoring support and Core Programme (compulsory session for all Y12 students to cover central elements of PSHE and CEIAG delivery), ensure that students have an excellent understanding of potential risks to their health and well being and know what to do to keep safe and how to access the exemplary support we have on offer.
- [‘Futures’](#) provides a structured CEIAG programme for all students from the start of Y12 to the end of Y13, facilitating detailed tracking of intentions and destinations, alongside secure progression routes, as detailed below.
- Our students are highly engaged members of our community and lend their voices and energy to projects and opportunities that develop life at the Centre and beyond. Evidence of this can be seen through our termly updates [here](#).
- Core programme, the tutoring programme, the enrichment programme and [student leadership structures](#) teach students the value of contributing to society.
- Our induction programme and wellbeing provision have established and communicated a wide-reaching and inclusive response to any potential school closure and partial school closure.
- Destinations of our students are ([analytical summary of trends over time here](#)):
  - 56.18% into higher education (figure does not yet include deferred entry to September 2023)
  - 34.82% employment and/or taking a gap year before university

## Areas for Development

- Continuing to develop [personal development programmes](#) to strive for 100% student engagement.
- Further develop experience of the workplace in Year 12 as part of the Level 2 Business course and ensuring that all students on Level 3 pathways have undertaken live or online work experience, an industry placement or paid employment by the start of Year 13, as part of our [Futures](#) programme.
- Continue the work of becoming a fully antiracist space with curriculum review, leadership CPD, student leadership and community engagement as core priorities. In our most recent parent/carer survey, 99% of respondents agreed or strongly agreed that *“NBP16 treats all students equally regardless of their ethnicity, religion, sexuality, gender or disability.”*
- Continue the work of further developing a safe, open, informed and proactive culture to tackle sexual violence and harrasment through the staff and student RESPECT Project.
- Continue to develop mental health and wellbeing provision to support the needs of the cohort as evidenced by regular review of CPOMS incident categorisation.

## Areas of Excellence

- Students are well prepared for the next stage of their education / training / employment as evidenced by destinations data (0% NEET) and with 81% of Y13 students agreeing / strongly agreeing via a student voice survey that they have received enough information from the

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- 2.2% into apprenticeships
- 6.8% into other destinations(FE, Art Foundation, Year 14)

- school to help them make good choices about their next steps after Post 16.
- There is a high profile for tolerance and understanding around issues including, but not limited to, antiracism, mental health, sexual harassment, healthy relationships and LGBTQIA+ matters as evidenced by high levels of engagement with student leadership and [community activism](#) and low levels of discriminatory incidents evidenced through CPOMS category analysis.
  - Bristol Ideal and Investor in Careers accreditation achieved.
  - There is an excellent, involved and representative programme of student leadership, including innovative programmes such as our 'RESPECT Ambassadors' (staff and student) who work as advocates to progress and uphold positive dialogue and standards around sexual harassment and gender-based violence.

### Leadership and Management

- Leadership is highly effective at Post 16 with ambition for every student, this is evidenced through a three year trend of excellent student progress.
- Effective leadership is also demonstrated through sustained increase in recruitment of students in Y12 (Y12 on roll at census Sep 2020: 205; Sep 2021: 242; Sep 2022: 238). In 2020, 53% of Y11 students stayed on to study at North Bristol Post 16, in 2021 this increased to 64% and current application figures suggest 72% of Y11 students are very likely or certain to stay on.
- Y12 to Y13 retention is consistently above 80% (2020: 80.1%; 2021: 83.4%; 2022:83.5% ). This figure is affected by an average of 10% of Y12 cohort re-setting to Y12 after completion of Foundation programme. With this Foundation to Y12 retention factored in, figures increase by an average of 6%.
- [Study programmes](#) build on prior achievement and ensure progression, as evidenced by P16 recruitment, retention and progression figures detailed above. Curriculum is reviewed annually in light of these figures and demand as evidenced through applications.

### Areas for Development

- Continuing to develop a consistent culture around average expected grades and students' own targets so that the role of this is clearly communicated by all teachers and both understood and valued by every student.
- Continue to ensure that course underperformance is rigorously challenged through exam and progress analysis (triangulated with student voice and TLA quality assurance) so that progress for students in every subject is, at least, in line with national averages.
- Management of change following Covid closures remains a key priority to capitalise on learning from the impact of the pandemic on student progress and progression, e.g. keeping formative assessment at the forefront of TLA strategy to ensure students have a clear sense of progress and priorities and the

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- Students have high quality non-qualification activities relevant to their study programmes e.g. enrichment and the Foundation course skills programme. In their settling in survey, 73% of students rated the enrichment offer as good, very good or excellent.
- Students get high quality impartial careers advice for Post 16 progression and employability skills are developed through the tutor programme and collapsed timetable sessions. The impact of this is evidenced in progression data (see above).
- Post 16 leaders have an accurate overview of what needs to be improved, this is evidenced not only through outcomes and forensic use of data from progress checks (3 x per year), but also through a triangulated approach to the quality of learning, teaching and assessment. In-year progress shows a consistently improving trend with value added figures for outcomes consistently above the national average.
- Post 16 relationships with parents and carers are strong; as evidenced by termly update emails and growing viewing figures for virtual information sessions via [NBP16 Youtube channel](#), as well as attendance to onsite engagement events (150 attended our induction event with a digital version shared for those unable to attend). In our most recent parent/carers survey, 100% of respondents either agreed or strongly agreed that “NBP16 is well led and managed”, with 100% also stating they would recommend NBP16 to another parent/carers.
- Digital communications and marketing have been rapidly and sustainably improved during school closure to afford excellent levels of communication and engagement, for example our [online materials to support applicants](#) and the NBP16 Student Hub, which is under development. Viewing / access figures support this, for example our virtual open event film which has accumulated 1.4k views to date.
- 97.7% of Level 3 students progress to Year 13 on programmes of at least 3 substantive Level 3 qualifications.
- Successful and established collaboration of joint [NBP16](#) provision with Redland Green School cements Cotham Post 16’s financial viability, breadth of curricular / extra curricular offer and standing in Bristol educational landscape. In the last three years of full [league tables](#), NBP16 remains the highest performing (progress) fully comprehensive Post 16 provision in the city.

careful strategic mapping of assessment implementation and impact, incorporating learning from CAG and TAG experience.

- Further capturing of parent/carers voice to assess impact of communications and engagement work.

## Areas of Excellence

- Active approach to improving performance as evidenced through case studies on previously underperforming courses (see QOE above).
- Persistent and consistent approach to improving teaching both within Cotham and cross Centre.
- Rigorous [approach to intervention](#) where student attitude to learning falls below expectation
- Curriculum is reviewed year-on year to meet the needs of our changing cohort, e.g. the expansion of our Foundation provision.
- Areas of strength / development are shared with middle leaders so that faculty priorities at P16 are robustly informed by progress data and quality assurance.
- Recruitment and retention levels are strong and improving, as detailed at the start of this section.