

School Improvement Plan (SIP) Overview 2020- 21 NB: highlighted yellow is DRAFT

“Providing a life-enhancing education that develops the character, talents and potential of every child regardless of starting point or context.”

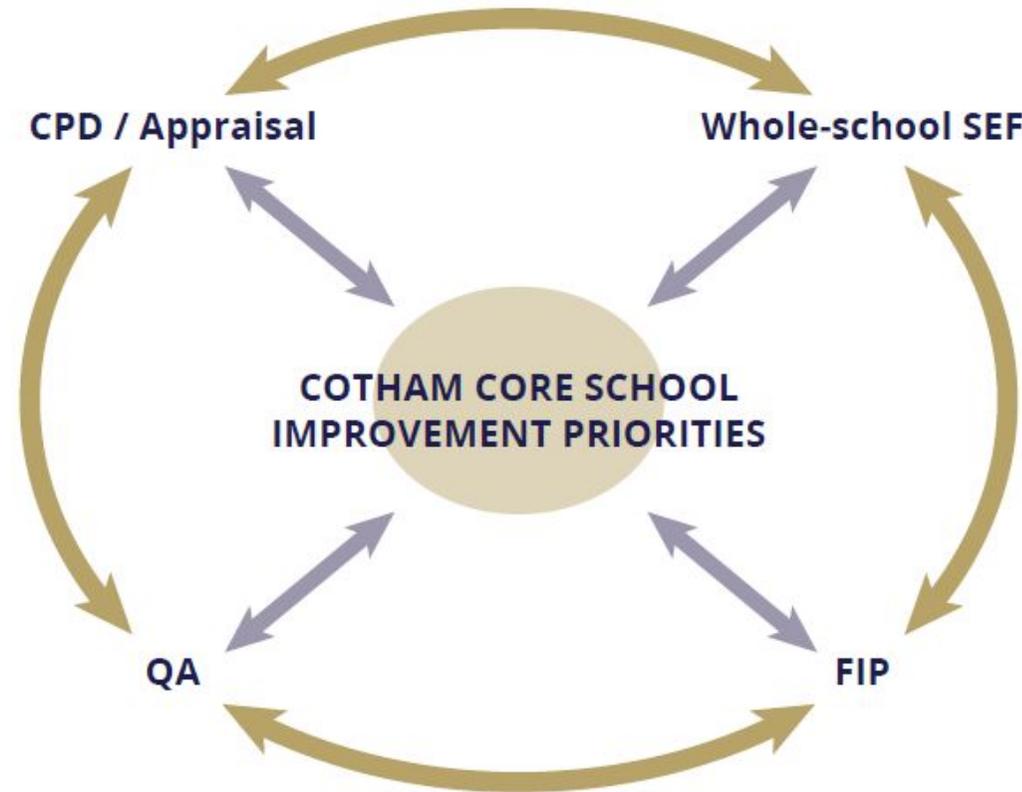
Academic outcomes need to be part of how we judge what we have achieved and there is still more to do, particularly for our most disadvantaged students. Our goal is that our outcomes improve so that there is no significant variation in outcomes between student groups and so that all of our students' life chances are significantly enhanced.

Strategic Plan Priority	Core School Improvement (SIP) Priorities
SP1 and SP2	<p>Student Outcomes- Ambitious for every student Student Outcomes- Ambitious for every student:</p> <ul style="list-style-type: none"> ● KS3: Achieve an Attainment 8 score of between 54 and 55 (depending on the year group). ● KS4: Attainment and P8 scores of 55 and 0.5 (MEGs achieved). For identified groups (e.g. Boys, PP, SEND, EAL, HAP etc.) there is no significant variation in the residual or SPI of identified groups. ● KS5:Attainment and VA score of 0.16 (MEGs achieved). For identified groups (e.g. Boys, PP, SEND, EAL, HAP etc.) there is no significant variation in exam performance. <hr/> <p>Teaching and Learning - Principles of Teaching Consistent implementation of Cotham Principles of Teaching</p> <hr/> <p>Assessment - Principles of Assessment Consistent implementation of Cotham Principles of Assessment</p> <hr/> <p>Curriculum - Principles of Curriculum Development of Principles of Curriculum: clarity around intention, implementation, and impact</p>
SP3 and SP4	<p>Ready for Learning - Values-based interactions/ excellent pastoral care, behaviour strategy and systems/ attendance and punctuality all prioritised</p> <ul style="list-style-type: none"> ● Reduction in number and frequency of High Level sanctions for all students (with a focus on BAME students) ● Attendance target- 96% ● Persistent Absence (PA) - is below 13.2% (school figure for 2018/19) and does not exceed the national average of 13.9% (2018/19)
SP5	<p>Leadership - Persistent, Insistent, Consistent Strong leadership underpinned by CPD, Quality Assurance and Appraisal.</p>



THE SCHOOL IMPROVEMENT CYCLE

Providing a life-enhancing education that develops the character, talents and potential of every child regardless of starting point or context.



Strategic Plan Priority	SIP 2020-21 Priority	So that ... Intended outcomes and success criteria by the end of the academic year	SLT Oversight	GB Committee
SPP1: Quality of Education: Excellent Teaching, Learning and Assessment (TLA)	Consistent implementation of the Cotham Principles of Teaching	Cotham Principles of Teaching, Learning and Assessment are implemented through: <ul style="list-style-type: none"> ● We are identifying and closing the Covid gaps ● Consistent application of the Cotham Lesson Structure ● Quality assurance mechanisms: regular low-stakes learning walks and work scrutiny ● Whole-school and personalised CPD to support the Principles of TLA ● Targeted coaching support ● A triangulated and long-view approach to professional development and appraisal ● We have a longer term plan and structure for digital and remote learning 	JBU, DL	L&WB
	*Curriculum Implementation Intervention and Inclusion (implementation of the curriculum)	PP/ SEND/ EAL/ Most Able- Stretch and challenge for all: <ul style="list-style-type: none"> ● We are identifying and closing the Covid gaps ● Whole School Literacy Strategy including a focus on oracy and reading including through the KS3 Tutor Reading programme ● SEND/ EAL staff are actively building links with subject areas through ‘Dept. Champions’ meetings ● There is increased whole staff training on strategies to support the key areas of need of SEND and EAL students ● A clear framework and provision map are in place for the role of ‘additional support’ and how this informs classroom practice with regards to quality first teaching ● Regular quality assurance, through learning walks and student pursuits, is undertaken focusing on the provision of teaching in the classroom and in intervention lessons for SEND and EAL students ● There is clarity and consistency in using the graduated response and Assess, Plan, Do, Review cycle to support SEND students, particularly those with high-level SEMH needs ● The National Tutoring Programme is incorporated into interventions during 2020-21 on confirmation of funding 	JBU, DL, AP	L&WB
	Assessment (implementation of the curriculum)	<ul style="list-style-type: none"> ● We are identifying and closing the Covid gaps ● FLs standardise assessment across their Faculties from Years 7- 13 consistently well. Teachers make consistent and accurate judgements about students’ progress and attainment within subject areas, across year groups and between year groups. Faculty Predictions are accurate. ● Middle Leaders use SISRA Analytics to manage, interpret and use data effectively to monitor students’ progress and intervene to tackle underachievement and improve student outcomes. 	JBU, CR, AP	L&WB

		<ul style="list-style-type: none"> • Achievement data is used to inform planning, teaching and assessment within depts and across the school. Feedback and assessment methods effectively prepare students for terminal examinations as evidenced by progress data and student voice. • Teachers consistently use assessment information to Diagnose need, apply Therapy, and Test understanding. • Every Faculty has subject examiners 		
SPP2: Quality of Education: A Relevant and Responsive Curriculum	Curriculum Intent- Leadership of the curriculum	<ul style="list-style-type: none"> • A formal curriculum structure review cycle is in place • A thorough review of the taught KS3 curriculum for Year 8, including homework, has been undertaken in 2020-21. • We are identifying and closing the Covid gaps • The curriculum (S of W) at KS3, 4 and 5 incorporates appropriate pedagogy, assessment points and progression for the demands of new qualifications • The taught curriculum is appropriate for all students. It is anti-racist. It reflects and promotes the history and achievements of the diversity of the school cohort and supports the development of cultural capital, academic and social mobility through the knowledge, skills and work related learning gained • Specific activities are in place to support students' reading skills both in curriculum areas and through the Tutor Period programme • Participation of PP and SEND students in enrichment opportunities and high quality extra curricular activities is being monitored and has improved. 	JBU, DL JBU, DL, AP	L&WB
	Curriculum Implementation- CEIAG	<p>CEIAG development is embedded throughout the curriculum using the Gatsby Benchmarks:</p> <ol style="list-style-type: none"> 1. Stable Careers Programme. 2. Learning from Career and Labour market information. 3. Addressing the needs of each pupil. 4. Linking Curriculum Learning and careers 5. Meaningful encounters with Employers and Employees. 6. Experiences of work 7. Encounters with FE & HE 8. Personal Guidance <p>We are identifying and closing the Covid gaps</p>	JBU, DL, AP	L&WB P16
SPP3: Quality of Education: Personal Development	SMSC British Values RSE	<p>QA evidence demonstrates</p> <ul style="list-style-type: none"> • We are identifying and closing the Covid gaps • that high quality provision and the school's open culture are promoting and supporting personal development, and all aspects of student welfare and safety to the highest standards, including in implementing the new 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' September 2020 statutory guidance 	JBU, DL	L&WB

(Welfare and Well-being)		<ul style="list-style-type: none"> • There is a culture of supporting mental health and wellbeing that is evident across the school. • There is a culture of positive relationships built on restorative principles between, and within, students and staff. • diversity of ethnicity, gender, sexuality and disability is accepted and celebrated across the school, demonstrating best practice in our duties under the Equalities Act 2010. • assemblies and elements of the tutor programme develop students to become caring, conscientious and active citizens engaging with issues that affect society <p>The House System and School Council (Yrs 7-13) is enhancing and enabling student voice and assemblies, charity fundraising days, Inter-house competitions, Youth Voice Conference continue to run throughout the year.</p> <ul style="list-style-type: none"> • Student surveys/ voice on a range of topics is conducted throughout the year 	CR	
SPP4:Quality of Education: Behaviour and Attitudes	Ready for Learning - behaviour strategy and systems,	<p>QA evidence demonstrates</p> <ul style="list-style-type: none"> • We are identifying and closing the Covid gaps • Students behaviour during unstructured times is excellent • Students have positive attitudes to learning. • The school procedures for managing behaviour are consistently and fairly applied. <ul style="list-style-type: none"> ◦ Reviewed Graduated Response systems are in place ◦ A new Rewards Policy is in place • Exclusion numbers and High Level sanctions for targeted groups continue to fall 	JBU, CR	L&WB
	Attendance and Punctuality	<ul style="list-style-type: none"> • 96% attendance target in all year groups has been met • All absence and punctuality for targeted groups is improved • PA absence has been reduced and is below national average 	JBU, CR	L&WB
SPP5: Highly Effective Leadership and Governance ‘Persistent, Insistent, Consistent’	SLT, Teaching, Associate staff Leaders, Governors The Leeds Beckett Centre for Education, Race and Decoloniality's Anti-Racist School Award	<p>Achieve the Anti-Racist School award:</p> <p>The Award framework focuses on the following areas:</p> <ul style="list-style-type: none"> • Governance, Leadership and Management • School Environment • Professional Learning and Development • Hidden Curriculum • Pedagogy and Curriculum • Parents/Carers and Community Partnerships 	JBU, DL, CR, AP, AC	FGB L&WB P&T
	SLT and Teaching staff Leaders	Leadership Structure and Quality Assurance is delivering impact on the Core School Improvement Priorities (CSIPs). Leadership CPD and leadership meetings/ forums are delivering measurable impact in securing consistently good middle and senior leadership across the school.	JBU, DL	L&WB

	Professional Development and Appraisal (PDA) and Quality Assurance (QA)	<ul style="list-style-type: none"> The SLT , Extended Leadership Grp and other Middle Leaders assess the quality of teaching, learning and assessment in their Faculties accurately and with measurable impact Subject knowledge and delivery priorities are informed by triangulated assessment of teaching/ assessment quality through learning walks, work scrutiny and student voice. These are acted upon through the FIP and CPD at Faculty level The CPD programme is balanced in favour of the CSIPs. It is delivering impact on the CSIPs Revised appraisal procedures are implemented: <ul style="list-style-type: none"> 'Objectives through FIP' approach is implemented so that there is full alignment with CSIP and DIP Evidence demonstrates that all appraisal is consistently robust across teams, supportive, ensures accountability and delivers impact on the CSIPs. 		
	Staff and Parent/ Carer voice and engagement	<ul style="list-style-type: none"> Staff reps meetings and JGSC are evolved and utilised as required More effective systems implemented for parent (and community voice) engagement strategies inc. re-implementing parent forum meetings and exploring the 'Parent Partnership Award' Annual Staff,Parent/ Carer surveys conducted 	JBU, AC	P&T L&WB
	Safeguarding	<ul style="list-style-type: none"> We are identifying and closing the Covid gaps All CP and safeguarding requirements are fully met, as evidenced in the annual BSCB Safeguarding Audit. Student awareness and involvement in ensuring their own safeguarding demonstrates best practice. A regular drip-feed approach to staff training on CP and Safeguarding is provided A 'live' CP and Safeguarding action plan is in place, rigorously reviewed by the DSL, and shared regularly with the Core Safeguarding team, wider pastoral staff and SLT 	JBU, DL	L&WB
	School roll	<ul style="list-style-type: none"> Academic transition informs Yr 7 curriculum, grouping and interventions A full school roll has been maintained throughout the year in Yrs 7-13 PR/ Positive publicity is 'upped' so the school is constantly promoted in Bristol. 	JBU, DL, CR, AP	L&WB P16
SPP6: Resources HR and staff Site and Facilities maintenance and development	HR and Staffing	<ul style="list-style-type: none"> Ensure the provision of ongoing HR Policy review cycle, facilitating the development of policies that align with the schools strategic, operational and statutory requirements. Implement a recruitment management strategy that represents value for money and ensures that Cotham is a school of choice for those seeking employment in the education sector including strategies that will increase applications from a more diverse cohort of applicants and under-represented groups. Develop the staff well-being strategy including more internal/ online CPD courses and support mechanisms to improve staff engagement and satisfaction; continue to upskill Line Managers to provide support to assist them in the management of staff. This will be evidenced with an annual activity plan 	JBU, AC	FPGP P&T

Income and expenditure	Site and Facilities	<ul style="list-style-type: none"> ● Stoke Lodge Playing Fields are developed, including the refurbishment of the pavilion. ● The main school site is maintained and improved ● Outsourcing of the school catering function to achieve the proposed financial and risk reduction benefits is monitored and is successful. ● Letting income is increased by 10%. 	JBU, AC	FPGP
	Income and Expenditure	<ul style="list-style-type: none"> ● Ensure that income and expenditure plans support the achievement of the school's key financial performance indicators; through: <ul style="list-style-type: none"> ○ Monitoring, evaluation and continued reporting of the three year budget forecast and the schools financial performance. ○ The assessment and review of the fundraising strategy, implementing new initiatives to ensure the long term sustainability of these types of income stream, volunteer support and resource banks. 	JBU, AC	FPGP