

# Cotham School (Post 16)

## Self Evaluation 2020-21: Summary Document

### Context of Cotham School Post 16

Cotham Post 16 forms one half of the North Bristol Post 16 Centre. 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. 57% of our students come from a BAME background, 19% of our students claim the Post 16 Bursary (we have had to change the threshold this year due to a funding drop, so the figure appears artificially low) and 29% 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; this is reflected in our broad curriculum offer, which is reviewed annually and includes a growing Foundation pathway for students who have not yet achieved their five passes at Level 2.

### 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. Subsequent interventions are optimised to ensure that overall attendance remains high in comparison with other P16 providers.
- 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). Student voice evidences that the majority of students feel that their views are listened to and acted upon.
- Target setting for Post 16 has been re-launched. Students are issued with 'minimum expected grades' and then set their own, ambitious targets. Consistency reviewed as a focus of the first quality assurance cycle of the year.
- The enrichment programme has undergone a full review and every year 12 student has committed to at least one hour per week of enrichment. Quality assurance models have been further developed. A reduced provision is in place amidst the COVID context, but opportunities (including sport) remain in the provision.
- Destinations data has been further broken down to provide information on student destinations by sub-group. The outcomes show a very small gap in HE uptake between PP and non-PP students. A January check-in for gap year students is also in place.
- Financial literacy has been developed in the core provision, including the launch of an annual 'Money Week'.
- The curriculum offer has been further reviewed with an increase in the applied offer and L3 maths element, in response to our changing cohort.
- This year there were no discernable gaps between the progress of BAME, SEND and P16 Bursary students, against the cohort overall.

### Quality of Education

- LV3VA shows that a large majority of our students make sustained progress in academic qualifications and on applied pathways.
- Contextual value added outcomes for 2019-20 are not available, but initial analysis of progress against 2019 national figures gives a VA of +0.31.
- The progress of SEND students was in line with the cohort overall (VA gap of 0.02).
- The progress of BAME students was in line with the cohort overall (VA gap of 0.05)
- The progress of P16 Bursary students was in line with the cohort overall (VA gap of 0.02)
- Average grades achieved by students were B- in academic qualifications and Merit in applied general.

### Areas for Development

- Continue to drive up the number of students achieving A and A\* grades.
- Continue to focus on the progress of SEND, BAME and P16 Bursary / PP students to maintain current picture for the long term.
- Continue to improve the progress and retention of students following BTEC courses.
- Further developing consistency in teaching and learning so that progress and outcomes in all subjects are as good as the best.
- Ensure consistent, and regularly reviewed, application of P16 recovery curriculum principles amidst the COVID context.

### Areas of Excellence

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| <ul style="list-style-type: none"> <li>• Students studying maths and English GCSE re-take made progress significantly above the national average.</li> <li>• Our quality assurance systems show that most teachers demonstrate a deep knowledge and understanding of the subjects they teach. They use questioning effectively and common misconceptions are acted on swiftly to ensure they are corrected.</li> <li>• Evidence shows that teachers plan lessons effectively and provide adequate time for deliberate practice and the embedding of knowledge. They introduce subject content progressively and constantly demand more of students.</li> <li>• Learning walks, student voice and work scrutiny evidence that teaching, learning and assessment in most subjects challenges learners so they make rapid and sustained progress.</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. Student voice evidences that teachers have high expectations of students and that they feel challenged and supported in their learning.</li> <li>• Learning 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> </ul> | <ul style="list-style-type: none"> <li>• Underperformance is rigorously challenged, resulting in an improvement trend, for example visual arts, physics, geography and economics.</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, GPR, Further Maths)</li> <li>• Progress of students on Level 2 provision, including those studying maths and English GCSE, is excellent.</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.</li> <li>• A continued focus on using synoptic assessment strategies to ensure progress for all.</li> <li>• The support structure in place for SEND students.</li> </ul> |
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### Behaviour and Attitudes

- In most subjects, DIRT time is used effectively by students as a means of acting on feedback to accelerate progress.
- Students at Cotham are confident, self assured learners; these attitudes to learning impact positively on progress.
- Multi agency work with organisations such as the Bristol Drugs Project ensures expert and timely interventions are actioned.
- Student voice, gathered through online surveys and STRIDE workshops, indicates that students are happy about staying on in Post 16, feel safe in lessons and feel positive about their learning.
- Attendance for 2019-20 (prior to school closure) was 89%
- Different staged intervention pathways are used which target either academic support, or support in meeting basic expectations of behaviour and engagement.

### Areas for Development

- Consistently high expectations for student organisation.
- Continue to maintain excellent attendance amidst the COVID context.

### Areas of Excellence

- There is a consistent and high level approach to attendance and safety issues.
- Safeguarding procedures are expertly secure, supported by CPOMS for record keeping and communication.
- Lesson observation data indicates that behaviour in lessons is outstanding.

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<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>We have placed our antiracism work at the fore of our strategic priorities and this is being addressed and embedded in multiple ways to ensure longevity and impact of the work in the culture of the Centre.</li> <li>The provision, including tutoring support and core programme, 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.</li> <li>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.</li> <li>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.</li> <li>Destinations of our students are:             <ul style="list-style-type: none"> <li>77.9% into higher education (SEND: 68.5%; PP 77.8%; BAME: 75%)</li> <li>This includes 26.4% taking a gap year before university.</li> <li>6.7% into employment.</li> <li>4.3% into an apprenticeship.</li> <li>11.1% other destinations (FE, Art foundation, Year 14)</li> </ul> </li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Continuing to develop the core and enrichment programmes to strive for 100% student engagement.</li> <li>Further develop the WEX provision in Year 12.</li> <li>Continue the work of becoming a fully antiracist space.</li> </ul> <p><b>Areas of Excellence</b></p> <ul style="list-style-type: none"> <li>Students are very well prepared for the next stage of their education / training / employment.</li> <li>There is a high profile for tolerance and understanding around issues including, but not limited to, antiracism, mental health, healthy relationships and LGBTQIA+ matters.</li> <li>Bristol Ideal and Investor in Careers accreditation achieved.</li> <li>There is an excellent programme of student leadership, including innovative programmes such as our 'Respect Ambassadors'.</li> </ul>
<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>Leadership is highly effective at Post 16. Leaders are highly ambitious for every student, this is evidenced through good progress, year-on-year in A level, academic and applied study programmes.</li> <li>Study programmes build on prior achievement and ensure progression.</li> <li>Students have high quality non-qualification activities relevant to their study programmes.</li> <li>Students get high quality impartial careers advice for Post 16 progression and employability skills are developed through the tutor programme and collapsed timetable sessions.</li> <li>Post 16 leaders have an accurate overview of what needs to be improved, this is evidenced not only through outcomes, forensic use of data on progress checks, but also through a triangulated approach to the quality of learning, teaching and assessment.</li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Continuing to develop a consistent culture around minimum expected grades and students' own targets.</li> <li>Continue to ensure that course underperformance is rigorously challenged so that progress for students in every subject is, at least, in line with national averages.</li> <li>Management of change in the COVID context remains a key priority.</li> </ul> <p><b>Areas of Excellence</b></p> <ul style="list-style-type: none"> <li>Active approach to improving performance as evidenced through case studies on previously underperforming courses (see QOE above).</li> <li>Persistent and consistent approach to improving teaching both within Cotham and cross Centre.</li> <li>Rigorous approach to intervention where in-year progress falls below minimum expected grade for students.</li> </ul>

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<ul style="list-style-type: none"> <li>• Post 16 relationships with parents and carers is excellent; student and parent/carer voice supports this.</li> <li>• Digital communications and marketing have been rapidly and sustainably improved during school closure to afford excellent levels of communication and engagement. Parent / carer voice supports this.</li> <li>• The very large majority of level 3 students follow programmes of at least 3 substantive level 3 qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is reviewed year-on year to meet the needs of our changing cohort.</li> <li>• Areas of strength / development are shared with staff at middle leadership so that faculty priorities at P16 are robustly informed by progress data and quality assurance.</li> <li>• Recruitment and retention levels are high.</li> </ul>
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SEF Category	P16 Folder	Document
Quality of Education	11	<ul style="list-style-type: none"> <li>• Examination outcomes</li> <li>• Subject exam analysis</li> </ul>
	12	<ul style="list-style-type: none"> <li>• Current student progress</li> </ul>
	13	<ul style="list-style-type: none"> <li>• Inclusion forum and SEND register</li> <li>• SEND case studies</li> <li>• PP case studies</li> <li>• PP and SEND interventions</li> </ul>
	8	<ul style="list-style-type: none"> <li>• Lesson observations</li> </ul>
	9	<ul style="list-style-type: none"> <li>• Faculty Improvement Plans</li> <li>• Principles of Teaching</li> <li>• Principles of Assessment</li> </ul>
	10	<ul style="list-style-type: none"> <li>• Quality assurance summaries (learning walks, STRIDE)</li> </ul>
Behaviour and Attitudes	3	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Attendance case studies</li> <li>• Retention report</li> <li>• Senior Tutor impact reviews</li> </ul>
	7	<ul style="list-style-type: none"> <li>• Safeguarding (case study)</li> </ul>
Personal Development	4	<ul style="list-style-type: none"> <li>• Core Programme offer</li> <li>• Enrichment and non-qualification activity summary</li> <li>• Enrichment review</li> <li>• Mental health and wellbeing summary</li> </ul>
	5	<ul style="list-style-type: none"> <li>• Destinations data for all students (three years)</li> </ul>
	14	<ul style="list-style-type: none"> <li>• CEIAG and WRL summary</li> </ul>

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Leadership	15	<ul style="list-style-type: none"><li>• Cohort profiles</li></ul>
	16	<ul style="list-style-type: none"><li>• Curriculum offer and grouping arrangements</li><li>• Curriculum rationale</li></ul>
	6	<ul style="list-style-type: none"><li>• Home-school agreement</li><li>• Parent Engagement Group information</li><li>• Student voice surveys</li></ul>