



Summary Self Evaluation 2021- 22

September 2021

(Please also reference Post 16 Summary Self Evaluation)

School Context

Last Ofsted Inspection in April 2018: 'Good' in all categories. "Since her appointment in 2015, the headteacher has acted with great purpose to address the changing needs of the school. The school is responding well to the changing social context of the community which the school serves. The headteacher's vision and her focus on meeting the needs of all pupils have been at the heart of the school's transformation." (Ofsted)

At Cotham school leaders and governors have created a culture and positive ethos which enables students to excel. They share a highly ambitious vision for the school as well as commitment and drive to secure high attainment and progress for all students. "Governors and school leaders have a strong commitment to serving the needs of their diverse community. They are determined to make sure that the needs of all their pupils are met so that all can maximise their potential." (Ofsted)

The shared vision for the school places students and their learning at its heart and this results in strong outcomes. The Senior Leadership Team (SLT) work very well together, are united in their goals and relentless in pursuing excellence in all aspects of school life. The school takes active steps to eliminate discrimination, challenge stereotypes, advance equality and promote good relations within the school and local community. The school actively promotes the British values of fairness, equality, democracy and religious tolerance through the school's co-operative values, culture and ethos.

- Non-selective, 11-19, **1500+ on roll.**
- Post-16 (**approx 800 students in total shared across two schools: see below**).
- Cotham has a highly effective partnership with Redland Green School, including governance. This means the Post 16 curriculum is broad and leads to outstanding outcomes.
- Almost all students follow the core KS4 programme: Maths, Eng Lang, Eng Lit, Combined or triple science, RE/PSHE, Social Sciences and Humanities (Hi/Gg/). A significant number of SEND students have a wider range of option choices.
- Our students are creative, energetic and diverse in terms of faith, ethnicity and culture. They want to succeed and are being supported through the school's approach to the development of growth mindset learning dispositions through our approach to teaching, learning, assessment and feedback.
- Student behaviour is good with a relentless focus on maintaining high expectations thereby ensuring that respect and courtesy is consistently evident in all students.
- There is an excellent extra curricular offer including trips, visits and outdoor education. Links with a variety of organisations, like the Bristol Old Vic enable students to explore and celebrate cultural diversity. Students also train as Sports Leaders, prefects and respect ambassadors.
- There is a huge and diverse number of performing arts events every year at the school. The energy our strengths in Performing and Visual Arts brings to our school is clearly evident to all who visit.
- The school values its relationships with parents/ carers. It is working hard to ensure that the diversity of parents, carers and students is fully represented through stakeholder voice.
- Cotham has a fully inclusive and transparent admissions policy. We are the only Secondary school in Bristol who works in collaboration with LA for in year admissions
- The school has 15 of 17 possible ethnic grps. Alongside WBR there is a wide range of children from BAME backgrounds, the largest being Black African (Somali), Pakistani and mixed white and black Caribbean. BAME students make up 54% of our student population.
- 51 languages other than English are spoken by our students. The proportion of students with English as an Additional Language (Quintile 1, IDSR), has grown to well over the national average. As an example, 51% of current Yr 8 and 46% of current Yr 10 students have EAL.
- Cotham's student population is highly diverse with stark contrasts between the socially and economically advantaged and disadvantaged. The school's catchment reaches into areas with very high levels of deprivation, eg. St Paul's and Easton. Our students come from a very diverse and very large number of Primary schools. The school pupil base is in Quintile 4 (more deprived) of all schools in terms of deprivation.
- The number of students now in receipt of Pupil Premium Funding is higher than National (Quintile 2, IDSR)
- The main barriers to the educational achievement faced by our PP eligible students are:
 - Low literacy (in particular) and numeracy levels from key stage 2 (less than L4, or below 96 Average Scaled Score)
 - Disengagement (inability to relate to texts). Lack of access to first language spoken (in school)
 - English can't be modelled at home
 - Access to reading materials at home
 - Safeguarding issues
 - Attachment issues, unsettled home environment
 - Social and emotional barriers to learning
 - Transition issues (Y6 to Y7)

- Understanding of progression to further and higher education
- Parental engagement
- Financial barriers in paying for trips and purchasing support material
- Confidence in engagement with extra-curricular activities
- Aspiration limitations due to social and economic factors
- Fear of failure and measured risk taking
- Mental health issues and medical issues which affect attendance and academic progress

Our Core School Improvement Priorities (2021-2)

Student Outcomes- Ambitious for every student:

- **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.

Teaching and Learning - Principles of Teaching

Consistent implementation of Cotham Principles of Teaching

Assessment - Principles of Assessment

Consistent implementation of Cotham Principles of Assessment

Curriculum - Principles of Curriculum

Development of Principles of Curriculum: clarity around intention, implementation, and impact

Ready for Learning - Values-based interactions/ excellent pastoral care, behaviour strategy and systems/ attendance and punctuality all prioritised

- Reduction in number and frequency of High Level sanctions for all students (with a particular focus on our BAME students)
- Attendance target- 96%
- Persistent Absence (PA) - is below 13.2% (school figure for 2018/19- benchmark due to national lockdown last academic year) and does not exceed the national average of 13.9% (Figure for 2018/19 -benchmark due to national lockdown last academic year)

Leadership - Persistent, Insistent, Consistent

Strong leadership underpinned by CPD, Quality Assurance and Appraisal.

Quality of Education: Strengths

- The KS3-5 Curriculum structure is broad, balanced and ambitious for all students. The school's curriculum is aspirational for all students and is characterised by academic challenge, breadth, balance, coherence, relevance, appropriate challenge and progression.
- The KS3 curriculum is taught over 3 years. It has a very broad, creative, sporting and academically demanding content which prepares students well for study at KS4 and 5 and for examinations. Spanish introduced alongside German and French since our last Inspection
- The KS3-5 curriculum meets all statutory requirements and caters for those with additional needs, eg SEND. It is subject to an annual review cycle and therefore responsive to external changes and to the needs of all students. Sociology introduced at KS4 since the last Inspection to support building our students' cultural capital.
- The curriculum promotes intellectual, aesthetic, creative, physical, social emotional, moral and spiritual development as equally important to support our very diverse student body now and in their future lives. A rich learning experience is offered through the teaching of creativity and performance skills, literacy, oracy, numeracy and ICT and communication skills. We have a dedicated team of PSHE/ Citizenship teachers.

Areas for Development

- Improving literacy for EAL, low-literacy and SEND students through effective teaching; 'every teacher in English as a teacher of English'.
- Embed the 'Cotham Principles of Teaching'
- Consistent high quality and challenging homework clearly linked to curricular objectives
- Pedagogical focus on improving the quality of feedback to students
- Ongoing adaptations to practice as a consequence of COVID-19

<ul style="list-style-type: none"> • A wide range of extra-curricular activities extend and enrich the curriculum and enable all students to play a full and active role in the life of the school. In addition, trips, visits, sports days and competitions, music and dance events, art exhibitions and school drama productions enable all students the opportunity to participate in a wide range of activities beyond the school and those available in their home communities. • In Year 10 and now in Yr 12, students undertake at least 5 days of work experience. • Improving the quality of the curriculum, teaching, learning and assessment are at the core of our school improvement strategy. • A relentless drive to develop teaching, learning and assessment to more effectively meet the needs of our diverse student body, coupled with highly effective appraisal and CPD programmes has had a significant impact on the quality across all key stages. • Quality assurance systems (QA) have become highly effective. The school's priorities for teaching and learning have been informed by QA findings. In 2021-2 these priorities have been renewed and clarified; with the embedding of the Cotham Principles of Teaching and Assessment including through our remote learning offer. • Teachers at Cotham teach only within their subject specialisms and demonstrate a deep understanding of their subjects. They are supported through QA feedback and carefully considered CPD to develop their pedagogy, now supported by Cotham Principles of Teaching and Assessment. • Leaders have an effective and manageable approach to collecting internal assessment data. • Feedback in class is focused on being 'immediate and direct' and is often verbal. Marking is fit for purpose and designed to help students to progress. It informs targeted intervention at classroom level and also informs short term, medium term and long term planning • Planning takes into account students starting points and current progress enabling effective adaptation so that students can progress rapidly. Resources are carefully considered and teachers work together to develop them. • Teachers' expectations are consistently high and our behaviour for learning procures are clear. As a result, engagement in learning is consistently good • *A significant % of our current Yr 7 cohort based on our own assessments of their reading have, at the time of writing, a reading age of 9 years or below. The teaching of ready, oracy and writing is now forming a key part of our school improvement strategy. • *There is a targeted as well as whole school approach to developing students' literacy according to need, including or those with EAL. <ul style="list-style-type: none"> o *This is especially crucial due to additional attainment gaps caused by COVID 	<p>Areas of excellence</p> <ul style="list-style-type: none"> • Good and often excellent teaching, learning and assessment practice • Persistent emphasis on improving teaching and learning through rigorous QA processes. • Insistent and consistent management of underperformance and variation. • Coaching feedback embedded in lesson observation process • CPD programmes include collaborative and individualised approaches that are sustained over time • Effective interventions for low literacy and EAL students • Clear vision for what constitutes excellent teaching and learning shared through Cotham Core non-negotiables • Adaptations to practice as a consequence of COVID-19
<p>Behaviour and Attitudes: Strengths</p> <ul style="list-style-type: none"> • Students' respect for each other and the school's environment is excellent. • Students tell us they feel safe, secure, they are known by staff and they enjoy school. Parents re-affirm this through survey and direct feedback. This includes the exemplary work of the 'student voice' element of the co-operative forum. • Students across all key stages are highly engaged in learning and are consistently well-behaved in lessons and in unstructured time. • The 'untypical' small minority of students who struggle to meet our high expectations respond well to a consistently applied behaviour management system. • As a result of effective behaviour management systems, the level of disruptive behaviour is minimal. • Attendance has been in line or above the national average for several 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Reduce school-level sanctions for PP boys • Reduce overall FTEs • Improve attendance for a small number of SEND students. • Ongoing adaptations to practice as a consequence of COVID-19 <p>Areas of excellence</p> <ul style="list-style-type: none"> • Attendance is high and PA rate low for all student groups and is having a positive effect on outcomes.

<p>years. Persistent absence rate is low and monitored very carefully, with a range of interventions applied as early as possible. There has been a significant reduction in fixed term exclusions for BAME and PP students, and exclusions for repeated low-level disruptive behaviour are minimal. This trend has continued since the last inspection and is below the Bristol and National figures.</p>	<ul style="list-style-type: none"> • The ethos of the school promotes very good behaviour • Adaptations to practice as a consequence of COVID-19
<p>Personal Development: Strengths</p>	<p>Areas for Development</p>
<ul style="list-style-type: none"> • Opportunities in PSHE, RSHE and lessons in the wider curriculum help students to access and manage risks and how to keep themselves safe socially, emotionally and physically in all contexts including when on-line. • We were an early adopter school for the new RSHE curriculum • There is strong leadership of CEIAG. The programme is of an excellent quality Team includes a well-qualified IAG Advisor, efficient administration support and experienced PSHE team delivering careers education delivery. Very high numbers of students went on to further education or employment with training in 2019, 2020 and 2021. • Students know where and how to report bullying, including cyber bullying. They tell us issues are dealt with promptly and very effectively. There are key staff who are well- skilled in restorative approaches that help to build empathy and resolution. • All staff are well trained and very aware of their responsibilities to instil a culture of safety. • There is a range of provision for students to access support for emotional and mental health issues, and a culture of well-being amongst staff and students. 	<ul style="list-style-type: none"> • Further preventative work on positive mental health for all • Ongoing adaptations to practice as a consequence of COVID-19 <p>Areas of Excellence</p> <ul style="list-style-type: none"> • PSHE for all, an educative assembly programme often using carefully selected guest speakers • High quality impartial careers guidance helps students to make informed life choices post 16 and 18. • Access to safeguarding advice and guidance is of an exceptionally high standard. • Curriculum meets need of all students. • High numbers of students in education or training Post 16. • Almost zero NEETs • Adaptations to practice as a consequence of COVID-19
<p>Leadership and Management: Strengths</p>	<p>Areas for Development</p>
<ul style="list-style-type: none"> • The SLT is a cohesive and highly effective strategic and operational team. 3 new SLT members have made a significant contribution to the school's leadership. • Strong governance with detailed minutes and resulting actions demonstrating high levels of monitoring, challenge and support. • There is regular, robust self-evaluation of staff and student performance by Senior and Middle leaders. A relentless focus and monitoring by leaders at all levels on teaching, learning and assessment have lead to more accurate judgements on the quality of teaching. • Evaluation of all aspects of the school's work is robust, with highly considered target setting, monitoring and rapid action resulting in improved outcomes for students. We are pragmatic and swift in implementing strategies to address identified student needs. We know our school well. • Leaders at all levels are supported to improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time. Staff underperformance is challenged through rigorous application of performance management procedures and this is contributing to improved outcomes. • PPG spending is fully accounted for and impact evaluated rigorously. Attainment and progress of all groups of students is a key priority for the school. • Safeguarding is effective. Students tell us that they feel safe, secure, known by staff and enjoy school. • Safeguarding procedures are excellent and applied rigorously. 	<ul style="list-style-type: none"> • Any variation that still exists in the quality of middle leadership. • Induction of new SLT members • Impact of Faculty Improvement Plans (FIPs) on outcomes in non core subjects • Ongoing adaptations to practice as a consequence of COVID-19 <p>Areas of excellence</p> <ul style="list-style-type: none"> • Impact of leadership on attainment and progress in core subjects and increasingly in some other subjects. • Leadership and partnership work is highly regarded locally. • Robust accountability procedures. • Energy, enthusiasm and commitment to continuous improvement. • Judgements on the quality of teaching, learning and assessment continue to be stringently tested • Adaptations to practice as a consequence of COVID-19

- High quality training on identifying students at risk of radicalisation and other harm or abuse has taken place. The PSHE programme ensures students are prepared for life in modern Britain as British citizens.
- SLT are very responsive to stakeholder voice. Communication methods with parents and carers have been enhanced via weekly parent/ carer mailings, new website and formal and informal meetings with parent/ carer groups. These are under constant review. The school has a Joint Governors and Staff Committee which is very effective.
- Highly effective CPD is impacting positively on students' outcomes and we have built capacity to improve these further.
- Student leadership has been further strengthened through the election of House Prefects and Captains (Yr11) and Student President (Post 16)
- Our joint KS5 provision with RGS highlights our commitment to partnership working. We have a deep appreciation of how working in partnership can and does improve outcomes. Post 16 outcomes are testament to this.
- Cotham has also created strategic partnerships within a Teaching School Alliance and shares its expertise and excellence in teacher training, NQT development and induction and middle leadership development with other schools in Bristol and the SW and also with teacher training institutions, such as the University of Bristol and UWE.
- The headteacher/ Cotham is a founder member of a highly successful Bristol State/ Independent School/ University partnership: The Bristol Education Project.
- The headteacher sits on the Schools Forum, the Learning City Recruitment Group, Bristol N24 Heads (Primary and Secondary) group and the East Central Heads (Secondary) group. Our SENCo are experienced Ofsted inspectors. Faculty leaders are members of subject networks- Maths, Science, Hums, MfL, English and others. In the last 3 years, external reviews of SEND, PP provision, English and Science have been commissioned.

Overall Effectiveness and Capacity to Improve: Key strengths

Judgement: Good

Progress 8 data (2019) confirms that students make progress broadly in line with national outcomes. School performance over the years before 2021-2 CAGs and 2021-2 TAGs using performance measures shows overall progress in line or above the national average. Progress 8 over the 3 years prior to CAGs/ TAGs is as follows: 2017 **-0.10**, 2018 **+0.03**, 2019 **-0.06** in line with the national average.

Post 16 student outcomes over time are consistently strong. Outcomes in 2018-19 suggest that our students made progress above the national average: L3 VA 0.2. Our Post 16 results are among the highest in Bristol.

The Headteacher, SLT and governors have the capacity and determination to move Cotham from good to outstanding. They have taken decisive action to rapidly improve any aspect of the School's work that has fallen below the high standards expected. Our last Ofsted report in 2018, noted that:

“Not all middle leaders ensure that teaching, learning and assessment are consistently good in their subjects. Consequently, some weaker teaching remains. Pupils do not make good progress when teachers do not set high enough expectations of them and do not give pupils enough opportunities to consider problems in sufficient depth... Many of the school's improvement strategies are relatively new. Currently, they are not evaluated with sufficient rigour. As a result, leaders are not able to fine-tune their work effectively.”

“What does the school need to do to improve further?”

Improve leadership and management by ensuring that:

- all middle leaders are as effective as the best in evaluating the quality of teaching, learning and assessment so that pupils achieve equally well in all subjects
- leaders at all levels monitor and evaluate their improvement strategies rigorously.
- Improve teaching, learning and assessment by ensuring that all teachers have consistently high expectations of all pupils, regardless of their starting points or the challenges they face.

The Headteacher has taken decisive action to tackle this, including restructuring the senior leadership and middle leadership teams. Strong progress has been made in remedying the variation seen in the quality of middle leadership during the last inspection. New appointments have been made to this team and also to the senior leadership team since the last inspection

Since the last Inspection, we consistently and diligently evaluated the effectiveness of our teaching, learning, assessment, professional development and appraisal and QA strategies and made changes, based on evidence, to support the improvements needed. The majority of teaching at KS3,4,5 is now good or better. In some subjects, students make excellent progress over time and where progress has been less positive, leaders at all levels have taken, and are still taking, decisive action to tackle this.