School Improvement Priorities (SIP) Overview 2021-22 "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	**Student Outcomes- Ambitious for every students** ● **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 the Cotham Principles of Teaching
	Assessment - Principles of Assessment Consistent implementation of the Cotham Principles of Assessment
	Curriculum - Principles of Curriculum Development of Cotham Principles of Curriculum: clarity around intention, implementation, and impact
SP3 and SP4	**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 focus on BAME, SEND and PP 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	**Leadership - Persistent, Insistent, Consistent** Strong leadership underpinned by CPD, Quality Assurance and Appraisal.

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.
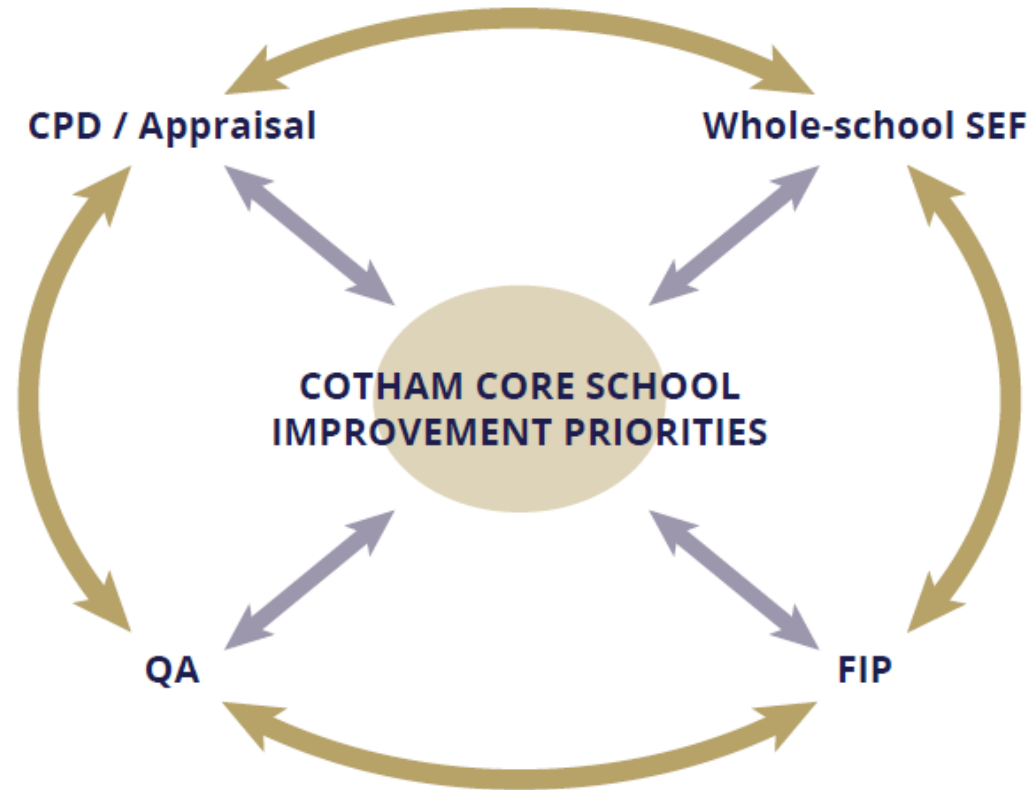
Strategic Plan Priority	SIP 2021-22 Priority	So that ... Intended outcomes and success criteria by the end of the academic year	SLT Oversight	GB Committee
SPP1: Quality of Education: Excellent Teaching, Learning and Assessment (TLA)	Consistent implementation of the **Cotham Principles of Teaching, Learning and Assessment**	**Cotham Principles of *Teaching, Learning* and *Assessment* are implemented through:** ● 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, with a focus on embedding formative assessment strategies and adaptation strategies to meet learning needs. ● Targeted instructional coaching for ALL teachers ● A triangulated and long-view approach to professional development and appraisal ● We are identifying and closing the Covid gaps	JBU, DL, AT, AP	L&WB P&T P16
	Curriculum Implementation Intervention and Inclusion (implementation of the curriculum)	**PP/ SEND/ EAL/ Most Able- Stretch and challenge for all:** ● Whole School Literacy Strategy including a focus on oracy and reading including through the KS3 Tutor Reading programme ● There is increased whole staff training on strategies to support the key areas of need of SEND and EAL students and targeted training for specific students as required ● 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 ● We are identifying and closing the Covid gaps	JBU, JMC, DL	L&WB P16
	Assessment (implementation of the curriculum)	● 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. ● 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.	JBU, CR, AP, AT	L&WB P16

		- Teachers consistently use assessment information to diagnose need, apply therapy, and test understanding. - Every Faculty has subject examiners - We are identifying and closing the Covid gaps - We are teaching effective preparation assessment and exam preparation strategies to students which allows them to effectively prepare at home for assessments / exams.		
	Digital Learning	We have a longer term plan and structure for digital and remote learning that includes: - a robust online learning provision that enables to students to continue their learning when away from school - a core set of online learning platforms that we will use to support the implementation of our curriculum - staff feel comfortable using our online learning platforms to extend and continue the learning of our students when they are away from school. - students understand how to competently use our selected online learning platforms to continue \ extend their learning. - parents are aware of our selected online learning platforms and can access them	TWA	L&WB
SPP2: Quality of Education: A Relevant and Responsive Curriculum	**Curriculum Intent**- Leadership of the curriculum	- A formal curriculum structure review cycle is in place - A thorough review of the taught KS3 curriculum for Year 7, 8 and 9 has been undertaken in 2020-21 - Home Learning policy and practice has become embedded across all key stages - Participation of PP and SEND students in enrichment opportunities and high quality extra curricular activities is being monitored and has improved - The curriculum (schemes of work) at KS3, 4 and 5 incorporates appropriate pedagogy, adaptation, assessment points and progression for the demands of new qualifications - The taught curriculum is appropriate for all students - it actively plans to meet the wide range of needs of students with SEND, EAL and low literacy - 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 Time programme - We are identifying and closing the Covid gaps	JBU, DL TWA AP, JMC, AT	L&WB P16
	Curriculum Implementation- CEIAG	**CEIAG development is embedded throughout the curriculum using the Gatsby Benchmarks**: - Stable Careers Programme. - Learning from Career and Labour market information. - Addressing the needs of each pupil. - Linking Curriculum Learning and careers - Meaningful encounters with Employers and Employees. - Experiences of work - Encounters with FE & HE	JBU DL, AP	L&WB P16

		8. Personal Guidance 9. We are identifying and closing the Covid gaps		
SPP3: Quality of Education: Personal Development (Welfare and Well-being)	**SMSC** **British Values** **RSE**	QA evidence demonstrates ● 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 ● The school commits to being a Healthy School and the new National Food Strategy ● There is a culture of supporting mental health and wellbeing for students and staff 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 ● 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. ● Student surveys/ voice on a range of topics is conducted throughout the year to support closing the Covid gaps	JBU, DL, CR AT, CR	L&WB P16
SPP4:Quality of Education: Behaviour and Attitudes	**Ready for Learning -** behaviour strategy and systems	QA evidence demonstrates ● 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. 　○ Reviewed Graduated Response systems are in place 　○ A new Rewards Policy is in place 　○ Restorative and anti-racist approaches (and a restorative room) are embedded ● Exclusion numbers and High Level sanctions for targeted groups continue to fall	JBU, CR	L&WB
	Attendance and Punctuality	● 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, JMC	L&WB
SPP5: Highly Effective Leadership and Governance	**Ofsted-readiness**	Ensure that leaders, governors and staff at all levels understand the requirements, and are prepared, for an Ofsted inspection under the latest framework	JBU, DL, JMC	FGB
	SLT, Teaching, Associate staff	Achieve the Anti-Racist School award which focuses on the following areas: ● Governance, Leadership and Management	JBU, DL	FGB L&WB

'Persistent, Insistent, Consistent'	Leaders, Governors The Leeds Beckett CRED Anti-Racist School Award	● School Environment ● Professional Learning and Development ● Hidden Curriculum ● Pedagogy and Curriculum ● Parents/Carers and Community Partnerships ● Supporting BAME staff and students		P&T
	SLT and Teaching staff Leaders Professional Development and Appraisal (PDA) and Quality Assurance (QA)	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. ● The SLT, Extended Leadership Group (ELG) 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: 　○ '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.	JBU, DL, AT	L&WB P&T
	Staff and Parent/ Carer voice and engagement	● 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	● 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 ● There is a strong response to current specific national safeguarding concerns around sexual abuse and harassment in schools, peer-on-peer harm and online safety.	JBU, DL	L&WB P&T
	School roll	● Academic transition informs Yr 7 curriculum, grouping and interventions ● A full school roll has been maintained throughout the year in Years 7-13	CR, AP	L&WB P16

		● PR / Positive publicity is 'upped' so the school is constantly promoted in Bristol and beyond.	JBU, DL, AC	
SPP6: Resources HR and staff Site and Facilities maintenance and development Income and expenditure	**HR and Staffing**	● 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 ● Review recruitment processes and develop 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 AC, DL	FPGP P&T
	Site and Facilities	● Stoke Lodge Playing Fields are developed appropriately and compliantly to conserve their use for the students ● 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 by10% on last year's receipt of income.	JBU, AC	FPGP
	Income and Expenditure	●	JBU, AC	FPGP