

# Cotham School (Post 16)

## Self Evaluation 2021-22: 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. 64% of our students come from a BAME background, 30% of our students claim the Post 16 Bursary and 33% 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 which offers a route 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). This year's settling-in survey indicated that 85% of students feel well supported with their personal needs and 95% 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. 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 a three year improvement plan for the recreational sport and fitness elements.
- Destinations data has been further broken down to provide information on student destinations by sub-group. The outcomes show a gap between PP and non-PP students in HE uptake (78.5% of students / 62.5% of PP students progressed immediately to university last summer). 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 our Foundation, applied (BTEC) and L3 maths elements, in response to our changing cohort.
- Progress for students in identified groups is rapidly improving (see detailed VA figures in 'Quality of Education').

### Quality of Education

- Contextual value added outcomes for 2020-21 are not available, but initial analysis of progress against 2019 national figures gives a VA of 0.58.
- This data also shows that a large majority of our students make sustained progress in academic qualifications (0.63) and on applied pathways (0.41).
- The progress of SEND students was higher than the cohort overall (1.01).
- The progress of BAME students was very narrowly behind the progress of the cohort overall (VA +0.46)

### Areas for Development

- Continue to drive up the number of students achieving A and A\* grades.
- Continue to focus on the progress of BAME, EAL and PP students to eliminate remaining progress and progression gaps.
- Continue to improve the progress and retention of students following BTEC courses.
- Further developing consistency in

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- The progress of PP students was narrowly behind the progress of the cohort overall (VA +0.32)
- The progress of EAL students was very narrowly behind the progress of the cohort overall (VA +0.48)
- Average grades achieved by students were B- in academic qualifications and Dist- in applied general, this is an upturn (in line with national trends) on a three year average of C+ / Merit+ respectively.
- Students studying maths (22) and English (22) GCSE retake made progress significantly above the national average (estimated VA 1.09 and 1.5 respectively; 0.2 and 1.0 in 2019).
- 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.
- 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.
- The vast majority of the curriculum is taught by subject specialist teachers who ensure a high level of challenge and high levels of achievement. Y13 student voice evidences that 81% of students feel that they are being “well supported to achieve as well as possible by the end of their Post 16 courses”.
- 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.
- There is a coherently planned Post 16 curriculum which is reviewed and adapted annually in response to cohort characteristics (e.g. prior attainment, protected characteristics and ambitions at point of application) and the local, national and global context. 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 1.09 and English 1.5; 0.2 and 1.0 in 2019. Estimated VA for languages in 2021 was 1.19 (0.48 in 2019) and for social sciences in 2021 was 0.32 (0.17 in 2019).

teaching and learning so that progress and outcomes in all subjects are as good as the best (business, maths, languages).

- [Ensure Post 16 tuition funding](#) is targeted to support students in bridging learning and progression gaps as a result of COVID-related disruption.

### Areas of Excellence

- Underperformance is rigorously challenged, resulting in an improvement trend, for example visual arts, physics, geography and economics.
- Students are making excellent levels of progress between Year 12 exams and final outcomes.
- Students achieve exemplary outcomes on enhancement courses (EPQ, GPR, Further Maths)
- Progress of students on Level 2 provision, including those studying maths and English GCSE, is excellent.
- Staff reflect and collaborate through forums (Post 16, Raising Standards, Extended Leadership)
- 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.
- A continued focus on using synoptic assessment strategies to ensure progress for all.
- 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.

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Behaviour and Attitudes	Areas for Development
<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.</li> <li>Multi agency work with organisations such as the Bristol Drugs Project, 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 96% found the application process (including advice and guidance) clear and supportive, with 97% 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 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.</li> </ul>	<ul style="list-style-type: none"> <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.</li> <li>Continue to drive up attendance (return to a figure above 90%) and punctuality as part of Covid recovery actions.</li> </ul> <p><b>Areas of Excellence</b></p> <ul style="list-style-type: none"> <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>
Personal Development	Areas for Development
<ul style="list-style-type: none"> <li>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 (<a href="#">update here</a>) to ensure longevity and impact of the work in the culture of the Centre.</li> <li>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 harrassment.</li> <li>The provision, including tutoring support and Core Programme (compulsory session for all Y12 students to cover central elements of</li> </ul>	<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 as part of the Level 2 Business course and ensuring that all students on Level 3 pathways have undertaken work experience or an industry placement by the start of Year 13, as part of our Futures programme.</li> </ul>

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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.

- 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:
  - 78.5% into higher education (SEND: 55.5%; PP 62.5%; BAME 60.5% )
  - This includes 22.7% taking a gap year before university.
  - 7.1% into employment.
  - 3.9% into an apprenticeship.
  - 10.5% other destinations (FE, Art foundation, Year 14)

- Continue the work of becoming a fully antiracist space with curriculum review, leadership CPD, student leadership and community engagement as core priorities .
- 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 Ambassador programme.
- Continue to develop mental health and wellbeing provision to support the needs of the cohort as part of Covid recovery to minimise the impact of the pandemic on student progress and progression.

### 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 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](#).
- 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

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	<p>student) who work as advocates to progress and uphold positive dialogue and standards around sexual harassment and gender-based violence.</p>
<p><b>Leadership and Management</b></p>	<p><b>Areas for Development</b></p>
<ul style="list-style-type: none"> <li>• Leadership is highly effective at Post 16 with ambition for every student, this is evidenced through a three year trend of excellent student progress.</li> <li>• Effective leadership is also demonstrated through growing recruitment of students in Y12 (Y12 on roll at census Sep 2020: 205; Sep 2021: 242; further projected increase for September 2022 based on applications). 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.</li> <li>• Y12 to Y13 retention is consistently above 80% (2019: 82.4%; 2020: 80.1%; 2021: 83.4%). 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%.</li> <li>• 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.</li> <li>• 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, 82.4% of students rated the enrichment offer as good, very good or excellent.</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. The impact of this is evidenced in progression data (see above).</li> <li>• 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.</li> <li>• Post 16 relationships with parents and carers are strong; as evidenced by termly update emails and growing viewing figures for virtual information sessions via <a href="#">NBP16 Youtube channel</a>.</li> <li>• Digital communications and marketing have been rapidly and sustainably improved during school closure to afford excellent levels</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Management of change in the COVID context remains a key priority to minimise 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 careful strategic management of contingency assessment plans, incorporating learning from CAG and TAG experience.</li> <li>• Further capturing of parent/carers voice to assess impact of communications and engagement work.</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> </ul>

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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 [league tables](#), NBP16 remains the highest performing (progress) fully comprehensive Post 16 provision in the city.

- 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.