

Whole School Summary Self Evaluation April 2018

Context: Cockburn School is a larger than average sized 11 to 16 inner city academy which is a member of the Cockburn Multi-academy Trust. The student numbers are well above the school's admission limit and has increased significantly over the last three years. The school was designated in March 2017 as a National Support School with the Executive Headteacher as a National Leader of Education. This was awarded by the National College of Teaching and Leadership in recognition of the work that staff at Cockburn School do to assist other schools locally and nationally. It has to be acknowledged that students at Cockburn have **extremely low starting points** when they join the school. In all year groups, the prior attainment of students at KS2 who join Cockburn School is **more than significantly below the national average** and **exceptionally so**. The proportion of students eligible for pupil premium is 50% which is significantly higher than the national average. The proportion of students supported with special educational needs is higher than average. The number of students with an SEN statement or EHC plan is just above the national average. The number of students who join or leave the school part way through their education is below the national average. **This is a reflection of the stability the school provides in an unstable local context where there is high deprivation.** Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds is in line with the national average. The proportion of students who speak English as an additional language is just above the national average. A very small proportion of students at Key Stage 4 receive part of their education off site at Southway where they gain a number of appropriate qualifications including English and mathematics. The school exceeds the government's current floor standards, which set the minimum expectations for progress.

Effectiveness of Leadership & Management		Quality of Teaching, Learning & Assessment	
Strengths	Areas for Development	Strengths	Areas for Development
<p>Strategic actions of leaders have secured substantial improvement in progress for disadvantaged students.</p> <ul style="list-style-type: none"> The overall Progress 8 score for Disadvantaged students was 0.42 which was above the national average of "Other Students". The strategic use of Pupil Premium funding and Year 7 catch up funding has contributed to significantly diminishing the difference for disadvantaged students over time. <p>The Governing body take seriously their statutory responsibilities and hold senior leaders to account 'robustly' for all aspects of performance.</p> <ul style="list-style-type: none"> They hold the senior leadership team to account on all outcomes to ensure all groups including Disadvantaged students make excellent progress. Governors have observed quality assurance processes that senior leaders carry out such as exam meetings and standards reviews. <p>The broad and balanced curriculum inspires students to learn.</p> <ul style="list-style-type: none"> The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education. The design of the curriculum has had significant impact on all students' behaviour, attendance and contributes very well to their achievement, the strong progress scores at KS4 is evidence of its impact. High quality professional development, informed by the appraisal process has developed practice and contributed towards high levels of student achievement. 	<ul style="list-style-type: none"> Maintain high levels of recruitment and retention. Further improve the P8 score and ranking to be within the top 5% schools nationally. Developing the new leadership of humanities to ensure positive progress for all students at the end of KS4 in history and geography. Further strengthen curriculum provision in humanities and languages to improve engagement and participation in these subjects. 	<p>Teachers establish and maintain high expectations of students whatever their prior attainment. Strategic seating plans demonstrate the insight that professionals have on the classes they teach enabling them to plan learning skilfully to meet individual needs, resulting in students making substantial and sustained progress across the curriculum.</p> <p>The professional development of teacher skills is of high quality and the systems maintain a consistent approach to teaching while also facilitating highly effective practice. UPR and M4-5 career stage teaching is consistent and effective, teaching at career stage M1 -2 improves swiftly as a result of high quality professional development, external review of NQT provision in November 2017 confirmed that "NQT professional development is outstanding."</p> <p>The school's assessment system has been restructured in response to recent qualification reforms and KS2 assessment changes. The profile of feedback is highly impactful which has contributed to almost all significantly sized student groups having positive Progress 8 scores in 2017.</p>	<ul style="list-style-type: none"> Further develop the personalisation strategies to increase challenge and further improve student progress particularly in humanities and English. Continue to strengthen knowledge and understanding of the teaching and delivery of new GCSE specifications. Continue to update and modify KS3 and KS4 summative assessment to ensure accuracy of student predictions.
Personal Development, Behaviour & Welfare		Outcomes for Students	
Strengths	Areas for Development	Strengths	Areas for Development
<p>Attitudes to learning are exemplary for the vast majority of students. At each regular points in the year attitude levels are collected and analysis show that most students demonstrate attitudes that meet the school's values and expectations.</p> <p>Students wear their uniform with pride behave well and have excellent conduct, manners and punctuality.</p> <p>High quality interventions are put in place to support the needs of the vulnerable and challenging students</p> <p>Attendance has consistently been in line with or better than the national average 2017 absence was 0.2% higher than the national average. Since 2014 attendance has been in line or better than the national average. Persistent absence in 2017 was 10.4% which was better than the national average of 12.8%.</p> <p>Fixed Term Exclusions are consistently well below the national averages and have been since 2012</p>	<ul style="list-style-type: none"> Continued improvement of the proportion of students who are in EET Continue to maintain the attendance levels to be above the national average, In particular the attendance of those students who are Disadvantaged. Appropriate Interventions in place for the minority of students who do not consistently demonstrate exemplary attitudes to learning. 	<p>Progress 8 for 2017 is 0.65 which is well above average which places the school in the top 9% of schools. In 2016 the P8 score of 0.38 placed it in the top 14% Middle attainers score of 0.80 ranked them in the top 7% of schools. For both low and high attainers their Progress 8 score ranked them in the top 16%</p> <p>The Progress 8 maths score of 0.63 and is in the top 8% of schools nationally. This is consistent with previous year the P8 ranked the results in the top 9% The Open Element score of 1.53 is very high and places it in the top 1% of schools</p> <p>In 2017 the overall Progress 8 score for Disadvantaged students was 0.42 which is well above the national average of "Other Students" This is in the top 8% of schools nationally</p> <p>The percentage of students achieving English and maths at Grade 9 – 5 was 43% which was above the national average of 39%</p>	<ul style="list-style-type: none"> Improvement of the proportion of students who are in EET. Progress in English at the end of KS4 in particular male students and high prior attainment Progress in humanities at the end of KS4
<p>SMSC: The school's values and expectations are fully embedded into the culture and ethos of the school. They support the spiritual, moral, social and cultural development of all our students at their time here at school and beyond. Each week students have the opportunity for reflection through a year group assembly. For example Remembrance Week and Anti-Bullying Week. All students have access to a rich Citizenship/PSE/RE curriculum throughout their time at Cockburn School. In Year 9 all students study a unit of work on Prevent, the aim of which is to ensure that none of our students engage in any form of extreme behaviour. To support this further all Year 9 students are off timetable for a day to take part in crime awareness workshops. This is facilitated through the charity Prison Me No Way. In Year 7 and 8 all students have a timetabled RE lesson in these lessons students develop their awe and wonder through studying different themes e.g. What religions are in my community? They examine how modern issues in society such as factory farming and the importance of marriage. All subjects support SMSC at Cockburn School for instance in Geography students develop empathy through studying specific topics in lesser economically developed countries. In Dance students explore dance movement from around the world. Cockburn School has a strong school council which is supported through the year council. All students have the opportunity to be elected to represent their form or year group. The school council raises important issues that students have and discuss various school decisions/ events for example how to raise money for the Kyle Asquith Foundation. Students in Year 10 have the opportunity to be elected as our Head Boy/Girl and deputies. Students must apply for this role and then present their vision to staff and students in each year group. All students have the opportunity to vote in this election.</p>			