

Cockburn School Summary Self Evaluation February 2021

Context				
<p>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 student base is in the top 20% of most deprived nationally. The school is designated 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 School have low starting points when they join the school. In all year groups, the prior attainment of students at KS2 who join Cockburn School is below the national average. The proportion of students eligible for pupil premium each year is in the top 20% of all schools. The proportion of students supported with special educational needs is higher than average. The number of students who join or leave the school part way through their education is below the national average. 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, Elland Academy and The Stephen Longfellow Academy where they gain a number of appropriate qualifications including English and mathematics. The school had an Ofsted Section 8 short inspection on 30th January 2019 with 2 HMI and an ordinary inspector. The school demonstrated strong practice and marked improvements since the previous inspection in 2014. It is recommended that the next inspection is a Section 5 inspection. In March 2019 two school improvement partners from the Local Authority conducted a one day review and has concurred with the Ofsted inspection that there is exceptionally strong practice at school.</p>				
Quality of Education		Behaviour and Attitudes		
Strengths	Areas for Development	Strengths	Areas for Development	
Intent				
<p>There is broad and balanced 5 Year Curriculum. At Key Stage 4 all students continue to study PE, ICT, Humanities, English, Maths and Combined Science.</p> <p>Students develop their creative side with all students studying Dance, Drama, Music and Art at Key Stage 3. Most students go on to study at least one of these at Key Stage 4.</p> <p>There is an appropriate balance between vocational and academic qualifications.</p> <p>The proportion of student entered for Humanities, Science, Maths and English is above the national average.</p> <p>Cognitive Abilities Tests, Baseline assessments and progress tests at KS3 in English and Maths provide invaluable information to support effective curriculum planning.</p>	<ul style="list-style-type: none"> Further strengthen curriculum provision in Humanities and languages to improve engagement and participation in these subjects. New Year 7 cohort GL baseline assessments in English, maths and science demonstrate the year group are significantly weaker than previous cohorts Y8 and Y9 GL baseline assessments in English and maths in Y8 and Y9 show that the year groups are significantly weaker than national averages 	<p>Attitudes to learning are exemplary for the vast majority of students. At regular points in the year attitude levels are collected and analysis shows that most students demonstrate attitudes that meet the school's Values and Expectations.</p> <p>Since 2014 Attendance has been consistently in line with or better than national averages. In both 2017 – 18 and 2018 - 2019 rates of absence were below the national average for schools with a similar level of deprivation.</p> <p>Incidents of fixed term exclusion are below national averages and internal inclusions are used appropriately.</p> <p>Attendance since September 2020 full reopening has been well above national averages published by the DfE</p> <p>There have been no Permanent exclusions in each of the previous 13 years.</p>	<ul style="list-style-type: none"> Continue to maintain the attendance levels to be above the national average, in particular the attendance of those students who are Disadvantage and those with SEND. Of the 16 students with at least one fixed term exclusion 31% were excluded on more than one occasion Of the Fixed Term exclusions in 2018 – 2019 the following reason of "persistent disruptive behaviour" accounted for the most. 	
Implementation				
<p>Lessons contribute well to delivering the curriculum intent. Work given to students is demanding and challenging and matches the aims of the curriculum.</p> <p>There is a range of assessment practices that support students to embed and use knowledge well. Red for Reflection ensures students respond to feedback and address key areas of misconception or error.</p> <p>Planning and teaching materials across the Trust and within curriculum areas in school is supporting staff with workload.</p> <p>Strategic Seat Plans in place for all classes supports personalisation of learning as individual needs, barriers and strengths are identified.</p> <p>Remote Education is in place for all students to support learning for students unable to attend school. Majority of students can access learning via our online platform. During lockdown in January and February there were high levels of engagement in live lessons.</p>		<ul style="list-style-type: none"> Continue to develop teaching strategies that build resilience and long- term memory. Further strengthen the teaching of vocabulary to impact on students spelling, reading, oracy and comprehension. Continue to explore strategies to support students in engagement in remote learning 	<p style="text-align: center;">Personal Development</p> <p>Strengths</p> <p>There are extensive opportunities across the school for students to develop and stretch their talents and interests.</p> <p>All students have opportunities to encounter the world of work and careers guidance through visits, key staff in school, external speakers and prior to 2020 Work Experience in Year 10.</p> <p>The curriculum ensures there is high quality provision for students' spiritual, moral, social and cultural development.</p> <p>There is a strong take up by students of the opportunities of the school including the Disadvantaged. There are residentials, theatre visits and overseas visits that are popular and well attended.</p> <p>PSHCE/Citizenship curriculum supports effectively the personal development of students with a wide range of relevant learning.</p> <p>Values and Expectations are fundamental to the culture, ethos and character development in the school.</p> <p>School leavers that remain in "Employment, Education or Training" is an improving trend with 2018 Leavers 91%, 2017 Leavers 91% and 2016 leavers 86%. Of the 2018 leavers 20% were in Sixth Form college which is significantly above the national average.</p>	<p>Areas for Development</p> <ul style="list-style-type: none"> Ensure all Key Stage 3 students have access to high quality careers education. Implement the Cockburn Journey to enhance Character Development. Continued improvement of students who are in "Employment, Education or Training."
Impact				
<p>Progress 8 in 2016 - 2018 has consistently been in the top 20% of schools. Progress 8 in 2019 is positive but categorised as average. In both 2017 and 2018 progress 8 has been in top 20% for Disadvantaged students. In 2019 was -0.1 which was above the like for like average of -0.44.</p> <p>Open element has been in the highest 20% of all schools in each of the last 3 years.</p> <p>Prior to 2020 Key Stage 3 outcomes from the GL Assessment demonstrate strong progress across Year 7 and 8 in reading and mathematics.</p> <p>SEND Progress 8 outcomes were strong in 2018 and above national for both SEND support and EHCP (0.27 & 0.07). In 2019 those students with an EHCP (5 students) achieved an average P8 score of 0.5.</p> <p>Progress of High prior attainers in maths has been in the top 20% for the last three years.</p> <p>Attainment 8 of low prior attainers is in the highest 20% of all schools in 2019.</p> <p>The school achieved Artsmark Platinum status in October 2019 in recognition of the school's commitment to and excellence in Arts education.</p>		<ul style="list-style-type: none"> Aim for Progress 8 score and ranking to be within the top 10% schools nationally. Improve the English and Maths match at Grade 5+ as there is a variable trend and is below national. Improve Progress in English at the end of Key Stage 4 in particular male students Improve Progress and attainment in the EBacc element at the end of Key Stage 4. 	<p style="text-align: center;">Leadership and Management</p> <p>Strengths</p> <p>There is a clear and ambitious vision in place across the school.</p> <p>High quality professional development, for staff at all levels has a focus on improving their knowledge and skills to enhance their teaching of the curriculum.</p> <p>Leaders have highly effective systems and structures in place to manage staff and their workload.</p> <p>The school has a strong culture of safeguarding.</p> <p>Leadership at all levels aim to ensure students engage in their learning and complete programmes of study and leave with appropriate qualifications.</p> <p>Governors and Trustees have a strong and secure understanding of the school and ensure leaders at all levels are held to account.</p>	<p>Areas for Development</p> <ul style="list-style-type: none"> Continue to develop leadership skills at all levels to ensure staff can deliver highly effective teaching, learning and character development. Ensure self- evaluation strategies and processes are efficient and effectively identify areas of strength and development across the school. Implement the Covid - 19 Premium Plan