



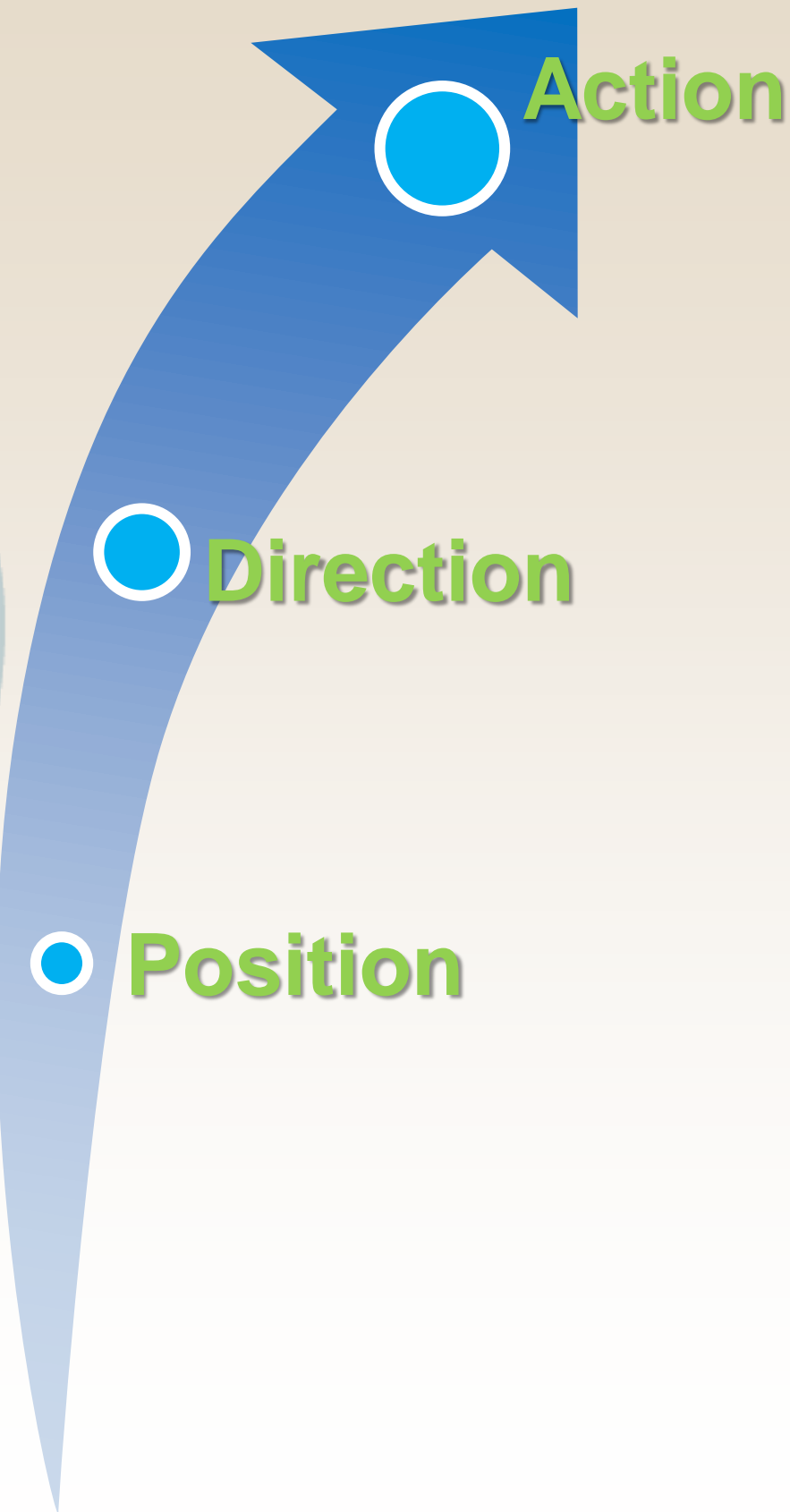
The Cottesloe School

How effective is your school?



The Cottesloe School

High achievement for all is our shared responsibility



Action:

- Ensuring high quality teaching and learning is at the centre of school improvement
- Continually developing the effectiveness of feedback to foster ownership and empower independent learning
- Instilling high aspirations within all members of the learning community
- The wellbeing and safeguarding of all students and staff is paramount

Direction:

- The school has shown significant improvement over the past three years and is on a journey to **outstanding**

Position:

- A good school with a calm learning environment
- A self evaluating school clear about the challenges and hard work ahead
- Academic progress above the national average
- A school where students feel safe, valued and academically challenged



Behaviour and Well Being

Behaviour and wellbeing is good and often better

This is because:

- the [Cottesloe Charter](#) is embedded across the school and gives clear expectations and rights for all members of the learning community
- all staff model high expectations with regard to students' attitudes to learning, challenging stereotypes and the use of derogatory language in lessons.
- strong emphasis on professional, respectful working relationships between staff and students
- students are confident in their learning and appreciate the support and guidance opportunities made available by staff
- the school's open culture instils trust and confidence amongst students, parents and staff, allowing for appropriate action to be taken should any concerns be raised
- impartial guidance helps students make informed choices about courses and careers that meet their needs and aspirations
- students are well prepared for the next stage of their education, employment and training
- of the support offered in the [Learning, Intervention, Nurture and Care](#) centre in conjunction with the pastoral and safeguarding teams
- the schools' three tier transition programme ensures students of all abilities and levels of confidence start secondary education with the appropriate level of support
- three professional counsellors work with students who require social and emotional support when dealing with a wide variety of trauma.
- the school works closely with outside agencies in order to gain specialist support when required
- RISK agenda is shared with students through assemblies and form time and incorporates talks from outside agencies
- incidents of bullying, intolerance and discrimination are rare and dealt with sensitively and quickly
- there is an established Engage to Learn programme for students who find accessing the curriculum difficult leading to incidences of low level disruption
- the 'Share It' button on the website enables students to quickly report to their head of year and the head teacher any bullying they witness or experience

As a consequence:

- students feel safe, supported and valued at school
- students and staff treat each other with respect
- students are confident that incidents of bullying and cyber bullying are dealt with quickly and effectively
- positive attitudes to learning have a positive impact on student progress
- fixed term and permanent exclusion rates are well below the national average
- attendance levels have been increasing over the past three years and are now at the national average



Quality of Teaching, Learning and Assessment

Quality of teaching, learning and assessment is good and better

This is because:

- teaching has improved significantly since the last inspection in 2014
- clear and accurate data is used effectively to plan lessons, ensuring students receive appropriate levels of challenge and support when required
- the marking, assessment and feedback policy now involves students taking more responsibility for improving their own work
- students are provided with regular developmental feedback. Students use this feedback effectively to improve their understanding
- teachers know their students very well
- teachers have high expectations and carefully monitor each students' progress acting quickly if a student's progress is not as expected
- the use of intervention plans and personal learning checklists are all strategies that enable students to do well
- the school's monitoring and appraisal systems allow for bespoke CPD and teachers and support staff taking control of their own development
- the ability of teachers to question students and encourage students to ask questions has led to improved outcomes
- the **Experiment, Explore and Engage** strategy encourages teachers to take risks and teach active lessons, demonstrating their knowledge and passion for their subject
- literacy and numeracy are supported in all subjects and is reinforced through the marking, assessment and feedback policy
- the level of challenge has increased as the desire of students and determination of teachers to attain the best outcomes has increased
- the frequency and quality of homework is carefully monitored through the SMHW system, it consolidates learning and allows students to research information for future lessons
- 'Fix-it' encourages all students to respond to the feedback given by the teacher, this reinforces learning and addresses misconceptions
- all teachers identify the support and intervention strategies implemented to help students progress in their own active file

As a consequence:

- teachers' knowledge and understanding of their subject is strong and is reflected in the lesson content and delivery
- the consistent approach of the school's assessment, marking and feedback policy ensures students are not left behind or their progress is not recognised
- staff reflect on and debate the way they teach, sharing ideas and good practice
- teachers and support staff feel fully involved in their own professional development
- teaching is consistent and effective across the school



Student Outcomes

Student outcomes are good and often better

This is because:

- the improving picture of student achievement and progress is a result of much higher expectations being consistently set by teachers and support staff
- assessment information and prior attainment data is used effectively to plan lessons to challenge all students
- the broad and balanced curriculum inspires students to learn
- teachers identify and help support any students who fall behind and enable almost all to catch up
- teachers ensure opportunities for reading, writing and the use of mathematics is embedded across the curriculum
- teachers accurately identify students who are underachieving
- teachers are determined that students achieve well
- they encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work
- students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve
- teachers provide students with high quality developmental feedback so that students know what to do to improve
- students on the SEND register are well supported by specialist trained teaching assistants
- teachers' active files are systematically used by to address underperformance and shape more targeted teaching to increase progress
- raising standards directed time enables staff time to support students who need small group guidance or tackle misconceptions relating to current learning

As a consequence:

- students understand how to improve their work and respond to teacher feedback
- students falling behind are identified and teachers intervene to offer additional support to impact on progress
- progress made by SEND students is significantly above the national average
- the proportion of students exceeding expected progress in English and Maths is high compared to the national average
- students take a pride in all aspects of their work
- all students are aware of the progress they have made through progress tracking ladders
- revision and intervention sessions are well attended
- the value added score for 2015 was 1014.4 an increase of 42 points in the last three years
- student outcomes are above the national average in the English and Maths with 70% of students achieving both at GCSE A*-C



16-19 Provision

The 16-19 provision is good and often better

This is because:

- the [Sixth Form](#) has extremely high expectations for their students
- progress is very good from the students' starting points and the school uses careful monitoring of teaching and learning to ensure that gaps in achievement are rapidly reduced
- subject leaders are regularly held to account and the student voice is strong
- students are expertly prepared to make informed choices linked to future study and employment
- students all engage in a programme of curriculum support within the main school and all undertake a dedicated work shadowing programme in the summer term
- close monitoring of both teachers and students enables the Sixth Form to help and support those falling behind with individualised interventions
- students participate in a wide range of personal development opportunities to complement their academic studies and support their progression into further education, training or employment
- access to apprenticeships is improving and the school has robust 'destination data' at KS4 and KS5
- the school provides opportunities to visit and speak directly to universities

As a consequence:

- all students who left in July 2015 are now engaged in higher/further education, employment or training
- attendance rates are high and punctuality is good
- progress on level 3 qualifications is at or above national average in nearly all subjects
- students are aware how to keep themselves safe and healthy both physically and emotionally with a programme of external providers who address major issues affecting young people
- all sixth form students are involved in the enrichment programme helping in KS3 lessons
- the proportion of students going to university continues to rise including the top universities



Safeguarding

Safeguarding is outstanding

This is because:

- there is a culture of vigilance across the school where [student welfare](#) is paramount
- students are listened to and feel safe and valued
- the school has a comprehensive staff code of conduct, which has been discussed with staff and is followed rigorously
- the school has four members of staff trained to designated person level, with all staff being trained to identify when a student may be at risk of abuse or exploitation and are confident in the process when reporting their concerns
- staff work effectively with external partners to support students who are risk or are the subject of a multi agency plan
- all students receive a comprehensive programme of assemblies, workshops and lessons from staff and outside agencies about keeping themselves safe
- confidential counselling is offered to students who need to talk to someone
- student can report incidents easily and efficiently through the anti bullying and [Child Exploitation & Online Protection](#) button on the website which is closely monitored by the Headteacher, safeguarding and pastoral teams
- the school actively promotes the importance of e-safety

As a consequence:

- students have a good understanding of how to stay safe online and acknowledge the dangers of inappropriate use of technology and social networks
- students feel safe and confident in reporting issues to staff
- staff receive regular training in keeping children safe
- staff and student safeguarding noticeboards have been introduced
- a secure and confidential child protection log is in place allowing individual students to be tracked and enable designated staff to identify trends and groups of students who are vulnerable. This is being utilised by all staff
- staff are highly vigilant and are confident when dealing with sensitive information and disclosures
- the school website contains a safeguarding section which gives clear guidance, offers links to guidance on all of the main safeguarding concerns and provides support for both students and parents
- this year all staff have received training on Channel and FGM with full Prevent training planned for June 2016



Disadvantaged Pupils

Disadvantaged students progress is good

This is because:

- the school is working hard to support disadvantaged students from the [transition into Year 7](#) and onwards
- individualised support is provided to all students regardless of their background
- the progress and attainment of disadvantaged students is discussed with all subject leaders at Progress 3, Raising Standards KS4 and SNAP meetings at KS5
- data analysis incorporates information on all student groups, in order to identify and ensure equal access and progress reducing differences in student outcomes
- a link governor regularly monitors the impact of engagement strategies
- disadvantaged students are provided with resources/ materials to ensure they have the same access and opportunities as other students
- disadvantaged students are a focus group for all teachers, who closely monitor their progress in lessons
- teachers plan lessons to inspire and challenge students taking into account their individual needs and circumstances
- teachers identify and support effectively those students who start to fall behind and intervene quickly to improve their learning
- staff, senior leaders and governors have high expectations for all students
- programmes to motivate and raise aspirations for disadvantaged pupils have been implemented e.g.. outward bounds/ canoeing / mechanics
- specialist behaviour interventions such as mentoring for social emotional aspects of learning, and counselling have been accessible to all students requiring this type of support
- disadvantaged students have improved access to educational visits and enrichment activities
- curricular and extra curricular have extended the range of experiences open to disadvantaged students, these include after school and holiday revision programmes

As a consequence:

- teachers are significantly more aware of disadvantaged students in their teaching groups and react quickly when progress levels plateau
- disadvantaged students are now making more progress and achieving stronger outcomes than disadvantaged students nationally
- disadvantaged students are now making comparable progress, sometimes better in Maths, English and Science across KS3
- disadvantaged students are engaged in their learning as a result of effective intervention strategies
- Key Stage 3 and Year 10 data shows the gap between the progress of disadvantaged and non disadvantaged students closing



Leadership and Management

Leadership and management is outstanding

This is because:

- the curriculum is broad and balanced, providing a wide range of opportunities for students, taking account of government reforms
- there are high levels of accountability at all levels of the school
- governance is robust and rigorous with clear accountabilities
- there is an effective structure of governor committees and working parties which discuss strategic intent
- senior leadership team have an excellent understanding of the effectiveness of the school and the areas that require further development
- delegated leadership provides a strong sense of accountability and empowers all staff grow in their role and take responsibility for the impact delivered
- middle leaders have a clear understanding of their strategic role and operate in an effective way to monitor standards, policies and practice across their subject areas
- leaders at all levels have created a culture of high expectations, where teachers actively identify ways of helping students progress
- rigorous and robust range of systems used to monitor the quality and impact of teaching, learning and student progress
- a sustained approach to whole school monitoring by senior and middle leaders drives the professional development programme
- the school takes opportunities to learn from others schools and outside agencies to improve practice
- the SMSCV programme is carefully woven into all aspects of school, the PSHCE aspects are supported well through form time activities and Core Values are discussed in assemblies and in lessons
- safeguarding is of paramount importance and the emphasis on vigilance is unrelenting
- staff are reflective and value the developmental approach established with regard to quality of teaching
- leaders at all levels play an active role in setting standards by challenging inappropriate behaviours, language and acting as role models

As a consequence:

- governors act effectively as critical friends, with link governors making regular visits where findings, areas for development and action being taken are shared through a report process
- 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
- teachers and leaders continuously evaluate the quality of provision and outcomes to ensure no student falls behind or underachieves
- leaders at all levels check the rigour and accuracy of self evaluation and how well it secures improvement



Social, Moral, Spiritual, Cultural and Values

Social, Moral, Spiritual, Cultural and Values is good

This is because:

- students cover many aspects of SMSCV through the 'Philosophy for Children programme' in Years 7 and 8
- teachers are excellent role models, who treat all students with respect, challenge stereotypes and take students concerns seriously
- the [Cottesloe Charter](#) is central to the way in which students and staff conduct themselves and incorporates the core values to ensure students are successful in modern day Britain
- there is a dedicated middle leader who monitors impact and continues to develop the programme
- teachers track where they have taken opportunities to develop SMSCV in lessons and form time and evaluate the impact
- there are a programme of tutor time activities
- there are a wide range of student leadership opportunities
- assemblies focus on a range of current and historical issues
- the school is a holocaust beacon school
- the school places great value on understanding the importance of supporting others and raising money for national and local charities
- students received information regarding option choices, courses, employment and higher education throughout Key stages 3,4 and5
- students show genuine concern for each other and know how the support systems in the school protect and support

As a consequence:

- relationships between teachers and students and students and students are very positive
- students are confident to share their feelings about the school with teachers, parents and visitors
- students are proud of the school and feel safe and valued
- students are confident that teachers and senior leaders will deal with issues quickly and in a sensitive manner
- students enjoy learning and the vast majority believe their teacher do all they can to help them progress
- feedback received by the school often praises the behaviour and conduct of the students



Overall Effectiveness

Overall effectiveness is good or better

This is because:

- a shared belief that “High achievement for all is our shared responsibility”
- the school has a clear vision that is shared with parents, governors, teachers, support staff and students
- the governors and staff are committed to delivering a first class education for all our students
- leadership is distributed and robust processes of monitoring, evaluation and appraisal have had a significant impact on school improvement
- the quality of teaching over time is consistently good or better
- effective performance management is supported by a robust personalized CPD programme, which links directly to improved outcomes for students
- the forensic use of attainment data to identify trends, individual student progress and strategically target intervention and support programmes
- the outcomes of students are improving year on year with greater levels of progress identified in Key Stage 3
- the procedures set out in the safeguarding policy ensures that a safe, well ordered environment for students and middle leaders are fully included in the leadership and management process and leaders at all levels have an accurate understanding of the school’s effectiveness and which aspects require further development
- the curriculum is interwoven with opportunities for SMSCV which ensure that our students are provided with a well-rounded education that prepares them for life in modern Britain
- beyond the classroom, students access an extensive range of educational opportunities that both enrich and broaden the educational experiences for all year groups. This includes university visits, Duke of Edinburgh expeditions, overseas visits, and numerous visits to museums and theatres

As a consequence:

- staff have a relentless approach to school improvement, through strategic planning and a belief that all students can achieve their full potential
- the school has a very strong capacity to develop and embed further sustained improvement on its journey to becoming an outstanding school
- a culture of high aspirations exists across staff and students
- students believe they are in a good school where they can progress quickly and achieve well
- there is highly effective safeguarding with a vigilant staff team that supports student well being and development
- safeguarding and student well being are of high priority and highly effective
- students at the school are well mannered and converse confidently about their learning experience. They feel valued, safe and supported
- the school is a popular choice for parents and students and is oversubscribed



Becoming Outstanding

- Continue drive towards all teaching being consistently good or better, creating a dynamic learning environment where students participate fully in their learning
- Continue to develop high quality developmental marking and feedback to enable students to have a clear understanding of how to improve and take an increasing responsibility for their own learning and progress
- Hold further workshops for parents relating to Progress 8 and how the school is approaching life without levels
- To further improve the outcomes for high prior attaining students through increased levels of challenge supported by mentoring, aspirational visits and talks
- Disadvantaged students have been making increasingly higher levels of progress, however the school must employ additional strategies to reduce the gap between these students and non disadvantaged students within the school
- Further develop subject delivery to improve outcomes and remove any variation in progress between subject areas
- Implement a 16-19 provision so that students who achieved a C grade at GCSE can access additional teaching in order to attain a higher grade
- The development of supplementary level 3 courses to improve employability and access to higher education.