

# Warblington School



## Case Studies 2019/2020

Our vision is to be a *centre of excellence* at the heart of the *local community* by delivering an *exceptional education* for every individual through *consistently inspirational and challenging teaching*; where we show pride in our *exemplary standards* as together we *celebrate reaching our aspirational goals*



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## Introduction

**Mr M Hartnell**

**Headteacher**



This document has been created to give everyone a chance to see and understand the excellent work that goes on at Warblington School. We are proud of what we have achieved this year, despite the great challenges a global pandemic presents, and writing these case studies will serve as evidence in years to come, on our path to being the best school in the area.

**“I just wanted to thank you for your continual support and updates on the current situation. It's been a comfort to *this student* to have some form of routine over the past weeks and we were really touched by his teachers checking in to see that he was ok and not stressing too much to get his work done.”**

*Parent Quote, April 2020*

The journey this year has been interesting. Changing the uniform in September to present a more professional image, the introduction of the new Ready to Learn system which is written about on pages 3 and 4, has had real impact in ensuring learning is central to time in school. The use of our tag line of ‘Excellence is our expectation’ not only applies to behaviour and conduct, but also to the

quality of teaching seen and details of this are on pages 10 and 11.

Being a small school of under 600 means we know our students well and much of our work with individuals is detailed in the sections mentioning the student hub (pages 7 to 8) and our highly acclaimed work on inclusion and safeguarding at the back of the booklet on pages 21-22.

Being in year 11 this year has not been without its struggles. For us, it was an immense shame that the year ended without us being able to say a proper “goodbye” to a year group which were about to break all records of achievement in the school. The work we had begun with this group is detailed on pages 19 to 20 but should also be read alongside pages 21 and 21, where our newly appointed careers team have had significant impact in helping to raise the aspirations of all children in the school. There are not many schools that can boast of having a dedicated careers team on hand all day every day!

Finally, introducing dedicated STEM (Science Technology Engineering and Maths) lessons onto the curriculum and looking at the cross-curricular opportunities in these areas are detailed on pages 15 and 16 and it was one of the highlights of my year escorting a group to INEOS in Portsmouth to see the Ben Ainslie race team! This is one of a number of extra-curricular opportunities students at Warblington had an opportunity to be part of this year with many more detailed on pages 12-14. Whilst we may not be fully aware of what the ‘new normal’ will be like in wider society, I do know that the ‘new normal’ we have established of high expectations for every student will continue to grow.

**“The headteacher has revamped and rewritten much of the school’s documentation, in conjunction with his senior team. This demonstrates a more focused approach, with clarity in all aspects of the school’s work. All documents are clear, with progression and milestones for each action. Teachers spoke very highly about the senior team and their high expectations. There is a clear vision guiding all of the school’s work ‘Excellence is an Expectation’”.**

*Hampshire Inspectorate and Advisory Service,  
January 2020*



## Ready to Learn

**Mrs J Fletcher**

**Assistant Headteacher**

Warblington School has always had its own way of creating an inclusive and supportive atmosphere, many staff referred to the 'Warblington Way'. We have had three simple rules for many years, "Be Safe, Be Prepared, Be Respectful", which we felt encompass the skills and attributes young people needed to develop over the five years they were with us.

However, we were also aware that low-level disruption was having an undesirable impact on teaching and learning, which was backed up by Ofsted research in 2014 that students were missing up to an hour of learning each day (38 days across a year). This encouraged us to focus more closely on the impact of low-level disruption at Warblington.

We conducted student voice with our students and asked them how they felt about their learning and students clearly told us that were as annoyed about the disruption to their learning as much as staff were frustrated by student interruptions. Therefore, we began to develop our own "Ready to Learn" system, which mirrored systems that were trialled in other schools across the country.

We held a student conference in May 2019 and spoke with the students about being proud of their school and we reminded them that they deserved "the best" at all times, especially within their classrooms. The students then worked together to map out a system they felt was fair for the classroom for **all** students and would reinforce positive behaviours for learning. From this, our six Ready to Learn expectations were born.



Alongside these simple and clear expectations, an equally simple and clear system of consequences was put in place for each school activity. Students requested that the Ready to Learn policy allowed one mistake to be made by

students each lesson, for which a "yellow" card was issued on our ClassCharts system, but should a student fail to comply with any other expectation or repeat their earlier mistake, they would be issued with a "red" card again on the system. The red card has the consequence that the student is





asked to leave their classroom learning and go to our Reflection Room for the remainder of that lesson.

Our Reflection Room is staffed by senior staff (usually the Leadership Team) and students will be logged into the room (identified by the red card on the system) and they will work in silence from the main room until the staff on duty feel that the student is able to re-frame their behaviour

**“The senior leaders responsible for the design and implementation of the behaviour policy should be congratulated as the impact of this was clearly evident. All staff and pupils commented upon the improvements in behaviour due to the change in behaviour policy.”**  
*Hampshire Inspectorate and Advisory Service, January 2020*

All students are expected to have the right equipment.

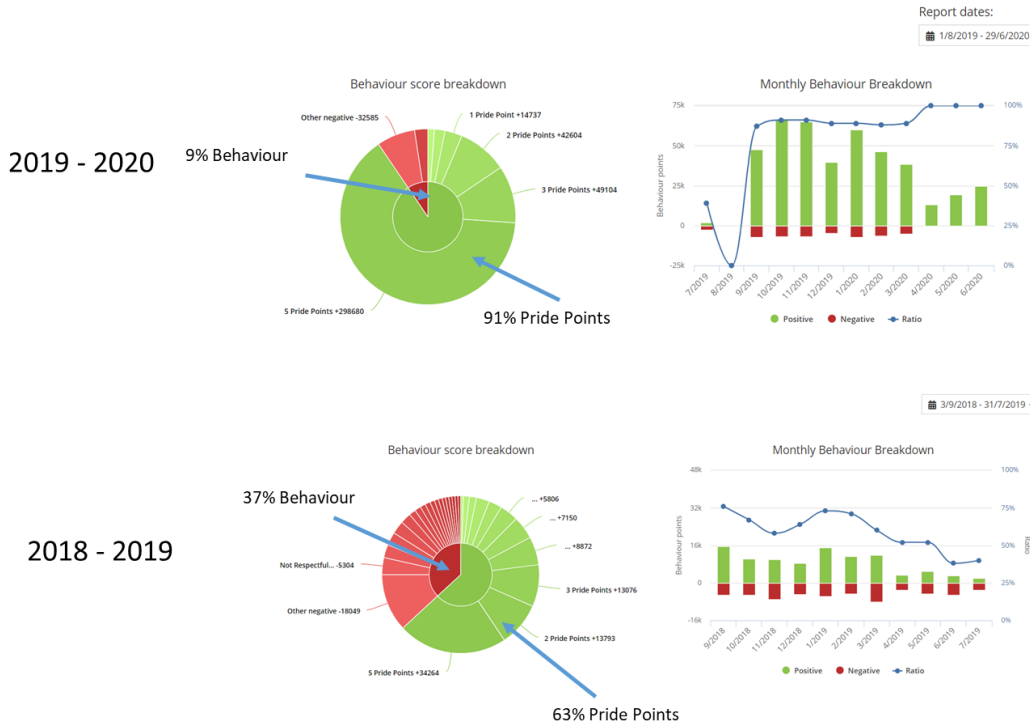


and join their next lesson. All students are aware that a red card has a 30 minute same day detention, during which they will take part in a restorative discussion with the member of staff who issued them the sanction.

Alongside this the school day was adapted to ensure that Tutors met with their tutor group at the start of every day and were able to carry out a simple check on equipment and that they were wearing the right uniform (this included some

changes to our new uniform in September 2019).

Despite our school year being unexpectedly cut short by Covid-19 restrictions, we were proud to see the positive impact on the school. Data from ClassCharts clearly showed that despite much more fixed sanctions, our negative behaviours mirrored the previous year during the initial half term in the Autumn, but were visibly improving by the Feb half term before lock-down started.



We look forward to “re-booting” our behaviour systems in September 2020 and welcoming our new Year 7 students into the Ready to Learn system.



## Transition to Warblington

**Mr R Barnard**

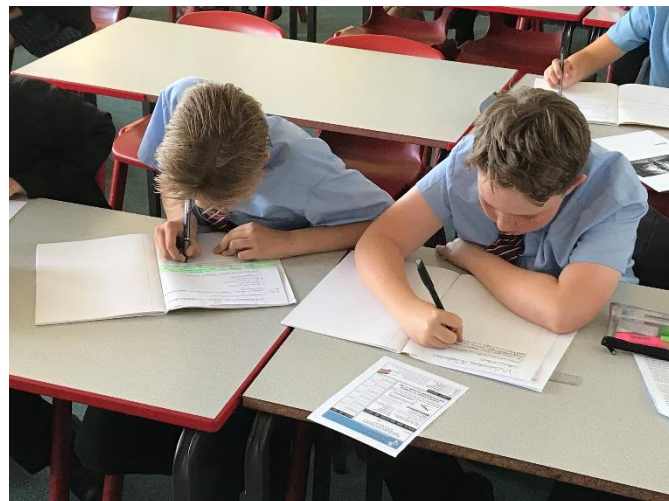
**Head of Year 7 and Transition Co-ordinator**

Our “Transition” process starts in Year 5, when we invite the Year 5’s in our main feeder schools up to Warblington to participate in a number of “taster sessions” in different departments, the science experiment where they produce table salt from rocks is always met with enthusiasm.

At the start of Year 6, we have our “World of Warblington” days where the pupils are given a taste of different lessons based around a common theme of Dr Who. This gives the pupils the chance to be in a working secondary school environment as well as work with pupils from other feeder schools.

By October half term, students and parents will have made their choice of secondary schools, therefore in March when places are confirmed I begin planning visits to each of the pupils at their current school. Having the chance to speak to each pupil in person gives them the chance to put a face to a name and to ask any questions about issues that may be worrying them about the transition process. It also allows me to get to know and gain an insight into our new cohort.

The conversations I have with the Year 6 teachers are invaluable on these visits as they are the people who know each pupil the best. Friendship cards are filled in during these visits and these are used to help me put the tutor groups together.



### Meet the tutor team



Mr M Godfrey  
7A Tutor



Mrs H Brown  
7B Tutor



Mrs S Jacobs  
7C Tutor



Mr M Doe  
7D Tutor



Mrs H McLachlan  
7E Tutor

In July, pupils are invited to Warblington for two days, here they will get the opportunity to meet their tutor, along with the rest of their tutor group and year group. Tours of the school, lessons from the core subjects and Drama, Dance, Art, Music, French, Geography and IT are taken over the two days, as well as a presentation on internet safety from a member of the SLT. In the evening of the first day,

parents/carers are invited in to school to listen to various talks from the Head, SLT and myself. They then get to meet their child’s new tutor and have any questions answered about routines, expectations, contacting school etc. An informal BBQ is held afterwards to allow further questions to be asked of all staff present and for further introductions to be made. At the end of the second day



the pupils are given a Transition booklet to take away with them to complete and to do the tasks over the summer in preparation for September.

Our SENCO, Mrs Gregory, meets with all the primary SENCO/class teachers to find out about current and expected attainment as well as preferred learning styles/methods along with successful interventions and strategies so we can ensure personalised learning as well as maximising achievement and success. Mrs Crockford and Mrs Barlow lead the Warblington Ready programme which offers an additional opportunity for students with SEND to gain additional support with the transition.

The Warblington Ready Programme is split into four 1 hour sessions being delivered on a weekly basis.

**“I would like to say thank you very much for the telephone call that we received from Mr Barnard yesterday. We really appreciate all that Warblington School are doing to make the transition from primary to secondary as good as it can be in these circumstances.”**

Due to Covid-19 we have had to amend the usual process, instead I have tried to phone every parent in order to speak to them or their child, the tasks from the Transition booklet have been released online once a week for the pupils to try during the summer term. A virtual tour of the school has been filmed and released and has had thousands of views! We have held a Q & A session with the Head and the SENCO. The “Warblington Ready” programme has been run virtually by Mrs Crockford and some individual visits have taken place where possible.

A very different Transition process to the normal one we run, yet it has enabled us to try new ideas that I feel we can incorporate in the future.



## Our Journey to the Student Hub

**Mrs C Gregory**

**Assistant Headteacher / SENCO (Special Educational Needs Co-ordinator)**

It was a privilege to be promoted to the role of Assistant Headteacher and SENCO in preparation for September 2018. I wholeheartedly endorse the school ethos of ‘growing minds, successful futures’, where students are at the heart of the school community. Therefore as a Learning Support department our vision is parallel to this, ensuring we provide students with the necessary experiences and opportunities, resulting in equipping them with the appropriate skills and tools to enable them to be independent and resilient learners.

Our team consists of an Assistant SENCO, four HLTAs (Higher Level Teaching Assistants), and eight LSA (Learning Support Assistants). Our LSA’s are either allocated to departments or work alongside our students with an EHCP (Educational Health Care Plan). Members of our team have an area of SEND expertise which other staff members contact them with concerns, questions and queries. Within our team we have a range of qualifications, which enable us to run a series of successful interventions to benefit our students, for example ELSA (Emotional Literacy Support), FEIPS (Framework for Enhanced Individual Pastoral Support) and Lego Therapy. A record of all our interventions are recorded on our provision map, enabling us to monitor and track the impact and progress of all students. This also includes our reading and spelling groups.

**“I enjoyed maths the most as I got to learn things I didn’t learn in primary. The school has helped me with my anxiety and this means I can get on with my work faster. It felt good to have help as I got to know people and felt very supported”**

SEN Support Profile - Warlington School

<b>Teacher: Ms Rebecca BELL</b>	
<p><b>MAIN AREA (S) OF STRENGTH</b></p> <ul style="list-style-type: none"> <li>Anxious to please.</li> <li>Kind to friends.</li> <li>Good sense of humour.</li> <li>Generally gets along well with students of similar ability / character.</li> <li>Enjoys PE</li> </ul>	<p><b>MAIN AREA (S) OF DIFFICULTY</b></p> <ul style="list-style-type: none"> <li>Low self esteem - Emotionally vulnerable.</li> <li>Below average reading and comprehension skills.</li> <li>Social and communication difficulties.</li> <li>Receptive language disorder.</li> <li>Can be silly when next to friends.</li> </ul>
<p><b>SUMMARY OF NEEDS</b></p> <p>[Student] is eager to please but presents as over anxious at times. His anxiety can lead to anger with himself or emotional upset. He needs praise and encouragement to build self-esteem and confidence. [Student] is slow to start work. His written work is at age related expectations, but his reading and comprehension is below average. He needs work to be scaffolded. [Student]’s hand writing is neat, but can be hard to read at times. [Student] has receptive language difficulties. He will need clear instructions and checking for understanding.</p>	<p><b>EXAM ARRANGEMENTS</b></p> <p>PC 25% extra time.</p>
<p><b>POSSIBLE STRATEGIES</b></p> <ul style="list-style-type: none"> <li>May benefit from a Neo/laptop for extended writing tasks.</li> <li>Explicit instructions / explanations</li> <li>Praise and encouragement</li> <li>May need reminding to use good listening skills</li> <li>Visual support</li> <li>Key words/new vocabulary explained.</li> <li>Pair with another more able peer.</li> <li>Simple instructions.</li> <li>Scaffold writing tasks.</li> <li>Chunk work.</li> <li>Check for understanding.</li> </ul>	

We believe in transparent working and see it as highly important to have a positive home school rapport demonstrating frequent and regular communication. Therefore, students with a special educational need or disability will be placed on our SEND register. This information will be communicated with the parent/carer to ensure the official registration and will be reviewed on a termly basis. A pupil passport will then be created including all stakeholders within the process to create

an accurate and working document to inform all staff of strengths, areas for improvement and suggested strategies. Any recommendation to change or adapt this provision will be made in consultation with both parent/carer and student. We display these same principles to our Annual Review process.

As a school our SEND support is provided following a graduated approach. Therefore, subject teachers ensure that the student receives relevant support and that personalised teaching and



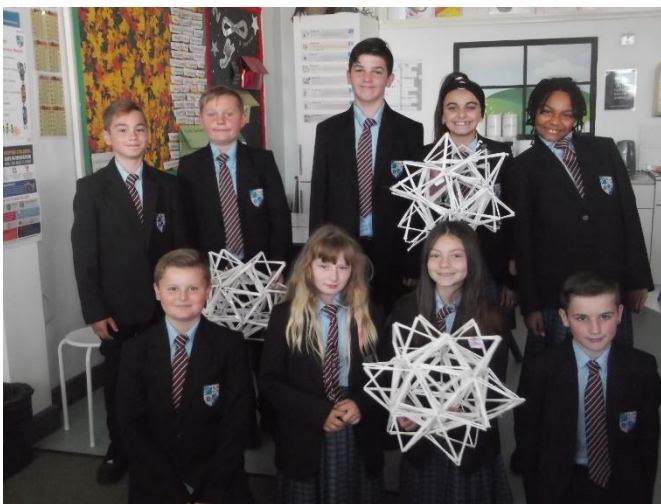


learning strategies are implemented. All work within class is planned at an appropriate level so that all students are able to access according to their specific needs. For example, within a lesson, there could be two or three different levels of work set for the class and on occasions this can be individually differentiated.

**“Gateway is a nice place for your first year, in Gateway I feel safe, when I first joined Warblington I was scared of everything and now I am confident”**

**“Gateway is a good and fun class. The reason I like Gateway is because it is good to make friends and to get a push in your learning. There are lots of fun activities, gateway has helped me allot with my learning. Gateway has made me a better person because it has shown me how to make friends in a fun way”**

At Warblington School we recognise that some students need additional support transferring into the secondary environment. Following the principles of the nurture group ethos, we established the Gateway Room in September 2013 to help meet the learning, social and emotional needs of a small number of Year 7 students to help remove their barriers to learning. Students are identified through the liaison between SENCO and Head of Year with our primary schools prior to transition. The Gateway Room is an intervention that encourages students to build their emotional resilience and social skills, together with the aim of raising their attainment in Maths, English and Science.



To continue on our journey, we have just re-branded our department to the ‘Student Hub’ voted for by our students, staff and governors. This launches our new initiative ‘Hub Mentoring’ for September 2020 where our Student Hub team will be a mixed age group of 8-10 students who they will meet weekly. The idea is to provide further support and guidance with the view to empower our students to continue to develop into independent and resilient learners whilst becoming the best that they can be.

### **EMTAS (Ethnic Minority and Traveller Advisory Service)**

Making lessons accessible to EAL (English as an Additional Language) students is an area that we take pride in. We work closely with EMTAS to assess students using the BELL Educational Trust Model, which uses a range of teacher assessments on speaking, listening, reading and writing to develop support packages for both students and staff to encourage and develop fluency and competence in their use of English, and thereby enhance their learning experiences. Alongside this, we are able to access support with students’ cultural wellbeing in school.

### **Exams Concessions**

We are dedicated to ensuring that all students have equal opportunities in their exams, through our screening and testing programme that allows students to receive support and assistance in exams where skills they are not being tested on would otherwise hinder their efforts to perform in exams. Students are first considered in year 9, through teacher consultation, data collection analysis and student and parent/guardian consultation. Once permission has been received these students are



then tested in year 10, for any needs that might require some adjustments or concessions to be made in exams, due to the strategic and environmental changes that form part of exams, as well as the added element of stress which can further exacerbate existing learning and emotional needs. Early testing allows us time for students to practice and modify their concessions in mock exams to best suit their needs, as this is often different for them in comparison to their usual class assessments, enabling them to become comfortable with the adjustments put in place. Parents and guardians are welcome to raise queries for concessions and are consulted at every stage of the process so that they are aware of the support the student is receiving. We use JCQ guidelines and their concessions portal to help us ensure we get the best support for our students. Last year we tested a total of 21 students for exam concessions and awarded adjustments to a total of 27 students for 20-21 exams. This is fantastic news for these students, who would otherwise be at a substantial disadvantage.



# Teaching and Learning – ‘Excellence is the expectation’

**Mrs E Richards**

**Assistant Headteacher**

## Objectives and rationale

<b>THE WARBLINGTON SCHOOL</b> <i>Legends of a past lesson</i>	
<b>Do now!</b>	
<b>G</b> reet at the door	<ul style="list-style-type: none"> <li>Greet at the door to get the lesson off to a positive start.</li> <li>Establish routines so that the class can self-start while teacher greets at the door.</li> </ul>
<b>R</b> ecap previous learning	<ul style="list-style-type: none"> <li>Recap previous learning through an effective 'Do now', starter or questioning.</li> </ul>
<b>O</b> bjectives are clear and achievable	<ul style="list-style-type: none"> <li>Devise clear differentiated learning objectives where appropriate.</li> <li>Ensure objectives are measurable and achievable.</li> </ul>
<b>W</b> ell-engaged students	<ul style="list-style-type: none"> <li>Create an appropriate seating plan.</li> <li>Use differentiation to make tasks both accessible and challenging. Modelling of task.</li> <li>Plan a range of engaging activities, which allow students to work independently as well as collaboratively.</li> <li>Ensure lesson is well paced. <b>'I DO'</b></li> </ul>
<b>T</b> est understanding of knowledge	<ul style="list-style-type: none"> <li>Incorporate mini plenaries/ alternative AFL strategies throughout the lesson to check understanding/assess.</li> <li>Plan an effective plenary for the end of the lesson to check progress. (Use rewards) <b>'THEY DO'</b></li> </ul>
<b>H</b> ow learning links to future lessons	<ul style="list-style-type: none"> <li>Make links to future lessons so students understand the 'bigger picture' of their learning.</li> </ul>

At Warblington School, teaching and learning of the highest quality is our focus. We ensure standards in teaching and learning provide our students with the high standard of education they deserve.

In 2019, with the help of the Teaching and Learning team, the GROWTH initiative was developed and shared with staff. The aim was to improve consistency in routines and structures as well as ensure teaching was of the highest quality. The expectation was that all lessons would contain the key ingredients of a good or better lesson. These ingredients formed the backbone of the school Professional Development programme to drive teaching and learning forwards whilst creating greater consistency in teaching across the school.

**“Teachers spoke highly of the GROWTH planning model and all agreed that this increased consistency across the school in terms of teaching and learning.”**  
*Hampshire Inspectorate and Advisory Service, January 2020*

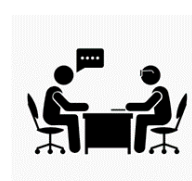
## Background and context

Prior to the introduction of the GROWTH strategy, there were pockets of excellent teaching across the school however there were also inconsistencies in classroom practice. The intention of the strategy was to create greater consistency in routines whilst also ensuring that the key features of best teaching and learning practice were present in every classroom.

Staff greet students at the door of the classroom and lessons begin with a ‘Do Now’ task, enabling students to settle quickly into their learning. Staff share the objectives for the lesson and are encouraged to live model, showing students ‘what good looks like’. This leads to students completing a variety of tasks enabling them to obtain the necessary skills required. Learning is then consolidated in a detailed plenary and next steps are shared with the students.

The creation of a bespoke planner incorporating GROWTH, and a lesson observation document outlining these features, enabled staff to engage in dialogue about best practice as well as plan for good and outstanding progress.

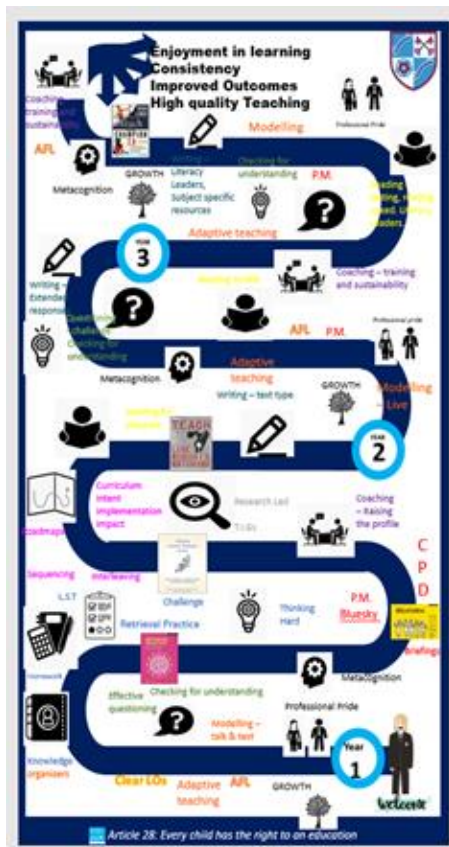
Research highlights that teachers are the most effective factor in improving student outcomes, and that an effective teacher can add up to an extra year’s worth of learning. (William 2009) Therefore, it was imperative to address this across the school.





## Impact and outcomes

CPD time provided the opportunity for SLT and the Teaching and Learning team, to share their expectations with staff signifying the importance being placed on improving the standards of teaching across the school. Staff were talked through each section of GROWTH and provided with ideas to use in their classrooms. Aspects of the strategy were continuously revisited throughout the academic year and best practice shared. Staff have embraced the strategy and its impact is evident. This focus on clear routines and all lessons containing the key ingredients, has not just resulted in a greater number of lessons judged good or better, but also informed better planning for good and outstanding progress. Students are engaged in lessons and outcomes are improving.



In order to support staff failing to meet teaching expectations, a coaching programme was devised. Excellent teachers support staff with aspects of GROWTH that they are finding particularly difficult to master, with the aim to improve the quality of teaching. The programme is delivered through a variety of methods from team teaching, target setting, drop ins and collaborative planning in the attempt to aid improvements. The focus is to improve practice in a supportive, non-judgemental way. The impact of the programme has been evident. Three staff have, through support, graduated from the programme feeling much more confident and competent with their teaching. A further two coaches have also been trained and inducted on to the Teaching and Learning team.

Investment in staff is of the upmost importance to us at Warblington School. We understand the significance of supporting staff that need it but also the importance of offering opportunities to staff that are excellent teachers and looking to progress in their careers. We encourage all staff to embrace research and use it to improve their teaching, setting aside CPD time for TIG (Teacher Improvement Groups) where staff can research initiatives/pedagogy that will enhance

their own teaching. Staff can also attend PiXL (Partners in excellence) and county conferences on their subject specialisms. Staff members are also encouraged to complete National Professional Qualifications (NPQs) at both senior and middle-leader level. The majority of middle-leaders at Warblington have now successfully completed a nationally recognised qualification in middle leadership.

## Reflections and next steps

Teaching and Learning continues to improve and our focus to ensure all learning experiences for our students are of the highest quality, still remains a priority. Parts of the GROWTH strategy are now embedded into everyday practice at Warblington School; however, there are still areas that need our attention. Our focus moving forward is on incorporating retrieval practice into our lessons; ensuring students are able to recall knowledge. This will take the form of Low Stakes Testing and with Knowledge Organisers. These will be incorporated into our homework policy. Assessment for Learning and sharing of effective strategies to check for understanding will also be an area of focus.

**“Thank you to all of the staff at the school who are continuing to keep the school running and educating the children as best as possible during these strange times.”**  
*Parent Quote, May 2020*





## Extra Curricular

**Mr G Chaplin & Mrs R Griffin**

**Head of Boys PE / Head of Girls PE**

### Sport

Here at Warblington School we believe strongly in the value of extra-curricular activities. Research has shown that young people who participate in the recommended 60 minutes of activity daily not only accrue health benefits but can also see improved academic performance (US Department of Health, 2010). We offer a broad range of extra-curricular activities in PE which include the following: Rugby, football, hockey, badminton, handball, netball, basketball, ultimate frisbee, cricket, tennis, rounders and athletics. All year groups are welcome to attend clubs and regularly compete in local area fixtures as well as some national tournaments.



In addition to the clubs on offer, the department organise a variety of sporting trips. The women's FA cup final at Wembley is a regular fixture in the calendar, as are trips to watch National League Ice Hockey,

National League Basketball and Super League Netball. There are also a variety of trips which we hope to begin soon, such as T20 Cricket at Hampshire's Ageas Bowl which unfortunately was postponed this year. We also hope to include the opportunities to take students to iconic sporting events such as 6 Nations rugby and Wimbledon for tennis in the next year.



Finally, the department continues to run an annual residential to the Isle of Wight. Students are able to visit 'Little Canada', which is an extremely popular activity centre. It is a great experience which allows our students to take part in activities from quad biking to canoeing and benefit from the whole residential experience. This trip is for Key Stage 3 students and undoubtedly develops the characters and skills of our students.

### Sports Awards

Warblington School PE department host an annual Sports Awards ceremony to celebrate the commitment and achievement of our students. This event is one of the largest in the school calendar attracting almost 400 attendees each year, which include students, staff and family members. The evening provides a great opportunity for parents and carers to be involved within the school environment to share their children's success. This celebration provides an opportunity to present positive role models to the students to inspire and motivate them for the future. Examples of professional athletes who have been in attendance include Portsmouth FC player Jack Whatmough, football freestyler Sean Barnes and 5 members from Havant and Waterlooville FC. Wes Fogden, Havant and Waterlooville player delivered an excellent inspirational speech detailing how he overcome obstacles in his life and the importance of education alongside his football career. Manager Paul Doswell donated 600 Havant and Waterlooville season tickets to Warblington School, providing a great link with our local community. The awards evening creates a wonderful atmosphere of joy and



pride, where almost 30 awards are presented such as Sportsman of the year, Sportswoman of the year and Outstanding contribution to sport.

### Sports Week

Another key event in the sporting calendar is Sports Week. This is a national initiative, which we have embedded at Warblington School aiming to raise the profile of physical activity and sport. Throughout the week, students will have the opportunity to participate in a range of activities both during the school day and within our extra-curricular programme. Pupils were enthusiastic to beat their teachers within a penalty shoot-out at break time and danced throughout the day to 'Just Dance', which was an amazing spectacle. Through links with the local community, we have provided our students with specialist coaches from a range of sports, which include Surrey Storm Netball, The Avenue Tennis Club, Portsmouth Football Club, Havant and Waterlooville Football Club and Hampshire FA Disability Football. To conclude the week every pupil had the opportunity to come off timetable to experience a range of activities and sporting equipment, which they may not be able to access within the curriculum. Every student at Warblington School embraced the opportunities throughout the week and it is another strategy introduced by the PE department to embed healthy habits for lifelong participation.

### Sports Council

The Sports Council was introduced at Warblington School to provide pupils with the opportunity to work collaboratively with the PE department. Members of the sports council have had a positive impact by providing a student's insight into their PE curriculum and extra-curricular activities. As a result, amendments have been made to maximise student engagement and provide a broader range of opportunities for students to experience. These students are rewarded and recognised for their contribution and this scheme allows students to take on a role to further their personal development.

### Performing Arts



We produce a school production every year in December. Productions take place on the Warblington School stage and previous performances have included Grease, Wizard of Oz, Peter Pan and Cinderella. Each production is a full musical show with students working in all three disciplines of Drama, Dance & Music. Students from Gateway also work closely with Drama to produce the set and work alongside Key Stage 4 Art GCSE students. There are also activities that run alongside the productions in English to produce a

full theatrical program and in Food Tech to produce refreshments for the performance dates. We also work closely with Chichester College theatrical hair and make-up course, who come and work with our students and support the theatrical make-up, wigs and special effects during the performances.



Generally, rehearsals are held once a week in either Drama, Dance or Music and this increases as we move closer to the first performance. Students from all year groups are encouraged to participate in the performance in any way possible. This has a proven success rate of breaking down barriers



between year groups and encouraging an eclectic mix of students to engage socially during rehearsals and beyond.

### Dungeons and Dragons Club

This academic year has also witnessed the introduction of a Dungeons and Dragons club. Staff were inspired to set it up after collectively discussing how to support a particular student who struggled with communication and was a bit isolated, but had expressed a love of Dungeons and Dragons. One quick advert later and there were a group, boys and girls, who wanted to take part.

The game runs every Friday from 3-4pm with, on average, 7 players a week. The benefit of the game, aside from just having fun, is to aid communication and to develop creativity. Benefits have already been seen in work produced by the students involved, one student using the inspiration to create a superb piece of writing for his PPE in English in addition to writing a story for pleasure based on his character. Other students have also used their D&D setting as the basis for creative writing in lessons.

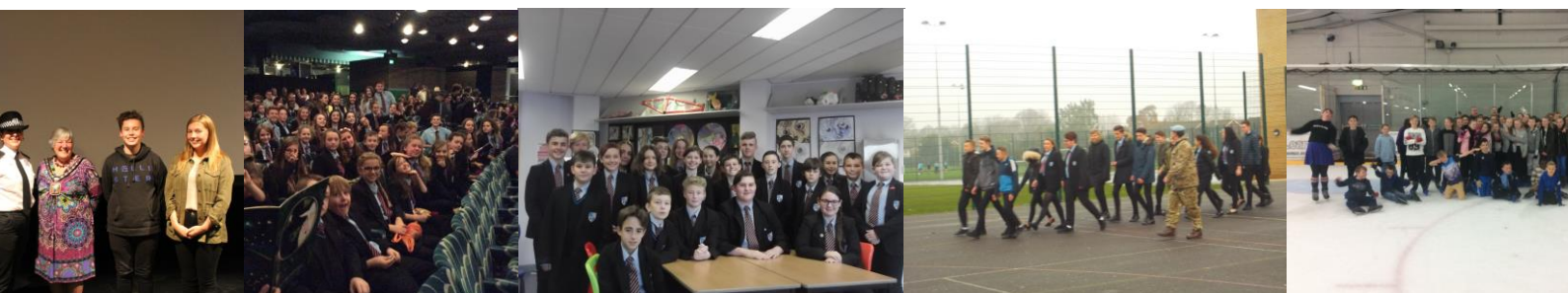
### Digital leader scheme

The digital leader initiative has been running with great success since January 2019. Students are invited to apply for a position in the Spring Term when students are in year 7 and an interview is undertaken alongside other Digital Leaders and the Lead Teacher of Computing. Successful students will then receive a badge, which students proudly display on their blazers in order to show their responsibility to the school community.

Digital Leaders meet every week and each session takes a different form depending on the focus. Some of the duties that the Digital Leaders complete include:

- Promoting E-Safety within the School Community and feeder schools
- Monitoring Computer equipment within the department and replacing any equipment where necessary
- Improving the learning environment (Displays)
- Trialling new technologies and schemes of work
- Promoting the department through open evenings
- Supporting other members of staff when they encounter IT related issues
- Preparing the classrooms before the day starts (Turning on the Computers)
- Extending and developing their own subject knowledge

Through these duties, the Digital Leaders have had the opportunity to develop key life skills such as organisation, resilience, problem solving, communication and teamwork. All of which are essential in the wider world.





## Science, Technology, Engineering & Maths – STEM

**Mr J Clinton**

**STEM Co-ordinator**

**Science, Technology, Engineering and Maths (STEM)** has been taught as a timetabled lesson at Warblington School since September 2019. All year 7 students will take part in two separate, eight-week long modules during normal lesson time. Here we approach our studies in a cross-curricular way and give our students an insight into the exciting careers on offer to them. We combine Science, Maths and Technology to come up with innovative answers to challenging problems. Each lesson has a practical challenge, which requires our students to think outside of the box in order to come up with a solution.

The first module introduces the idea of STEM as a cross-curricular way of finding solutions to the world’s problems. We look at cutting edge materials and how they can be used to make our vehicles and buildings more efficient by developing different composite materials and testing them to destruction. Students evaluate these materials and asses which material works best in a given situation.

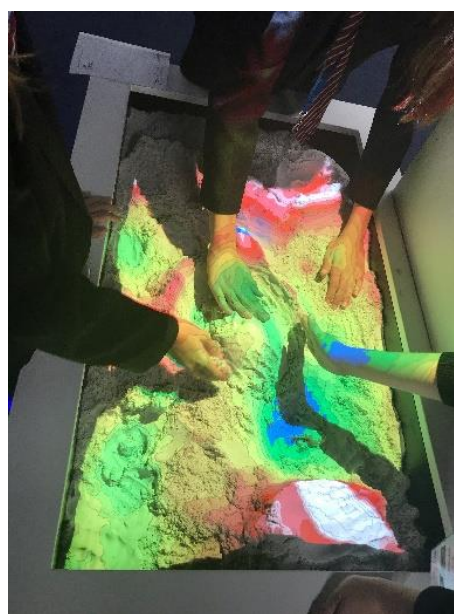


The second module considers the local area and how STEM can be used to make our lives more comfortable, whilst having as little impact on our local environment as possible. They investigate how to assemble materials for maximum strength, and how buildings can be assembled quickly so that we can meet the ever increasing demand for new houses. We look at solutions to the energy crisis and work to develop efficient renewable energy solutions, by investigating the most efficient blade shapes and patterns in wind turbines and how to generate the maximum amount of electricity by changing the types of metal used in an electrical cell.

**“I had a brilliant day! Ben Ainslie’s boat is amazing and I loved the using the VR headset to control his boat.”**

*Year 8 Student*

Outside of the classroom, we offer many exciting opportunities for our students to experience cutting edge technology, at Ineos Team UK, they experience how carbon fibre and Nomex honeycomb are used to construct ultralight racing yachts. They get a taste of the vast array of careers on offer to them both locally and further







afield by attending events including, The Big Bang Fair, BAE Systems Apprenticeship Roadshow, Women in Engineering events and the National Maritime Roadshow.



We aim to get all year 7 students to visit local technology companies, particularly impressive is the opportunity offered to them by, 'The STEM Crew' at Ineos Team UK, here they get to learn about the materials used to make the latest Americas Cup yachts. They get to explore the 'Tech Deck' and work with wind tunnels and 3D printers.



They get to meet inspiring professionals and try the latest technologies. We enter engineering competitions, like the Lockheed Martin Merlin Challenge and visit Southampton University for their S.T.E.M. open day, the Christmas lecture and their LifeLab at Southampton General Hospital.



## Careers

**Mr R Gellett & Mrs L Fletcher**

**Warblington Careers Team**

At Warblington School real importance is placed on Career Information Advice and Guidance (CIAG). This is not because the Government has placed increased importance on the delivery of CIAG via the Guidance of 2019 BUT also because the school knows that by delivering quality CIAG, students can be motivated, and their levels of engagement and achievement are also raised. In March 2019 Warblington appointed two Career Leaders to oversee the delivery of CIAG. The school's CIAG programme is constantly reviewed and amended. A team of teachers now deliver the CIAG programme and in the academic year 2019-20, thirteen staff delivered the programme. Every student receives seven career lessons of one hour. The Career Leaders write and provide the resources for the lessons, which staff who deliver the lessons are encouraged to evaluate.



The CIAG lessons are supplemented by:

- Career assemblies
- CIAG trips to career fairs
- College/Training providers visits
- University trips
- Mock interview days
- Meet the employer events
- Work Experience



In addition, every student has at least one career interview with a level 6 trained adviser. This is with Hampshire Futures. One of the Career Leaders at the school is a level 6 trained Career Adviser as well and also interviews and advises students on post-16 options and career pathways. Both of the Career Leaders are also mentors to year 11 students. The school delivers a 'personalised' career service to all of its students.

We are currently auditing the CIAG delivery in the wider curriculum and once this is completed, we will work with curriculum areas to develop and support any opportunities for CIAG.

Good, effective CIAG also depends on good partnership working. We have partnerships with; Hampshire Futures; the Education Business Partnership; Southern University Network; the Local Enterprise Network; local employers and numerous local colleges and training providers. We are always seeking opportunities to work with any partner who can support our career programme and students.

**“Pupils were unanimous in their positive praise of how the school prepares them to reach their goals and career aspirations. On the day of the visit career interviews were taking place, with 100% of the year group involved.”**

*Hampshire Inspectorate and Advisory Service, January 2020*



## Targets by which we measure success

We want our Careers programme to:

- Support the school in achieving its mission statement
- To engage and motivate students
- Have no NEETS
- To have quality CIAG
- Open door for all
- To overcome barriers for support &
- To meet the Gatsby Benchmark for the delivery of CIAG and to achieve the Quality in Careers Award.



**THE SCHOOL VISION FOR CAREERS**

**KEY STAGES 3 AND 4**

At Warblington, high quality, impartial careers guidance will help pupils to make informed choices about which career path best supports their interests, needs and aspirations. They will be prepared for the next stage of their education, employment, self-employment or training.

The careers programme will offer a framework for pupils to deliver quality careers guidance in their pupils. The benchmarks below are fully implemented into our school.

1. All pupils will receive a careers lesson in each year group.
2. All pupils will receive a careers lesson in each year group.
3. All pupils will receive a careers lesson in each year group.
4. All pupils will receive a careers lesson in each year group.
5. All pupils will receive a careers lesson in each year group.
6. All pupils will receive a careers lesson in each year group.
7. All pupils will receive a careers lesson in each year group.
8. All pupils will receive a careers lesson in each year group.

**Top 11 Employability skills**  
(These are all covered in the careers lessons)

Communication (GB1)	An interest in the job you offer	Good with people
Pleasant, Confident Personality	Experiences of work (GB5/6)	Self motivation
Team worker	Keen to learn	Reliable & punctual
Computer skills (GB 4)	Personal presentation	Number skills (GB 4)

Careers Drop-in sessions open to all students on Wednesday and Thursday lunchtimes in the careers office (next to the library)

WORK EXPERIENCE HELP INFORMATION

COLLEGE APPLICATIONS ADVICE

### WARBLINGTON SCHOOL CAREERS ADVICE AND GUIDANCE STRATEGY

	YEAR 7 The world of work	YEAR 8 Commence the journey - who am I	YEAR 9 Building aspirations and exploring career opportunities	YEAR 10 Identifying choices and qualifications. Self presentation and what employers want	YEAR 11 Seeking help and making plans and applications
<b>WEEK 1</b>	What is work? (GB 2)	Fast Tomato (GB 2)	Employability Skills H & S	Work Experience Prep (GB 6)	Where to get information? (GB 2)
<b>WEEK 2</b>	The Future of Work (GB2)	Who am I? - Self-Awareness (3)	Employability Skills Stereotypes	Work Experience Prep (GB 6)	Encounters with HE / FE (GB 7)
<b>WEEK 3</b>	Encounters with employers (GB 5/6)	Employability Skills - Career Passport	Meet the Employer (GB 5)	Career Pilot (GB 2) & other software	Training Providers (GB 7)
<b>WEEK 4</b>	Employability Skills - Enterprise 1	Employability Skills - Career Passport	Career Pilot (GB 2)	Interview Prep (GB 5)	Employability Skills CV & Interviews
<b>WEEK 5</b>	Employability Skills	Encounters with employers (GB 5/6)	Encounters with HE / FE (GB 7)	Interview & CV writing (GB 5)	Employability Skills/HE & Finance
<b>WEEK 6</b>	Encounters with HE / FE (GB 7)	Encounters with employers (GB 5/6)	Work Experience Prep (GB 6)	Encounters with HE / FE (GB 7)	Revision Session 1 & What Next
<b>WEEK 7</b>	LMI (GB 2)	Encounters with HE / FE (GB 7)	Work Experience Prep (GB 6)	Encounters with HE / FE (GB 7)	Revision Session 2
<b>OTHER</b>		Get Inspired event	Meet the employer event Federation Careers Fair at South Downs College Careers interview by request.	Year 10 Taster Day at HSDC Mock interview day WEX - 10 <sup>th</sup> - 21 <sup>st</sup> May 2021 Careers interview by request.	All Y11 pupils to receive an 1:1 IAG interview by a Hampshire futures advisor during Y11. Disadvantaged pupils and 'High Risk' pupils will be priorities from September. (Level 6 qualified advisor) Local colleges to deliver assemblies to all year 11 students regarding applications.

**A THREE YEAR CAREERS PROGRAMME**

1. A clear and accessible online platform for delivering careers information
2. Encouragement to participate in learning for life
3. Accessible to all pupils, staff and parents

**CONTINUING THE QUALITY OF CAREERS GUIDANCE**

1. Encourage and support students to explore their interests
2. Encourage and support students to explore their interests
3. Encourage and support students to explore their interests

**ADAPTATION OF THE WEEKS OF EACH YEAR**

1. Encourage and support students to explore their interests
2. Encourage and support students to explore their interests
3. Encourage and support students to explore their interests

**LINKED COURSES AND LEARNING TO COURSES**

1. Encourage and support students to explore their interests
2. Encourage and support students to explore their interests
3. Encourage and support students to explore their interests

**ENCOURAGING PUPILS TO PARTICIPATE AND BE INVOLVED**

1. Encourage and support students to explore their interests
2. Encourage and support students to explore their interests
3. Encourage and support students to explore their interests

**ADAPTATION OF WORKSHOPS**

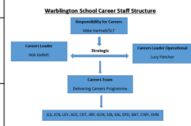
1. Encourage and support students to explore their interests
2. Encourage and support students to explore their interests
3. Encourage and support students to explore their interests

**ADAPTATION WITH PARTNERS AND LOCAL ORGANISATION**

1. Encourage and support students to explore their interests
2. Encourage and support students to explore their interests
3. Encourage and support students to explore their interests

**PERSONAL GUIDANCE**

1. Encourage and support students to explore their interests
2. Encourage and support students to explore their interests
3. Encourage and support students to explore their interests



**Career Partner Organisations**

- Hampshire Futures
- SUN (Southern University Network)
- EBP (Education Business Partnership)
- Southampton University
- HSDC
- Chichester College
- Fairfield College
- Steve Willis
- PETA
- UTC
- NCS (National Citizen Service)

Warblington School welcomes the opportunity from other organisations who can help and support our school's career programme. Please get in touch!



## Raising Attainment in Year 11

**Dr F Lansley**

**Assistant Headteacher**

*Vision: For all Year 11 students to have access to meaningful, targeted mentoring, which allowed them to be best prepared for their GCSE's*

1. To use meaningful data and expert teacher knowledge to carefully group students according to mentoring need
2. To ensure that staff can regularly meet with mentees and continue to track their progress
3. Targeted interventions to meet the specific needs of the mentor groups

At the start of the year, student Pre-Public Exams (PPE) data was used to generate a Horsforth quadrant – a tracking tool to measure effort and attainment - enabling a full and frank discussion of the type of support students across the year group might need.

Specific groups were identified to work with closely matched members of staff. For example, an Assistant Head Teacher (AHT) with a PE specialism worked with a group of competitive, sport-loving boys, with the aim of making competition within the group the driver behind engaging them in more revision. The AHT (SEND/CO) worked with a small group of students demonstrating early anxiety with regards to forthcoming exams. The targeted nature of the groupings enabled very different working methods to be employed by the mentors, responsive to the needs of the group in front of them.

Timetabled sessions were then identified within tutor periods. By extracting specific students from each tutor group to work with different members of staff, the tutor then also became part of the mentoring process by working with the small group of students left in their group. Those students 'left' were all by design as those students had a good working relationship with the tutor, but not necessarily presenting with specific needs at that point in time.

All groups were tracked regularly throughout the year, both within and between mentoring groups but also as a whole year group by re-producing the Horsforth quadrant after the December PPE's to see if any of the students had moved between groups. We were specifically looking for movement from one group in particular, that being the Low effort, Low Progress group, out into the other groups whilst also monitoring that no new students had moved 'down' into that group.

Tracking consisted of aspects such as attendance overall, attendance at Period 6 revision sessions, half termly Attitude to Learning (ATL) and projected Progress score used to track between groups, plus Horsforth quadrant changes after PPE exams and final teacher predicted grade in March.



**"I just want every staff member to know I am grateful for their help and thank you to you all. I am gutted I have now left as I miss it already."**

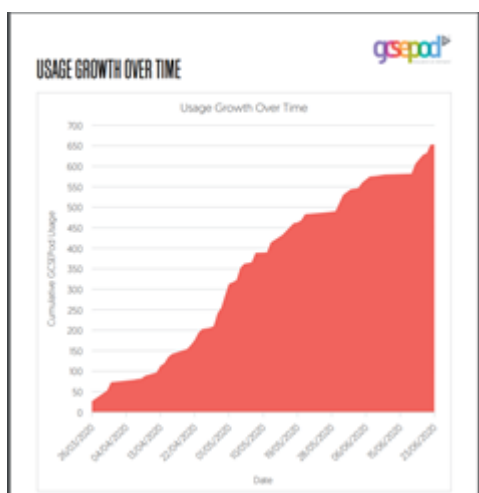
*Ex-year 11, April 2020*





## Impact

The year group final Progress 8 prediction was -0.25 before going into lockdown, a significant improvement upon previous year groups. Engagement in the online revision platform, GCSEPod, also showed sustained growth, both within the year and compared to previous cohorts. Moving forward, data from Y10 PPE's set during the lockdown period will be used to set the process up before the start of the new term in September 2020 so that the groups are already allocated and timetabled. Period 6 sessions will be starting in September as opposed to after Christmas in previous years, with subjects prioritising groups of students as part of the recovery curriculum initially. Mentoring groups will be tracked, monitored and can be altered as the year goes on in order to respond to needs as they arise.



**“During this visit all staff were clear that previous pupils’ outcomes at Key Stage 4 (KS4) were not good enough. No staff made an excuse for their poor performance and all were united in improving outcomes. The tracking of the Basics at 5+ is now very robust. The Year 11 strategy consists of many work streams including mentoring groups, GCSE POD, fixed agendas for line management meetings; and leaders have evidence of increased involvement, increased engagement by year 11 and are expecting much better results in 2020.”**

*Hampshire Inspectorate and Advisory Service, January 2020*



## Inclusion & Safeguarding Update

**Mrs J Stairs**

**Senior Safeguarding Administrator**

At Warblington, we firmly hold fast that excellence is our expectation. With this in mind we are proud of the excellent provision we have in place to support our students and their families. We have robust systems in place to safeguard our young people and our whole school community (adults and children) is regularly reminded of their role within safeguarding via our assemblies, our tutor sessions, our enrichment curriculum and from our daily practice.

We have a strong Inclusion Team, which consists of our five year leaders, the five tutors within each year group and a team of support staff who provide excellent outreach and support both within school and working with providers both in our local community and outside. We are proud to have been selected to be a core school working with the new strategy in which schools are supporting the training of Education Mental Health Practitioners (EMHP). This is an exciting project to be part of and we know it will further support the mental health of our school community.

Our young people start each day with a tutor session, which enables a daily check on their wellbeing and enables us to monitor any changes in their welfare. We use ClassCharts for the majority of our monitoring for well-being as well as academic and behaviour monitoring and intervention. We are active in our use of the safeguarding aspect of Classcharts to ensure that all small pieces of information are recorded to help us be proactive in keeping children informed about their safety and bringing in expert support from external agencies when necessary. We are very proud that our last Ofsted report reported that *“The arrangements for safeguarding are effective. All members of staff, from caterers to middle leaders or office staff to teachers know they are equally responsible for pupils’ well-being and safety.”* (May 2018).

**“The support staff and teaching staff spoken to during the visit were very clear that they would report any concerns about a child or a colleague and spoke confidently how they would do so. There is a real sense of it could happen here and that children come first.”**  
*Hampshire Safeguarding Inspectorate, Sept 2019*

Since then we have been lucky to have been chosen by Hampshire to have a safeguarding audit in February and November 2019, which again signed off our safeguarding procedures.

**“Since lockdown, Matron has been a pillar of support to both myself and my daughter. I feel she goes above and beyond her job role and genuinely cares for the students and their families. So again a massive thank you.”**  
*Email from a parent, June 2020*

Student voice regularly reinforces our views that we provide a safe environment for students and that the young people in the school are supported to keep themselves safe. Our Inclusion team meet students’ regularly, both in planned meetings



and adhoc meetings when student need is paramount.

We have six staff as who are trained as designated safeguarding leads (DSL's) three of whom are two Assistant Headteachers and the Headteacher, with a lead within the support staff as well. This means there should always be someone on site to support any safeguarding decisions that may need to be made. We have systems in place to monitor internet and key board use with all of IT equipment in school so that we receive alerts if students are searching for inappropriate sites or typing up worrying things on their keyboards. These systems have helped us to support the students and help them to

**“I just wanted to say well done for doing what you and the staff have done this morning and throughout for *this student*. It is always heartening to know that there are caring people out there leading and working in schools.”**  
*Inclusion Officer, Hampshire Inclusion Team, Feb 2020*

understand many different aspects of internet safety during day-to-day experience as well as through our classroom based teaching sessions.

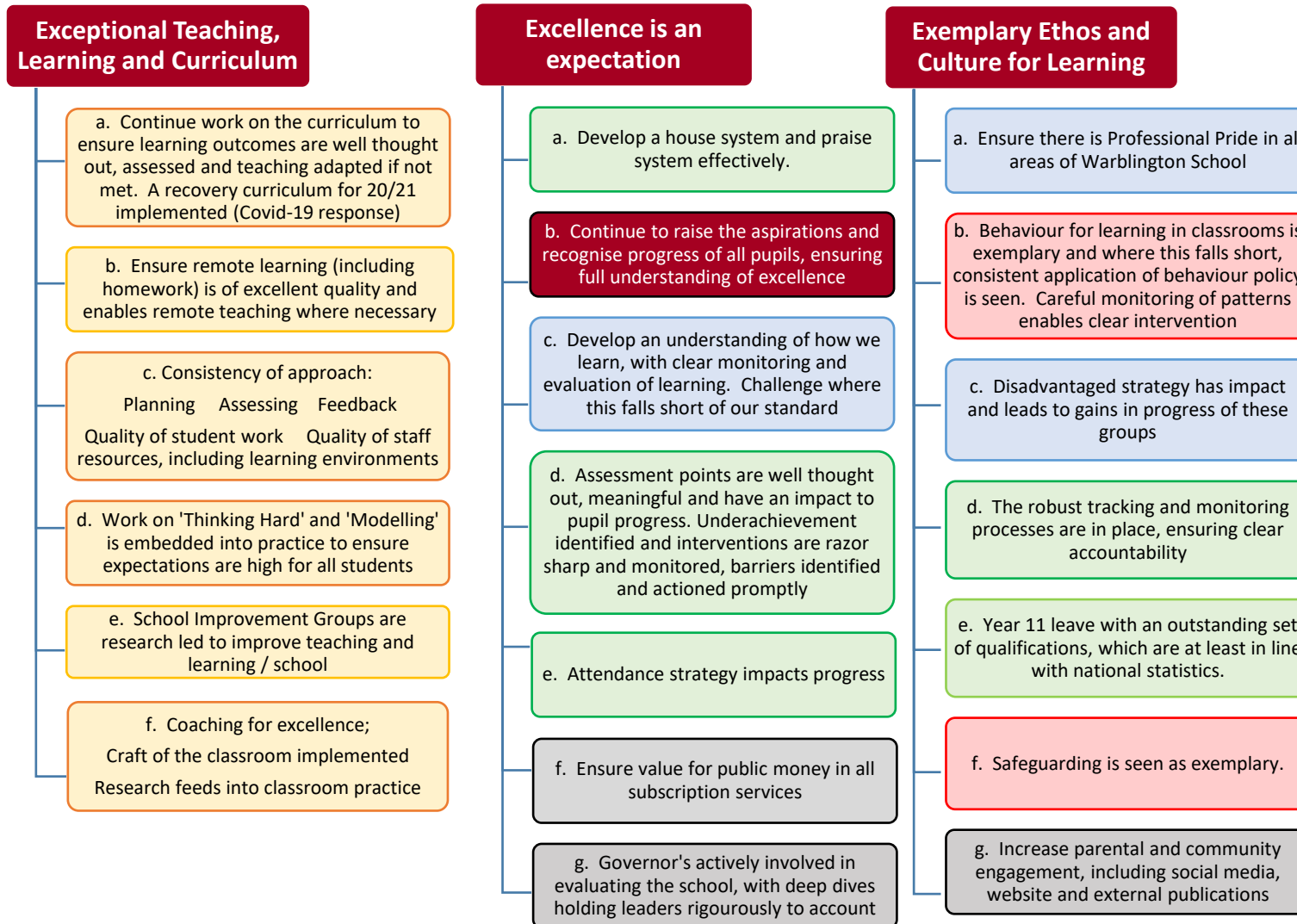
During the lockdown we were quickly able to identify students whom we felt would need support using our current monitoring systems and between our Inclusion Team we have been able to support our young people with weekly phone calls home and home visits when necessary to ensure that they feel as safe and supported as possible. We improved our inclusion system with an email address for each year group so that students could easily contact their Year Leader and we set up a specific safeguarding email so that any student or parent could let us know of any worries they may have had during the lockdown period.

**“We really appreciate all the effort and hard work that goes into organising learning packs and ensuring students are safe and well so thank you from the bottom of our hearts.”**  
*Parent Quote, April 2020*



# School Improvement Priorities 2020/21

Detailed below are the School Improvement Priorities for 2020/21. This will give you some indication of the key areas the school will be working on throughout the academic year.







## GLOSSARY OF EDUCATIONAL TERMS

<b>A</b>	<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
	<b>AHT</b>	Assistant Headteacher
	<b>ARE</b>	Age Related Expectations
	<b>AQA</b>	Assessment and Qualifications Alliance – an awarding body
	<b>ASD</b>	Autistic Spectrum Disorder
	<b>ATL</b>	Attitude to Learning
<b>B</b>	<b>BME</b>	Black and Minority Ethnic
	<b>BST</b>	Behaviour Support Team
	<b>BTEC</b>	Business and Technician Education Council – offering vocational qualifications for access to specific careers or higher education
<b>C</b>	<b>CATs</b>	Cognitive Ability Tests
	<b>CIAG</b>	Career Information and Guidance
	<b>CiC</b>	Children in Care, sometimes referred to as LAC (Looked After Children, or CLA (Children Looked After)
	<b>ClassCharts</b>	An online system which teachers use to track achievement and behaviour throughout the school day
	<b>Cohort</b>	A group of students working together through the same academic curriculum
	<b>CPD</b>	Continuing Professional Development
	<b>CYPP</b>	Children and Young People’s Plan
<b>D</b>	<b>DBS</b>	Disclosure and Barring Service
	<b>Differentiated</b>	Lessons that are designed to meet individual student needs
	<b>DfE</b>	Department for Education
	<b>DIPHE</b>	Diploma of Higher Education
	<b>DSL</b>	Designated Safeguarding Lead
<b>E</b>	<b>EAL</b>	English as an Additional Language
	<b>EBacc</b>	English Baccalaureate
	<b>Edexcel</b>	UK exam board offering a range of qualifications including GCSE.
	<b>EHCP</b>	Education Health and Care Plan



	Ed. Psych	Educational Psychologist (often referred to as EP)
	ELSA	Emotional Literacy Support Assistant
	EMHP	Education Mental Health Practitioner
	EMTAS	Ethnic Minority and Traveller Advisory Service
	EOTAS	Education Other Than at School
	EPS	Education Personnel Services
	EYFS	Early Years Foundation Stage: for children up to the age of 5
<b>F</b>	FEIPS	Framework for Enhanced Individual Pastoral Support
	FGM	Female Genital Mutilation
	FSM	Free School Meals
<b>G</b>	GCSE	General Certificate of Secondary Education
<b>H</b>	HIAS	Hampshire Inspection and Advisory Service (assist with school developments)
	HLTA	Higher Level Teaching Assistant
	HMI	Her Majesty's Inspectorate for Education
	Horsforth Quadrant	Tracking tool to measure effort vs attainment
<b>I</b>	IDSR	Inspection Data Summary Report: Ofsted report available for each school
	INSET	In-Service Education and Training of Teachers
<b>J</b>	JCQ	Joint Council for Qualifications
<b>K</b>	Key Stage	Foundation (Reception/4-5 year olds) - Infant Key Stage 1 (Years 1-2/5-7 year olds) - Infant Key Stage 2 (Years 3-6/7-11 year olds) - Primary Key Stage 3 (Years 7-9/11-14 year olds) - Lower Secondary Key Stage 4/GCSE (Years 10-11) - Upper Secondary
<b>L</b>	LA	Local Authority
	LGBT	Lesbian, Gay, Bi-Sexual, Transgender
	LLP	Leadership and Learning Partner
	LMT	Leadership and Management Team



	LSA	Learning Support Assistant
<b>M</b>	MAT	Multi-academy trust: A group of academies run jointly by one board of directors
	MIS	Management Information System (school data and information)
	MFL	Modern Foreign Languages
	MLD	Moderate Learning Difficulty
<b>N</b>	NC	National Curriculum
	NCTL	National College for Teaching and Leadership
	NEET	Not in Education, Employment or Training
	NOR	Number on Roll: The total number of pupils on the school's register
	NPQ	National Professional Qualification
	NPQH	National Professional Qualification for Headship
	NPQML	National Professional Qualification for Middle Leaders
	NQT	Newly Qualified Teacher
NVQ	National Vocational Qualification	
<b>O</b>	OFSTED	Office for Standards in Education
<b>P</b>	P Levels	Used to assess pupils achievements. (Special schools only)
	PAN	Published Admissions Number
	Pedagogy	The theory and practice of learning
	PIXL	A framework to develop and accredit students with personal attributes essential for employability and life
	PMLD	Profound & Multiple Learning Disabilities
	PPA	Planning, Preparation and Assessment time
	PPE	Pre-Public Exam
	Progress 8	Measurement scale used to determine the progress a pupil makes from the end of primary school to the end of Key Stage 4
	PSED	Personal, Social and Emotional Development
	PSHE	Personal, Social and Health Education
<b>Q</b>	QCA	Qualifications and Curriculum Authority



	QTS	Qualified Teacher Status.
<b>R</b>	RE	Religious Education
<b>S</b>	SATS	Standard Assessment Tasks: Tests to find out if a child's academic ability
	SCR	Single Central Record
	SEF	Self Evaluation Form
	SEMH	Social, Emotional and Mental Health
	SEND	Special Educational Needs and Disability
	SENCO	Special Educational Needs Co-ordinator
	SFVS	School Financial Values Statement
	SIMS	School information Management System (pupil and staff data, registers)
	SIP	School Improvement Plan
	SLD	Severe Learning Difficulties
	SLT	Senior Leadership Team
	SMSC	Spiritual Moral Social and Cultural development
	STEM	Science, Technology, Engineering and Maths
<b>T</b>	TLR	Teaching and Learning Responsibilities
	TIG	Teacher Improvement Groups
<b>U</b>	UCAS	University and Colleges Admission Service
	UPN	Unique Pupil Number
	URN	Unique Reference Number assigned to the school by the DfE
<b>V</b>	Vertical Groups	A group of mixed aged students
	VI	Visual Impairment
<b>W</b>	WBL	Work Based Learning
<b>X</b>		
<b>Y</b>	YOT	Youth Offending Team

