

Warblington  
School

Growing minds, successful futures

# Warblington School

## *Executive Summary Self Evaluation*

October 2020



# Introduction

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.

## Contextual information

- The proportion of pupils on **free school meals** is **28%** (National: 15.4%)
- The proportion of pupils from **ethnic minority** backgrounds is 8.4% (National: 31.3%)
- **5%** pupils have **English as an additional language** (National: 14%)
- The proportion of pupils with **EHCP** is **1.5%** (National: 3.1%)
- **21%** pupils are on the **school SEND register** (national: 14.9%)
- We are part of Hampshire LA, which is the fifth worst per pupil funded LA in the country.

## The Quality of Teaching

- Due to the current climate, the teaching statistics are unavailable for Autumn term 2020.
- The strengths in teaching across the school include:
  - Ready to learn criteria are used with pupils to ensure the standards expected in the lesson are known from the start.
  - SEND provision – pupils identified as SEND have an individual pupil profile highlighting strengths, areas for improvement and strategies to use. Strategies are clearly visible in 85% of classes.
- **Strong teaching** exists in nearly all teams, and is particularly strong in English, History, Performing Arts, PE and D&T. There are known weaknesses in Science and Maths.
- Staff turnover has been low and where positions have become available, we have been able to quickly recruit strong teachers to fill positions.
- **Weaknesses** with staff in Science and Maths have been dealt with swiftly and effectively through capability or the coaching programme. Current weaknesses are being rigorously addressed.
- **Pupils' books are marked** in line with the marking policy, with a 'Q' for question to promote student RSVP response.
- **Performance Management** observations are one full hour and take place for every teacher once per year. Observations are more regular for those who are a concern and are therefore on our coaching programme or capability.
- **Professional development** is recorded using BlueSky education system, where staff are responsible for continually updating their professional learning journey as well as uploading evidence contributing to the success of their targets.



## The Quality of Leadership

- SLT have high visibility – they are all assigned a 'duty day' where they are highly visible for the whole day.
- Leadership at all levels valued and given high quality CPD using the NPQ Qualifications
- A new, more focussed, SLT structure for this academic year including SPOC.
- Fully staffed, with subject experts, with no vacancies
- New vibrant HODs in both Maths and Science subjects

## Behaviour and Safety

- **Attendance** has shown **strong improvement** in the last two years following new initiatives focusing on celebrating positive student attendance, an immediate late procedure and the production of attendance contracts.

	2018-19	2019-2020	2020-2021*
Year 7	95.4	95.3	
Year 8	93.2	93.4	
Year 9	93.2	92.2	
Year 10	93.3	91.3	
Year 11	93.8	91.3	
<b>Total</b>	<b>93.7</b>	<b>90.6 (C-19)</b>	

- There is a **significant reduction** in the number of persistent absentees.

## Improvement priorities from SIP

### STRATEGIC INTENT 1: LEADERSHIP AND MANAGEMENT

Impact Statement: All leaders will be highly ambitious for Warblington School and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement.

### STRATEGIC INTENT 2: EXCEPTIONAL TEACHING AND LEARNING

Impact Statement: The highest quality teaching, never less than typically good with frequently outstanding, underpinned by high quality and targeted professional development

### STRATEGIC INTENT 3: EXCEPTIONAL ETHOS AND CULTURE FOR LEARNING

Impact Statement: The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our A-F expectations and our three simple rules - be safe, be respectful, be responsible.

### STRATEGIC INTENT 4: OUTCOMES FOR PUPILS

Impact Statement: Outstanding and ambitious progress for all our students that compares favourably with national and local averages. No groups fall behind our highest expectations of attainment.

# Key areas for improvement in the last inspection

	Ofsted Point	Action So Far	To Follow
Increase the effectiveness of teaching by:	– teachers making clear to all pupils the high expectations that they have for what pupils should achieve	Behaviour for learning system completely reviewed and new system, developed by all stakeholders, implemented in Sept 2019. CPD in Jan 2019 realigned what high expectations are, and the term 'Excellence is our expectation' developed from this. Do Nows implemented from March 2019 now embedded in all lessons, ensuring lessons across the school get off to a fast start. Record number of grade 7's or better achieved by year 11 in 2019 indicate teaching is reaching those higher levels now. New careers team appointed to focus on future training and employment and to increase links with universities. Ebacc vision realigned, PM has targets based on FFT20.	Thinking Hard strategy was introduced from November 2019, ensuring a focus in all lessons on tasks that make students think and challenge themselves. These were evident prior to lockdown and from September are consistently used in lessons and are referred to in the Do Now's at the beginning of the lesson.
	– following the school's feedback policy when scrutinising pupils' work	Feedback policy re-written and implemented in October 2019. Policy took into account teacher workload and helping students understand how to improve. This is now close to being embedded across the school and the majority of subjects now use and it is clear to see evidence in books.	Continued monitoring, highlighting good practice and challenging those who fall below the standard we expect. Book monitoring now scheduled in as part of MER cycle; marking folder introduced in Sept 2020 to monitor use of policy as part of COVID compliancy.
	– developing pupils' discipline and pride in the presentation of their work.	Work began in 2018/19 on the quality of work in books. This has been followed up with work on 'pride' including student voice on changing the uniform to include an expectation sheet on the inside front cover of exercise books. LLP comment in Jan 2019 indicated improvements have been made in this area.	
Improve pupils' progress, by	– continuing to support sharing of the best teaching practice within and between subjects, to further improve consistency in the quality of teaching	AHT working with teaching and learning team to improve the quality of teaching. Work spent with staff looking at 'what is good' and 'what high expectations' constitutes. SLT joint observations in Summer term 2019 saw 79% of lessons were good and top practitioners were identified to work with AHT and HIAS team to develop role of coaches of T&L. HIAS input in Maths, Science (where new HoD are in post) and Computing have focused on T&L. Research articles passed to staff on regular basis. TIG groups introduced in 2019 and will continue in 2020 aimed at improving collaboration and focus on improving individual teachers. Coaching team set up and trained by AHT / HIAS; Wednesday briefings introduced to highlight good practice and SIP T&L priorities. Curricular have been reviewed with 5 year roadmaps produced and displayed in areas. Subject staff have clear intent on their curriculum. Coaching programmes devised to support NQTs/RQTs and new staff. New HoDs supported through HIAS networking meetings. Number of staff studying/ completed NPQs since 2018 – 1xNPQH 2xNPQSLs, 6xNPQMLs.	Focus on developing a high quality curriculum. Coaches have an impact to improve the quality of T&L TIG groups have impact Knowledge organisers to be developed and their use evaluated during 2020/21.

	<p>– checking that staff <b>consistently challenge all pupils in lessons</b>, particularly in the humanities and modern foreign languages</p>	<p>Results for 2019 showed HPA students achieved good grades with record number of grades 7+ awarded. Focus for 2019/20 is introduction and embedding of 'Thinking Hard' strategies and SEND needs catered for. MFL and English merged to Communications Faculty to enhance good leadership Both MFL and Hums saw outcomes improve by over 0.75APS in 2020. Ready to Learn policy implement in 2019 has led to minimal disruption in lessons, meaning more focussed learning.</p>	
	<p>– improving the <b>tracking and analysis of pupils' progress</b> so that the most successful practice is easy to identify and develop further.</p>	<p>RAP meetings in 2018-19 focussed on barriers to learning and overcoming them Horsforth Quadrants introduced in Oct 2019 – sued to form mentoring groups. Tracking systems simplified from September 2019 to ensure that identification of underperformers is easier and quicker.</p>	<p>Assessment strands reviewed as part of the curriculum review 2020.</p>

# Self-Evaluation of 'Quality of Education' – 'intent' and 'implementation' are good

Despite being smaller than average, we pride ourselves on our curriculum offering and the fact we celebrate and recognise all subjects areas, whilst acknowledging academic excellence.

## Intent

The curriculum at Warblington underpins our goal of ensuring that students experience a broad curriculum, delivered by high quality teaching. Our curriculum is coherently planned, personally tailored and designed to ensure all students receive a curriculum they are entitled to. Subjects have carefully planned and sequenced their learning journey and have begun ensuring knowledge is sequenced so students have a deep understanding of the subjects they study. Emphasis is placed on careers and where the next stage of their education may take them.

The school's curriculum meets the needs and aspirations of learners. Years 7–11 represent a five year continuum, merging aspects of Key Stage Three and Key Stage Four. All students begin their Warblington journey studying the full range of subjects at Key Stage 3. Students refine their choices during year 9, with their initial choices being timetabled for the Summer term of year 9. There is a further choice available for the beginning of year 10. The majority of students go on to study a language as we deem it as important given our proximity to the continent.

Our curriculum is in the process of being completely re-written, with the first stage being mapping the curriculum and knowledge over the five years, the second stage being to ensure knowledge is sequenced and spaced effectively to ensure knowledge is retained.

## Implementation

We are fully staffed, by specialists, in all areas of the curriculum. September 2020 sees almost all lessons are taught by subject specialists with good subject knowledge. Consequently, there is a greater level of consistency across the school.

Lessons are well planned, focused and purposeful using our GROWTH model which was developed by the teaching and learning team in the school. Thinking Hard strategies have been used to ensure lesson time is used productively and there are generally high levels of student engagement. Each lesson starts with a 'Do Now' to ensure a prompt start. Teachers provide appropriate support and challenge, which enables most students to learn well. An ethos of continuous reflection and improvement amongst our staff is securely established.

TAs have developed their own area of specialism to ensure SEND students are well supported in the classroom.

**“Thank you for all the hard work you and your colleagues do to ensure that pupils at Warblington are able to access and engage in high-quality music education. Your dedication to offering and delivering a broad and balanced curriculum is both welcomed and celebrated.”**

*Music Mark Award, September 2020*

Teaching is evaluated by senior and middle leaders on a regular basis through lesson observation, lesson drop ins, book scrutinies and learning walks.

The use of the new school feedback policy has had positive impacts by shifting the focus from marking to planning – reducing teachers' workload and ensuring that teaching is more responsive to students' needs.

The current stage of our curriculum development is to ensure teachers and leaders use assessment well. This has meant stripping back much of what had been used to ensure assessment is useful for students and teachers and not just to produce statistics.

## Priorities for Development

- **The school's curriculum continues to meet the needs and aspirations of learners.**
- All departments to have a curriculum that is well sequenced and designed to enable students to learn key information over time. Departments work collaboratively both internally and across the Havant federation to develop, polish and refine their curriculum.
- **Targeted and specific CPD enables all teachers to develop their subject knowledge and subject specific pedagogy.**
- A continuation of the work on how students learn and how memory works so that spaced retrieval practice is evident in every lesson.
- **Literacy across the curriculum is supported with reading for purpose and subject specific vocabulary.**
- To further improve the quality of planning, homework, feedback and questioning.
- **Ensure that teachers consistently use assessment information to plan learning that provides high levels of challenge for all students.**

# Self-Evaluation of 'Quality of Education - impact'

Using robust tracking and monitoring we have seen increases in all subjects outcomes.

## Key Stage 4 Progress

Warblington's Progress 8 (P8) is below average. In 2018 it was -0.45, 2019: -0.89. The three-year average Progress 8 is (-0.62) (FFT P8 CVA three year average is -0.31).

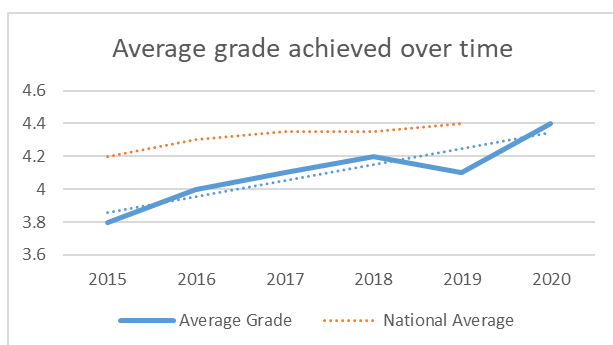
The predicted P8 for 2020 was (-0.3) and in 2021 (+0.04). Predictions of outcomes each year have been accurate, ensuring we have a robust idea of where we should be.

	2017 Leavers	2018 Leavers	2019 Leavers	2020 Leavers (Current Y11)	2021 Leavers (Current Yr 10)
Autumn Year 10		43.7	44.60	44.94	43.73
		-0.51	-0.52	-0.223	+0.04
Spring Year 10		46.75↑	44.6	44.23↓	44.5↑
		-0.22	-0.52	-0.334	+0.06
Summer Year 10		43.13↓	43.24↓	41.99↓	
		-0.33	-0.652	-0.543	
Autumn Year 11	40.99	41.41↓	42.34↓	43.19↑	
	-0.659	-0.47	-0.688	-0.351	
FINAL PPE Results (*Jan)	30.7	31.3	32.8	35.0*	
	-1.84	-1.53	-1.64	-1.18*	
Spring Year 11	40.33↓	40.91↓	40.45↓	43.48↑	
	-0.702	-0.53	-0.881	-0.340	
Final Year 11	41.05↑	41.32↑	39.3↓	43.51**↓	
	-0.46	-0.47	-0.89	-0.28**	

This shows we are on the right trajectory to ensuring our students are at least at national average. (FFT target for cohort 2020 was 45.4). The CAG process was carried out robustly in 2020, with some matching to previous performance carried out, despite teachers professional judgements indicating students would achieve better.

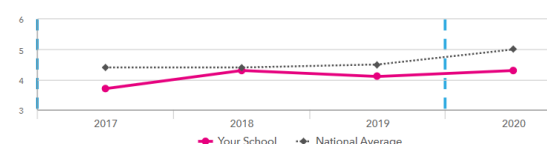
## Key Stage 4 Attainment

Warblington's Attainment 8 (A8) has been steadily increasing.

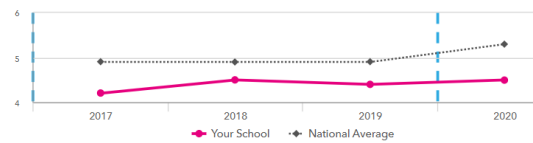


In maths and English, students perform broadly in line with national average.

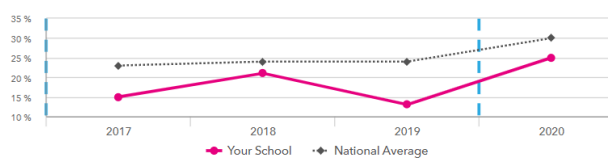
## Maths:



## English:

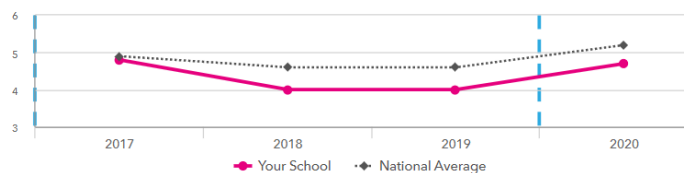


We pride ourselves on ensuring students have a broad curriculum and students are actively encouraged to choose a language to study at KS4. As a result, our Ebacc 4+ statistics are favourable.



An area of focus in 2020 was the 'open' bucket which has been a challenge for the school since 2017. Students complete 9 GCSE or equivalents on average, and from 2021, as a result of curriculum reform, students will be completing one less option but having much longer time to study those subjects in more depth (4 lessons per fortnight will increase to 6).

## Open bucket performance:



## Priorities for Development for 'Quality of Education - Impact'

- Raise the proportion of students securing the Basics 9-4 and 9-5 in English and Maths to narrow the gap between school and national results. **E&M match up needs to be more secure in 2021.**
- Ensure that **boys make the similar/above average progress compared to boys nationally. The 2019 P8 for boys is -1.36 and using FFT, -1.0 for 2020.** This is predicted to be in line with the national average in 2021.

Our WIG 20/21

**Wildly Important Goal**

44% of the cohort to achieve English and Maths at strong pass (5+)

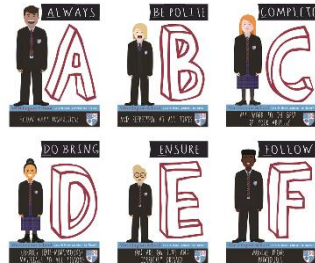
66% of the cohort to achieve English and Maths at standard pass (4+)

Average attainment 8 score to be 4.73

# Self-Evaluation of 'Behaviour and Attitudes'

As a result of successfully introducing our 'Ready to Learn' system, we believe the behaviour and attitudes are good. We conclude this because:

**Relationships between students and staff** are extremely positive and the overwhelming majority of students engage actively in their learning, displaying an enthusiasm to make progress in lessons and other learning opportunities. Our A-F Expectations were developed alongside the students.



**Students take responsibility for their behaviour.** They are kind and respectful towards each other and their teachers. Disruptions to learning are rare, yellow and red cards used effectively ensuring that rare disruptions are swiftly dealt with. A duty member of SLT walks the school each day to ensure learning is focussed, with no opt out for students. The school has an effective system with tiered levels of support that meets the needs of THE most challenging students and that supports our drive to deliver uninterrupted Quality First Teaching. **Students feel safe at school. Bullying is rare.** Reported incidents are followed up promptly and restorative approaches underpin the work done to rebuild relationships.

**“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*

The school has maintained its **inclusive pastoral system** that very effectively supports all students, with a particular focus on those pupils eligible for PP funding. A TLR 3 leadership opportunity was offered in 2020-21 to further ensure those disadvantaged students achieve academically. We have always been seen as a school who go the extra mile and with the developments in our careers team, this has had a much greater focus on ensuring outcomes match this commitment.

Where individuals have particular needs, their behaviour improves through a combination of Pastoral Support Plans, intervention work from our inclusion team and outside agencies.

When comparing the school's rate of exclusion with national figures, **the rate of fixed term exclusions are**

**higher than average** but this has been used to implement the ready to learn system. Following each exclusion, parents have been brought in for a meeting to discuss and reflect on behaviour and move forward. The number repeatedly being fixed-term excluded is low and the average length of our exclusion in 2019-20 was 1 day. Data on permanent exclusions points to a remarkable record of inclusion.

**“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*

Students at Warblington value their education and rarely miss school. Attendance is a close focus for the school, particularly post Covid-19 lockdown, through awards and praise in tutor groups and assemblies. We issue fixed penalty fines where necessary, but seek to work alongside families to improve pupils' attendance. Attendance is now the key responsibility of all stakeholders and is currently exceeding national figures. Warblington has a dedicated Attendance Officer and an assigned AHT who are passionate about attendance and work alongside the Year Leaders and tutors to drive improvement attendance. As a result of this, we saw every child return to school in September 2020, following school closure.

## Priorities for Development for 'Behaviour and Attitudes'

- Further increase the school's very good levels of attendance, while further improving the attendance of disadvantaged students and SEN with/without EHCPs.
- Continue to tackle low-level disruption in lessons. Ensure staff have strategies to deal with this and follow the school's procedures
- Work with those who persistently 'opt out' of lessons by receiving a red card to help them become good learners.
- Develop further students approach to preventing all forms of bullying, including online bullying and prejudice-based bullying. Ensure students have an excellent understanding of how to stay safe online.

# Self-Evaluation of 'Personal Development'

Warblington school is a smaller than average secondary school, which enables us to personalise the experience for every child and get to know each child individually.

Students receive excellent support and guidance from a team of tutors. Tutors have very detailed knowledge of the students and this enables them to give very effective guidance.

Tutors are supported by the Year Leaders. The year 7 tutor team and head of year are kept the same each year to ensure transition to secondary school is led well.



Cultural development is supported by the school's extensive range of community partnerships and through the school's enrichment programme. Every Tuesday afternoon, the Enrichment Curriculum is taught, focussing on key citizenship topics such as RSE, safeguarding including online and Careers. There are a number of extra-curricular sports teams covering each year group and many students take part in our sports week. The school has recently set up an Eco committee which is actively campaigning to promote environmental awareness (e.g. improving recycling, reducing waste and litter).

The school goes to great lengths to prepare students positively for life in modern Britain and to promote British values. We make use of a multi-faceted programme using PSHE and RE sessions, themes within subject areas, assemblies and visiting speakers. We have a dedicated Level 6 Careers Leader to lead a careers programme underpinned by the Gatsby Benchmarks. Careers education is taught by a dedicated team of teachers across Key Stage 3 and Key Stage 4 through **Careers and Personal Development lessons throughout Year 7–11**. Careers guidance is given by our impartial careers adviser. Our adviser gives information about a wide range of pathways and local providers and ensures that our students successfully make the transition from our school. Our destinations data is in line with the national figures and in 2020 we saw students go on to a much larger range of post-16 establishments. We are affiliated with the Careers Development Institute (CDI) and have achieved the Careers Mark Award.

**"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*

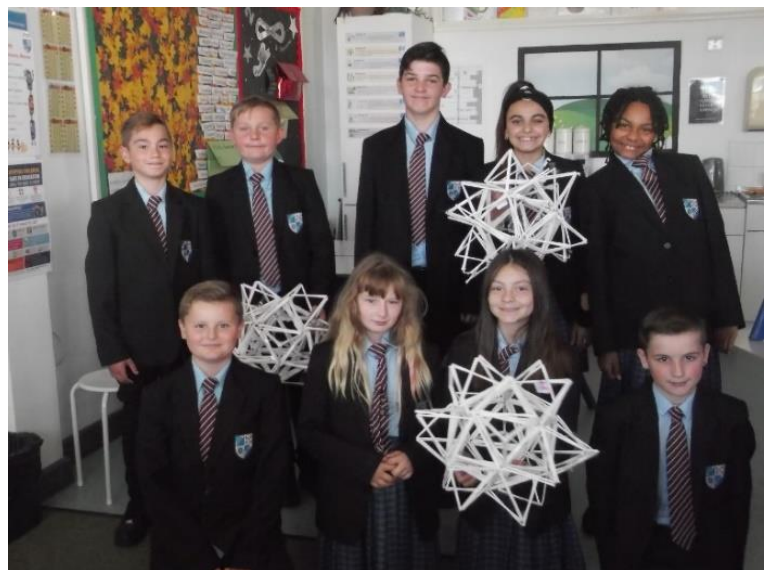
We have a well organised PSHE curriculum (Year 7–11) that is delivered by a dedicated team of experts. The curriculum is flexible, accommodating contemporary

issues. Extensive education is delivered around staying safe online, and the dangers of inappropriate use of mobile technology and social networking. [See PSHE/ICT/Computing curriculum maps.]

**"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*

The school's clear zero tolerance approach to derogatory language or intimidatory behaviour reflects the school's open culture. Students are asked to reflect on language used in our reflection room.



Warblington understands that everyone will develop during their time with us, but this may be at different rates and different times. Some may need to use our successful Gateway provision to support them in their



transition to us; some may use the Student Hub at break times to make them feel more secure; but all students acknowledge that there is always a member of staff who can support them and the safeguarding culture means staff are always on alert with the mindset “it could happen here”.

### Priorities for Development – ‘Personal Development’

- We will continue to develop students’ character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Embed the role of the tutor to include supporting students’ wellbeing, resilience and to recognise how to keep themselves safe and healthy.
- Further raise the profile of careers education across the school.

This year work towards achieving ‘The Quality in Careers Standard’, the national quality award for careers education, information, advice and guidance (CEIAG) in schools.

- Through strong leadership across the ‘Careers and Personal Development’ further develop our personal development curriculum to build skills and behaviours that will support students for life.
- Develop further a student approach to preventing all forms of bullying, including online bullying and prejudice-based bullying.
- Continue to raise mental health awareness and to promote the emotional wellbeing of all students.
- Ensuring the Mental Health Support Worker, based on site, embeds themselves in Warblington’s environment.
- Continue to track the take up of enrichment activities from key groups

# Self-Evaluation of 'Leadership and Management'

Warblington school is a smaller than average secondary school, which enables us to personalise...

We have a simple ambition: to be excellent in all we do. We want students who come to Warblington to experience a personalised, excellent education which is better than any other local school. Our vision is articulated through documents such as the School Improvement Plan. Whilst it establishes a series of operational targets, it also contains a broader set of goals and values that the headteacher and governing body wish the school to aspire to. All SLT are responsible for the SIP.

**"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*

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The SLT is a cohesive and highly effective strategic and operational team. The middle leadership has been completely restructured since 2018 and the SLT have all completed NPQ qualifications since taking up their posts.

Despite the national situation regarding COVID-19, staff morale is high and relationships between staff and students are strong. Staff provide 'above and beyond' care, which underpins our culture and success. Warblington is fully staffed with teachers who are highly qualified in their subject area and has little staff turnover. The curriculum has been completely reworked to ensure that all teachers teach within their specialism. We have a clear focus on staff workload and wellbeing. Staff are consulted regularly over the impact of policies and their opinions sought.

Strong governance with detailed minutes/impact statements and resulting actions demonstrating high levels of monitoring, challenge and support. Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills and are working with Hampshire

Inspectorate and Advisory service to further develop the role.

Rigorous Monitoring & Evaluation is now in place. This identifies clear strengths and weaknesses understood by all SLT and action is taken to impact on outcomes. Priorities for improvement are precise, shared and regularly monitored.

All safeguarding procedures are fully in place. The safeguarding team work closely together to support our most vulnerable students.

**"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*

We have a clear and persistent focus on improving teaching and learning which has gone back to basics to

ensure we keep things simple, but execute them brilliantly.

Systems to support teachers at all stages of their career including NQT/RQT programmes and developing excellent practice programmes use structured coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders.

Since 2018, we have worked

with all stakeholders to develop a culture of high expectations. The culture established is a relentless focus on high standards in all aspects of school life: learning, behaviour, attitude, uniform, attendance and punctuality. We, alongside the students, have changed the uniform and behaviour policy. This has already seen significant impact.

PPG spending is fully accounted for and impact evaluated rigorously. Attainment and progress of all groups of students is a key priority for the school. An



ambitious middle leader is developing a PP strategy to improve outcomes as part of their professional development and one AHT has responsibility for overseeing vulnerable groups.

Leaders at all levels are supported to improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time.

The school's budget is effectively managed and directed fully towards student progress, particularly in supporting students with learning needs/ from disadvantaged backgrounds, to continue closing gaps in achievement. We continue to work within our means, despite being in the 5<sup>th</sup> worst funded county in the country.

### Priorities for Development for 'Leadership and Management'

- Self-evaluation continues to be rigorous and captures a realistic picture of the school's performance. Involve all stakeholders in the formulating of the 2021–2024 Strategic Plan.
- Ensure the relentless focus on high quality teaching and learning ensures in-school variation is minimised and we continue to drive improvement in SEN/disadvantaged students' outcomes and curriculum provision.
- Continue to ensure Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including SEN and Disadvantaged funding, secures excellent outcomes for students.
- Maintain high morale and staff wellbeing, leading to strong retention at a time of multiple pressures including reduced funding, curriculum reform and issues with teacher supply.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- Ensure safeguarding continues to be highly effective never losing the "it could happen here culture".
- To continue to adapt our inclusive, innovative and diverse curriculum, to further raise achievement and meet the needs of all learners.
- Ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going student need and that this is represented in pupil outcomes and experiences.