



Warblington School

Growing minds, successful futures

School Improvement Plan

Version 2.0

September 2020

Pages 2-8, 15,19,24 will
be sent to Ofsted prior to
inspection day.



From Good to Excellent

Year 2 (2020-2021) of the Warblington School 3-Year Strategic Plan (2019-2022)

There will be some carry over from 2019-20 whilst the school re-establishes the standards following the closure of schools in March 2020 for Covid-19. Whilst it is not a strategic intent, it is clear that much of term 1 will be spent ensuring the high quality of education is being delivered in classrooms under much stricter guidelines.

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.

“Never doubt that a small group of thoughtful committed people can change the world. Indeed, it is the only thing that ever has.” Margaret Mead

Focus 2020-21 - WIG (Wildly Important Goal) “To ensure that excellence is seen in all we do - across every area of the school.”

1. Introduce and implement having Professional Pride:
2. A rigorous self-evaluation system is in place, which captures a realistic picture of the school's / subject's / Year Team's performance and a structure which challenges underperformance, holds to account and coaches to improve.
3. High staff morale with a focus on wellbeing / reducing workload leading to good recruitment and retention.

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

“All teachers need to improve their practice - not because they are not good enough, but because they can be even better.” Dylan Wiliam

Focus 2020-21 - WIG “Ensure there is no in-school variation with regard to teaching and learning, with no time wasted in lessons and key components evident. Students are thinking and learning throughout.”

1. Teaching Improvement Groups (TIG) and School Improvement Groups (SIG) are collaborative, research led groups, which improve the craft of the classroom.
2. Teaching is adaptive and follows the Warblington 'Craft of the Classroom' components.
3. There is consistency with feedback and assessment, with low-stakes testing ensuring knowledge has been learned and as a result, good progress is made.



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.

“At all times - Calm: Clear: Confident: Consistent.”

Focus 2020-21 - WIG “To re-establish the good learning routines, ensure low level disruption is minimal and dealt with quickly and proactively. ”

1. To re-establish the high expectations in behavior and routines that were developed prior to March 2020.
2. To monitor and analyze the patterns in behaviour, making bespoke interventions where possible, reducing the need to exclude.
3. Further raise the profile of attendance across the school and ensuring consistency (especially for disadvantaged students)
4. To further enhance our innovative ‘hidden curriculum’ and enrichment lessons, to ensure pupils are explicitly taught the personal development curriculum effectively.

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.

“No Gaps, No Dips, No Excuses.”

Focus for 2020-21 - WIG “to ensure all headline figures (basics, progress 8 and attainment 8 are broadly in line / above the national average)

1. High Prior Attaining students, boys, disadvantaged student and those with SEND achieve in line with expectations.
2. Destination data to be in line / above the national average (impact of careers and guidance)
3. Ensure across all subject areas current pupils make and exceed expected progress. Data conferences to be introduced to focus on progress and praise is used effectively to recognise and reward good progress.



Exceptional Teaching, Learning and Curriculum

a. Continue work on the curriculum to ensure learning outcomes are well thought out, assessed and teaching adapted if not met. Recovery curriculum for 20/21 implemented

b. Ensure remote learning (including homework) is of excellent quality and enables remote teaching where necessary

c. Consistency of approach:
 Planning Assessing Feedback
 Quality of student work Quality of staff resources, including learning environments

d. Work on Thinking Hard and Modelling is embedded into practice to ensure expectations are high for all students

e. 'TIG' and 'SIG' groups are research led to improve teaching and learning / school

f. Coaching for excellence;
 Craft of the classroom implemented
 Research feeds into classroom practice

Excellence is an expectation

a. Develop a house system and praise system effectively.

b. Continue to raise the aspirations and recognise progress of all pupils, ensuring full understanding of excellence

c. Develop an understanding of how we learn, with clear monitoring and evaluation of learning. Challenge where this falls short of our standard

d. Assessment points are well thought out, meaningful and have an impact to pupil progress. Underachievement identified and interventions are razor sharp and monitored, barriers identified and actioned promptly

e. Attendance strategy impacts progress

f. Ensure value for money in all subscription services

g. Governors actively involved in SEF, with deep dives holding school leaders rigourously to account

Exemplary Ethos and Culture for Learning

a. Ensure there is Professional Pride in all areas of Warblington School

b. Behaviour for learning in classrooms is exemplary and where this falls short, consistent application of behaviour policy is seen. Careful monitoring of patterns enables clear intervention

c. Disadvantaged strategy has impact and leads to gains in progress of these groups

d. The robust tracking and monitoring processes are in place, ensuring clear accountability

e. Year 11 leave with an outstanding set of qualifications, which are at least in line with national statistics.

f. Safeguarding is seen as exemplary.

g. Increase parental and community engagement, including social media, website and external publications



	Summary of key tasks for this year:
Quality of Education	
Behaviour and Attitudes	
Personal Development	
Leadership and management	



<h2 style="margin: 0;">1. Exceptional Teaching, Learning and Curriculum</h2>		<p>1a. Continue work on the curriculum to ensure learning outcomes are well thought out, assessed and teaching adapted if not met. Recovery curriculum for 20/21 implemented</p>		<p>Author: ERS</p>
<p>Impact Target: To ensure curriculums are designed to achieve the best outcomes for students. All curriculums to allow progression over time to be made and prepare students thoroughly for their examinations and for when they leave school. There is clear intent in our curriculum.</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> Greater focus on knowledge retrieval needed in light of new exam content. Sequencing/Interleaving of skills essential to improve outcomes. Any gaps in knowledge need to be addressed after Lockdown 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> Improvement in student knowledge retrieval and outcomes Gaps closed/ decreased Clear interleaving/sequencing seen short term and long term in planning and schemes of work. 		
	<p>First Term (Autumn) 2020</p>	<p>Spring Term 2021</p>	<p>Summer Term 2021</p>	
<p>Main area of focus / strategies to implement / by who / cost / how?</p>	<ul style="list-style-type: none"> Road maps created and displayed in all subject areas outlining the learning journey Knowledge Organisers provided by all departments for all schemes of learning. These to be used to set homework and in LST with the DO Now. Staff INSET provided on a recovery curriculum – departments devise plan for revised curriculum in September Line management – focus on ensuring staff are aware of any adaptations to their exam specifications and act accordingly PM target3 set Staff CPD / Briefings to highlight importance off interleaving / sequencing of lessons/ units/topics to aid progress/recall. T&L focus shared with staff – Adaptive teaching – checking for understanding. Focus on use of AFL, LST, modelling and questioning through the academic year. Links to h/wk and DO Now. SLT/CLs dropins to monitor use of LST/ retrieval techniques. 	<ul style="list-style-type: none"> Line management meetings to focus on curriculum. Address any changes from exam boards. Review progress towards PM target 3. Develop use of Knowledge Organisers in lessons and through book monitoring. Link with homework/LST/Do Now. 	<ul style="list-style-type: none"> Review curriculum to ensure the knowledge required is scheduled into schemes of learning. Review curriculum to ensure spacing and interleaving has been well thought out. Review of target 3 Line management meetings to focus on curriculum changes for next academic year and address changes if applicable to curriculum 21/22. Update road map if applicable. Update/Evaluate Knowledge organisers Continued monitoring of knowledge organisers and links to LST/ H/wk through book scrutiny/ lesson drop ins. 	



	<ul style="list-style-type: none">• Book scrutiny – focus on targets/feedback and how gaps addressed.		
<p>Next Steps: All Do Nows to focus on retrieval using a variety of methods. The curriculum design contributes to improved outcomes – staff confident to adapt if necessary</p>			



1. Exceptional Teaching, Learning and Curriculum		1b. Ensure remote learning (including homework) is of excellent quality and enables remote teaching where necessary		Author: ERS
Impact Target: To improve the quality of homework set. To improve consistency in the setting of homework. Homework to focus on the retrieval of knowledge, working alongside subject knowledge organisers. To provide students with high quality teaching in and out of the classroom.				
Why is this a focus? <ul style="list-style-type: none"> Retrieval of knowledge key in examinations and in improving outcomes. Decrease teacher workload whilst improving consistency and regularity in the setting. In the event of another lock down/ students isolating, the school may need to revert to remote learning. 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> Improved statistics showing the setting of homework. LST/Quizzing being used regularly in lessons and evident in student's books. Improved outcomes in knowledge based assessments and when applied to examinations. High quality knowledge organisers produced. Evidence of remote learning on Classcharts and TEAMS. 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?	<ul style="list-style-type: none"> H/wk policy rewritten and distributed to staff in planner. Discuss at staff INSET. H/wk monitored through Classcharts /book looks and SLT/CL and line management. CPD delivered on recovery curriculum and staff introduced to The Oak Academy curriculums and resources. Staff plan for how curriculum would continue in event of lockdown or students isolating. CPD provided to staff on how to use audio over PowerPoint for all future remote learning. Knowledge organisers issued to all students/ uploaded to Classcharts and TEAMS to use with homework. Remote Learning case study created and uploaded to TEAMS. Staff to upload work via TEAMS/ Classcharts for students that are unable to access school. Blended Learning initiated. 	<ul style="list-style-type: none"> Continued monitoring of H/wk through Classcharts and book scrutiny. Staff held to account if not fulfilling expectations. Sharing of good h/wk practice. Student voice – H/wk. Staff kept up to date with The Oak Academy site and any changes to subject curriculums. Staff continue to adapt practice of uploading work for student remote access. Review remote learning/Blended Learning 	<ul style="list-style-type: none"> Continued monitoring of h/wk through Classcharts/SLT/ CL and line management. Staff held to account if not fulfilling expectations. Evaluation of the use of the knowledge organisers and improvements/changes made. Staff continue to adapt practice of uploading work for student remote access. 	



Next Steps: Consistency in homework across the school and the new policy embedded into practice. Student outcomes improve from use of knowledge organisers and LST.

<h2 style="margin: 0;">1. Exceptional Teaching, Learning and Curriculum</h2>		<p>1c. Consistency of approach: Planning Assessing Feedback Quality of student work Quality of staff resources, including learning environments</p>		<p>Author: ERS</p>
<p>Impact Target: To have consistency across all departments in the school in all aspects of teaching and learning – 80% secure or better Excellence is the expectation in all areas.</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> • Need to ensure all teaching meets the required standard and if not staff are supported/held to account • New staff feel supported and understand the school's ethos/ ways of working • Staff are all working towards school improvement priorities. 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> • Improved percentage of secure or better teaching observed. • Clear application of school policies across all departments • Engaging/stimulating learning environments • Quality resources produced and used in lessons • Higher outcomes • Well-presented students books/work 		
	<p>First Term (Autumn) 2020</p>	<p>Spring Term 2021</p>	<p>Summer Term 2021</p>	
<p>Main area of focus / strategies to implement / by who / cost / how?</p>	<ul style="list-style-type: none"> • Updated planner provided to all teaching staff. Detailed sections outlining expectations for planning/ assessment and feedback. • All exercise books to have expectations sheet completed in the front • Planner and CPD journal to be used/referred to in CPD and briefings. • Professional Pride introduced. • Data files produced by all staff. • Detailed CPD programme devised to address T&L priorities. Priorities shared with staff and delivered by SLT/ coaches • Heads of Core to conduct monitoring for term 1 and produce report for ERS/Line managers. 	<ul style="list-style-type: none"> • Continued use of planner in CPD • Monitoring of Professional Pride/ Teaching through SLT/CL drop ins. Focus on priorities. (W/T) • Termly book scrutiny conducted by SLT/CLs and best practice shared with staff. Staff non-compliant held to account. • Wednesday T&L briefings to focus on school priorities and share ideas/ strategies with staff. • Amend CPD programme to support staff that may require it after first round of observations/drop ins. • Select staff for coaching programme if support required or select for more formal support if needed. 	<ul style="list-style-type: none"> • Update planner, add actions and evaluate for next year. • Continued sharing of good practice in both teaching and planning/markings. • Planners/journals used in CPD • CPD adapted to address and T&L issues. • Termly observations/drop ins conducted by SLT/CLs. • Teachers that need support are identified. • Coaching programme/ formal support provided for staff if necessary. • Continued monitoring of Blended Learning provision – evaluate provision. 	



	<ul style="list-style-type: none"> • Termly book scrutiny by SLT/CLs – to be shared with staff – focus on presentation/ marking/feedback • All LOs to be displayed as a question and shared. • 8 week coaching programme initiated to support new staff/NQTs. • CPD on Blended Learning for all staff. • Road maps displayed in all subject areas – audits of classrooms/learning spaces conducted termly to ensure fit for purpose. • Display resources provided • Art work displayed across the school • Embed GRO in T&L strategy – focus now on WT 	<ul style="list-style-type: none"> • Monitoring of Blended Learning .Liaise with attendance /LCN that students requiring remote teaching are provided for. • Audit of classroom environments – resources provided. • 	
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Next Steps: Higher percentage of 'mastered' lessons being taught across the school.



<h2 style="margin: 0;">1. Exceptional Teaching, Learning and Curriculum</h2>		<p>1d. Work on Thinking Hard and Modelling is embedded into practice to ensure expectations are high for all students</p>		<p>Author: ERS</p>
<p>Impact Target: Thinking Hard strategies to be used in lessons to aid retrieval practice and to challenge students. This will aid student recall and teach strategies to use for revision purposes. Modelling to be used in all lessons to show students 'What good looks like' and improve outcomes</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> • Links to SEF – checking for understanding a priority – adaptive teaching • Links to GROWTH - W / T section • To aid students retrieval and revision skills in light of a new curriculum focusing largely on knowledge recall in examinations. • Improve independent learning • Differentiation – supporting of SEND 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> • Improved student revision practices • Thinking hard / modelling incorporated into lessons/ planning – higher staff confidence – particularly with 'live modelling' • Shared best practice across the school • High student engagement and challenge • Improved outcomes/ student responses • Students able to use a variety of strategies to support their learning/ examinations 		
	<p>First Term (Autumn) 2020</p>	<p>Spring Term 2021</p>	<p>Summer Term 2021</p>	
<p>Main area of focus / strategies to implement / by who / cost / how?</p>	<ul style="list-style-type: none"> • MGY to lead staff INSET on modelling – How to use effectively with assessment. • Focus on live modelling as a differentiation tool to make learning accessible for all. • Wednesday briefings to focus on modelling vocabulary and revisit/ introduce Thinking Hard strategies eg/ Cold calling/ Think , pair,share and link to retrieval. • LEY to lead staff INSET on Questioning and Thinking Hard. • Produce a sticker for students with modelling ideas / jargon on to stick in books. EG/ other words for modelling (examples/demonstration/scaffolding/sentence starters) • Thinking Hard icons revisited as part of the DO Now. Staff to make reference to icons in lessons. 	<ul style="list-style-type: none"> • Monitor use of Thinking Hard and modelling strategies through department/SLT monitoring and share good practice across the school. Hold staff to account not using the strategies and provide coaching. • Conduct book monitoring to select evidence of strategies used and analyse outcomes achieved as a result. • Student voice on use of strategies/ modelling in class and is it helpful. • Sharing of good practice. • Use of Wednesday briefings to promote effective practice. 	<ul style="list-style-type: none"> • Book scrutiny to determine any improvements in students understanding of the crafting of writing and use of effective modelling strategies. • Continued Wednesday briefings to promote strategies. • Staff INSET to highlight effectiveness/use of Thinking Hard/ modelling over the academic year. 	
<p>Next Steps: Modelling and Thinking Hard strategies to be embedded in all lessons. Visualisers and live modelling are common practice in lessons. Students able to talk confidently about how they use modelling as support.</p>				



<p>1. Exceptional Teaching, Learning and Curriculum</p>	<p>1e. 'TIG' and 'SIG' groups are research led to improve teaching and learning / school</p>			<p>Author: ERS</p>
<p>Impact Target: TIGs are research led to improve T&L. TIGS will have an impact on student wellbeing and/or outcomes.</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> To improve quality of teaching and therefore outcomes for students. Staff to engage in up to date research. To encourage collaboration between staff and sharing of best practice. Part of PM process 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> Improved quality of teaching and learning. Examples of research strategies/findings seen in lessons and shared across the school. Staff engagement with research improves Student outcomes improve because of research findings and implementation. Success in PM process. Successful Teach Meet showing all groups research and impact on teaching. 		
<p>Main area of focus / strategies to implement / by who / cost / how?</p>	<p>First Term (Autumn) 2020</p> <ul style="list-style-type: none"> Re-introduce TIGs and create groups for new staff. Re-issue SLT TIG groups with group foci. New groups/staff to complete TIG focus sheet and submit copy to SLT. TIG CPD calendared. SLT calendared time to meet with TIG groups to discuss findings/progress/ways forward and offer support. Staff to research area of interest and document findings. Staff to use lessons to trial ideas/approaches. <p>PM review to check progress towards targets.</p>	<p>Spring Term 2021</p> <ul style="list-style-type: none"> Continuation of calendared CPD time for TIGs. Continuation with support/ guidance from SLT. Staff to continue to research specific area of focus and document findings/evidence. Staff to trial/observe foci in lessons. Teach MEET – All groups to present research findings to staff and share good practice. <p>Invite governors.</p>	<p>Summer Term 2021</p> <ul style="list-style-type: none"> Evaluate TIGs. Creation of new TIGs for next academic year focusing on SIP/SEF (T&L). Finalise research foci for 2020-21. 	
<p>Next Steps: Staff engage in further research and sharing of good practice. Further evaluation of whether research and implementation has improved outcomes.</p>				



<p>1. Exceptional Teaching, Learning and Curriculum</p>		<p>1f. Coaching for excellence; Craft of the classroom implemented Research feeds into classroom practice</p>		<p>Author: ERS</p>
<p>Impact Target: To grow the coaching model and raise the profile of coaches across the school. To ensure consistency in Teaching. Staff to engage in educational research and to use it to improve their teaching.</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> Raising the profile of the coaches with highlight the importance of the coaching programme and the need for 'excellent' teaching across the school. Need to ensure the coaching programme is sustainable over time. Having the coaches deliver CPD will encourage staff engagement (A new voice) 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> Positive outcome/ experiences from those involved in the coaching programme. The coaching programme is sustainable over the next few years. Evidence of research being seen in lessons and resulting in improved classroom practice. Greater consistency in T&L. Improved outcomes. 		
<p>Main area of focus / strategies to implement / by who / cost / how?</p>	<p>First Term (Autumn) 2020</p> <ul style="list-style-type: none"> Devise an eight-week coaching programme and share with coaches. Select staff members that require coaching. Select an additional coach. Meet regularly with coaches to assess coaching progress/feedback. Monitor progress of coaches/those coached through lesson dropins/observations. Staff unsuccessful after coaching programme to follow more formal support route. Coaches to lead whole school CPD on T&L priorities. (W/T) TIGs revisited and research trialed in lessons. 	<p>Spring Term 2021</p> <ul style="list-style-type: none"> Coaches to monitor and evaluate the impact of their CPD sessions. – Focus on W/T. MGY – to create a modelling sticker for student books highlighting ways in which modelling can be used in the classroom. HBN – writing CPD – display text type posters in classrooms encouraging students to use to extend their writing. Staff selected for coaching programme if applicable. Staff not graduating from coaching programme to be offered formal support. TIG teach meet – sharing of educational research and its impact on teaching. Monitoring of T&L priorities through SLT/CL dropins/ book scrutiny. New staff programme to run if applicable 	<p>Summer Term 2021</p> <ul style="list-style-type: none"> Coaches to feedback to staff on good practice seen in lessons and how research is being used in the classroom. Discuss next steps. HBN – to create a generic reading and writing toolkit for staff. Coaching programme to be revised and evaluated Staff selected for coaching programme if applicable. Staff not graduating from coaching programme to be offered formal support. Monitoring of T&L priorities through SLT/CL dropins/ book scrutiny. New staff programme to run if applicable 	



	<ul style="list-style-type: none"> • Educational research to be shared with staff via CPD/briefings and use to improve teaching. (AFL/retrieval/questioning /modelling) • NQT/New staff/SCITT support programme set up and delivered. • Regular meetings/observations with new staff/NQTs/SCITT/Mentors. • Develop/continue links with ITT/SCITT partners. • Introduction of 'Reading skills for all' – HBN • ERS to meet with HIAS • Planner distributed to staff containing key T&L information. • Rigorous monitoring/evaluation calendar devised and staff challenged if fall short. 		
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Next Steps: Add to the coaching model. Further, raise the profile of the coaches throughout the school. Staff to engage voluntarily in educational research and regularly share their findings with staff through CPD activities.



<h2>2. Excellence is an expectation</h2>		2a. Develop a house system and praise system effectively.		Author: FLY/GCN
Impact Target:				
Why is this a focus? <ul style="list-style-type: none"> • 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> • 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



2. Excellence is an expectation		2b. Continue to raise the aspirations and recognise progress of all pupils, ensuring full understanding of excellence		Author: MHL
Impact Target:				
Why is this a focus? <ul style="list-style-type: none"> • 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> • 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



<h2>2. Excellence is an expectation</h2>		2c. Develop an understanding of how we learn, with clear monitoring and evaluation of learning. Challenge where this falls short of our standard		Author: CGY
Impact Target:				
Why is this a focus? <ul style="list-style-type: none"> • 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> • 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



<h2 style="margin: 0;">2. Excellence is an expectation</h2>		2d. Assessment points are well thought out, meaningful and have an impact to pupil progress. Underachievement identified and interventions are razor sharp and monitored, barriers identified and actioned promptly		Author: FLY
Impact Target:				
Why is this a focus? <ul style="list-style-type: none"> 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



<h2>2. Excellence is an expectation</h2>		<h3>2e. Attendance strategy impacts progress</h3>		Author: FLY
Impact Target:				
Why is this a focus? <ul style="list-style-type: none"> • 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> • 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



2. Excellence is an expectation		2f. Ensure value for money in all subscription services		Author: MHL
Impact Target:				
Why is this a focus? <ul style="list-style-type: none"> • 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> • 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



2. Exceptional Teaching, Learning and Curriculum

2g. Governors actively involved in SEF, with deep dives holding school leaders rigourously to account

Author: MHL

Impact Target:

Why is this a focus?

- We must ensure that those responsible for governance understand their role and carry this out effectively.
- Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Since restricting the governance, it is important to ensure is has not lost any rigour seen during the 2018 OfSted

Evidence that will be seen as a result of actions / Success Criteria:

- Minutes of governor meetings will display thoughtful questioning
- Deep Dive reports indicate expertise
- Governors able to communicate to external bodies regarding the direction of the school and accurately talk of the impact of strategies

	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021
Main area of focus / strategies to implement / by who / cost / how?	<ul style="list-style-type: none"> • Governor safeguarding training to be held • Audit 		

Next Steps:



3. Exemplary Ethos and Culture for Learning		3a. Ensure there is Professional Pride in all areas of Warblington School		Author: CGY
Impact Target:				
Why is this a focus? <ul style="list-style-type: none"> • 		Evidence that will be seen as a result of actions / Success Criteria: <ul style="list-style-type: none"> • 		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



3. Exemplary Ethos and Culture for Learning

3b. Behaviour for learning in classrooms is exemplary and where this falls short, consistent application of behaviour policy is seen. Careful monitoring of patterns enables clear intervention

Author:
JFR

Impact Target:

Why is this a focus?

-

Evidence that will be seen as a result of actions / Success Criteria:

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	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021
Main area of focus / strategies to implement / by who / cost / how?			

Next Steps:



3. Exemplary Ethos and Culture for Learning		3c. Disadvantaged strategy has impact and leads to gains in progress of these groups		Author: CGY
Impact Target:				
Why is this a focus? •		Evidence that will be seen as a result of actions / Success Criteria: •		
	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021	
Main area of focus / strategies to implement / by who / cost / how?				
Next Steps:				



<h3>3. Exemplary Ethos and Culture for Learning</h3>		<p>3d. The robust tracking and monitoring processes are in place, ensuring clear accountability</p>		<p>Author: FLY</p>
<p>Impact Target:</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> • 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> • 		
	<p>First Term (Autumn) 2020</p>	<p>Spring Term 2021</p>	<p>Summer Term 2021</p>	
<p>Main area of focus / strategies to implement / by who / cost / how?</p>				
<p>Next Steps:</p>				



<h3>3. Exemplary Ethos and Culture for Learning</h3>		<p>3e. Year 11 leave with an outstanding set of qualifications, which are at least in line with national statistics.</p>		<p>Author: FLY</p>
<p>Impact Target:</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> • 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> • 		
	<p>First Term (Autumn) 2020</p>	<p>Spring Term 2021</p>	<p>Summer Term 2021</p>	
<p>Main area of focus / strategies to implement / by who / cost / how?</p>				
<p>Next Steps:</p>				



<p>3. Exemplary Ethos and Culture for Learning</p>		<p>3f. Safeguarding is seen as exemplary</p>		<p>Author: JFR</p>
<p>Impact Target:</p>				
<p>Why is this a focus?</p> <ul style="list-style-type: none"> • 		<p>Evidence that will be seen as a result of actions / Success Criteria:</p> <ul style="list-style-type: none"> • 		
<p>Main area of focus / strategies to implement / by who / cost / how?</p>	<p>First Term (Autumn) 2020</p>	<p>Spring Term 2021</p>	<p>Summer Term 2021</p>	
<p>Next Steps:</p>				



3. Exemplary Ethos and Culture for Learning

3g. Increase parental and community engagement, including social media, website and external publications

Author:
MHL

Impact Target:

Why is this a focus?

-

Evidence that will be seen as a result of actions / Success Criteria:

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	First Term (Autumn) 2020	Spring Term 2021	Summer Term 2021
Main area of focus / strategies to implement / by who / cost / how?			

Next Steps:



Strategic Intent 1: Action Plan (CGY)			
Strategy / Focus	Leading	Evidence	Impact / Success Criteria
<p>1. Professional Pride Highlight and embed expected and professional standards to all staff</p> <p>SIP Link 3a</p>	Whole school	<p>*CPD session *Lesson observation sheet</p>	<p>To improve professionalism- ‘excellence is the expectation’ To raise aspirations of both staff and students Majority of T&L being at good or better. Students fully engaged in learning. Positive staff voice where comments relate to improvement in professionalism and the effects this has had on their own practice, both in the classroom and around school. Both staff and students can recognise and vocalise the shift that has occurred. All staff in appropriate dress, punctual and in attendance in all meetings and briefings, including duty. Reduction in parental complaints of poor teacher conduct. Reduction in unprofessional communications in terms of methods chosen, staffroom conversations and correspondence with errors; letters, emails.</p>
<p>2. Differentiated CPD programme Create a CPD programme which staff select to deliver and attend based on their own areas of strengths and improvement</p> <p>SIP Link 2di</p>		<p>*Analysis of T&L including teacher audit *PM on Bluesky</p>	<p>To improve whole school T&L To improve areas of improvements for staff To stretch and challenge all staff in terms of professional development Majority of T&L being at good or better, staff and SLT being able to evidence the improvements and link to specific CPD. Staff volunteering to lead and attend CPD through being reflective practitioners and facilitators. Staff being able to recognise their own strengths and areas for improvement whilst creating a termly action plan of how they can invest, monitor and achieve. Positive staff voice where staff are excited about and fully engaged in the CPD programme. Staff can recognise positive impacts on own and others practice.</p>
<p>3. CPD journal Provide all staff with a journal to record all CPD and ensure it is always being used.</p> <p>SIP Link 2di</p>	Teaching staff	<p>*Recorded starter activity for every CPD session *Learning journey present in journal evidencing lesson study</p>	<p>To improve attendance and engagement at CPD To create and record staff’s learning journal Majority of T&L to be good or better. Staff taking an active role in their own CPD. Staff bringing journal to every session and actively taking notes, enabling them to notice and talk of the impact Evidence of incorporation of CPD topics/sessions into own practice through learning walks/observations/department meetings</p>



<p>4. Support staff CPD Include support staff in appropriate CPD and create a separate CPD programme where necessary</p> <p>SIP Link 2di</p>		<p>*support staff attendance register all CPD sessions so they can share schools vision/ethos/culture/aims/objective</p>	<p>To ensure all staff feel included and valued in Warblington's journey Support staff to attend and be included in CPD (this may be sometimes separate from all staff, but development opportunities need to be provided)</p> <p>Attendance and engagement to all CPD Staff to feel valued and recognise the opportunities for professional development Improvement in support staff work ethic, improved consistency across the team Greater accountability measures linking to PM targets Support staff to feel fully involved in the school environment and wanting to contribute more</p>
<p>5. Induction of new staff Communicate effectively with new staff re SEND vision, culture and expectations</p> <p>SIP Link 1d</p>	<p>Math HoD/HTLA Science NQT English teacher Drama/History maternity cover</p> <p>DHR/KHH</p>	<p>*CPD session for new staff introducing SEND vision *T&L audit</p>	<p>To ensure all new staff are confident in how we work including our SEND standards and expectations. What new staff should expect from us in terms of support and as a SEND team</p> <p>T&L statistics to be good or better Lesson observation feedback/audit to show improvement in SEND provision Staff knowing their students and understanding the SEND needs along with having identified strategies, empowering them to have the ability to provide appropriate provision Staff knowing where to go if they need further support Improved consistency and effectiveness in use of LSAs</p>
<p>6. Lesson study To learn and develop a new way of monitoring teaching and learning</p> <p>SIP Link 1di</p>	<p>Science</p>	<p>*T&L audit-working document</p>	<p>To introduce a new method of monitoring T&L To improve T&L focusing specifically</p> <p>Majority of teaching to be good or better, improvement in T&L statistics Improvements in teaching audit specifically focusing on T&L of vulnerable groups Improved pupil progress data through raising the aspirations of all disadvantaged students Return to previous disadvantaged gap, pre COVID-19 Positive student voice where students vocalise their improvements in the teaching they have received and the progress they have made</p>



<p>7. Disadvantaged hook Compile a list of students' interests and hobbies with all staff and efficiently disseminate to enable more positive working relationships to build among students and staff</p> <p>SIP Link 2b</p>	<p>Whole school</p> <p>MGY</p>		<p>For all staff to be familiar with who are disadvantaged students are For staff to have a conversation starter to develop positive rapports with students For staff to know how to engage students, what examples to use related to student interests and 'hooks'</p> <p>Majority of teaching to be good or better, improvement in T&L statistics Improvements in teaching audit specifically focusing on student relationships and use of rewards Improvement in pupil progress data Students having the confidence and ability to communicate their needs Students recognising the improvement in relationships with staff</p>
<p>8. Disadvantaged pupil passport Create a pupil passport for all disadvantaged students to inform all staff and subsequently use as a monitoring tool</p> <p>SIP Link 2b</p>	<p>Whole school</p> <p>MGY</p>	<p>*Pupil passport to be used in observations *data used to monitor progress *staff knowledge on pupils in terms of how they learn best</p>	<p>For all disadvantaged students to have a pupil passport so staff are well informed Majority of teaching to be good or better, improvement in T&L statistics and using the passport as a monitoring tool Improvements in teaching audit specifically focusing on student provision Staff having the confidence and ability to implement appropriate provisions Completed HOY tracking sheets recognising the impact of the pupil passport to inform best practice Improved pupil progress data through raising the aspirations of all disadvantaged students Return to previous disadvantaged gap, pre COVID-19 Positive student voice where students vocalise their contributions to the pupil passport</p>
<p>9. SEND rebrand Rename the learning support department and area</p> <ul style="list-style-type: none"> To encourage homework club once a week for year 7 as an expectation <p>SIP Link 1d</p>	<p>Whole school</p>	<p>*New name for 'Learning Support'</p>	<p>To remove stigma of SEND To encourage more students to use the resource To develop the team ethos Improvement in SEND pupil progress data Increased number of students attending homework club in year 7, each student to attend once a week Increased number of completed homework for year 7</p>



<p>10. Data onto pupil passport To add quantifiable data to enable more accurate attainment and progress monitoring and tracking</p> <p>SIP Link 1d</p>	<p>All teaching/ classroom staff</p> <p>KHH</p>	<p>*data to inform planning *data to monitor pupil progress</p>	<p>To ensure staff are aware of where students with SEND are currently in terms of data, where they should be and if they are not on target what is the member of staff doing/ plans to do</p> <p>Majority of teaching to be good or better using the passport as a monitoring tool Improvements in teaching audit specifically focusing on SEND provision and consistency and effective use of LSA Improvement in the majority of SEND pupil progress data</p>
<p>11. SEND email account Create an email account both students and staff can access and communicate struggles, worries and questions to gain further support and guidance</p> <p>SIP Link 1d</p>	<p>Whole school</p> <p>DHR</p>	<p>*Initial emails and response exemplars</p>	<p>To enable staff the opportunity to ask any questions which they may not know the answer to in a safe and confidential environment</p> <p>Increased amount of emails from students being able to communicate why they can't complete work/what they are struggling on Emails received from staff with questions</p>
<p>12. LSA areas of expertise Each LSA to have an area of expertise, to whom staff go to when they have a query/question in relation to a SEND need e.g.dyslexia</p> <p>SIP Link 1d</p>	<p>All teaching/ classroom staff</p> <p>RBL</p>	<p>*Staffroom board</p>	<p>Support staff to present their research projects Staffroom board to inform all staff which member of support staff to go to with the identified area of expertise.</p> <p>Staff questioning/contacting with expert using the staffroom board Majority of teaching to be good or better Improvements in teaching audit specifically focusing on SEND provision and consistency and effective use of LSA Improvement in the majority of SEND pupil progress data Increase in confidence of LSA</p>



<p>13. SEND mentoring Mentoring for all students with SEND to provide students with the opportunity to; understanding and develop the ability to vocalise how they are currently doing, check in with a member of LS staff weekly, describe what they need and collect strategies that they can use to help them.</p> <p>SIP Link 1d</p>	<p>All teaching/ classroom staff</p> <p>DCD</p>	<p>*Monitoring calendar *Mentoring template *SEND Group allocation</p>	<p>To provide all students with SEND a weekly mentoring meeting as part of a vertical group led by LSA</p> <p>Students to feel fully supported, increase in student confidence, resilience and independence</p> <p>Students to have the ability to vocalise what they have discussed with their mentor, why this has been the topic of conversation, what they need from school, how they can develop as an independent learner</p> <p>Majority of teaching to be good or better</p> <p>HOY, tutor and subject staff to recognise the positive effects of mentoring</p> <p>Improvements in teaching audit specifically focusing on SEND provision and consistency and effective use of LSA</p> <p>Improvement in the majority of SEND pupil progress data</p>
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Strategic Intent 2: Teaching and Learning Action Plan – 2020 – 21 (ERS)

	Term 1	Term 2	Term 3
Exemplary Ethos and Culture for Learning			
Craft of the classroom	<p>Wednesday briefings/CPD sessions to embed Thinking Hard strategies/ GROWTH. LST to become mandatory part of Do Now to encourage recall (Particularly at KS4 – combine with Knowledge organisers/h/wk.). LOs as questions and not task driven. Greet at door.</p> <p>Updated planner distributed.</p>	<p>Continuation of briefings. CPD adapted to address arising /existing priorities. Monitoring of LST and use of knowledge organisers. (GROH)</p>	<p>Continuation of briefings. CPD adapted to address arising /existing priorities. Evaluation of use of LST/feedback on Knowledge organisers – adapt if necessary.</p> <p>Evaluation of planner.</p>
	<p>Coaches to lead CPD sessions on T&L priorities. Raise profile of coaches/they can have greater impact. Improved engagement at CPD through variety of voices. MGY – Effective modelling with assessment. LEY – Moving on with Thinking Hard and questioning. HBN – Reading skills for all. What will reading should look like? Create a flow chart and non-negotiables. Continue building Reading for pleasure in KS3/Tutor time.</p>	<p>Coaches to monitor and evaluate impact of CPD sessions. (WT)</p> <p>MGY -Creation of a modelling example sticker for books/classrooms. Ensure students are clear with various ways modelling is used. HBN – writing CPD – Display text type posters in rooms/ encourage students to begin to extend writing through use. Reading - Test student reading ages and code on Classcharts. Publish top ten weakest students in each year group, set up interventions with TAs/HLTAs/support staff. Create HT bulletin to inform staff of interventions and provide specific strategies for these students.</p>	<p>Coaches to feedback to staff on good practice in relation to CPD sessions and discuss next steps.</p> <p>HBN – Writing – Create a generic writing Toolkit.</p> <p>Reading – Create a generic Reading Toolkit.</p>



	Training of additional coaches. 8-week coaching programme devised. (see attached)	New coaches assigned a member of staff to support. New staff identified as requiring support and begin 8-week programme. Informal/formal support programme for staff not meeting standards.	Coaches assigned a member of staff to support. New staff identified as requiring support and begin 8-week programme. Informal/formal support programme for staff not meeting standards. Evaluation of coaching impact. Adapt if required.
Learning environment fit for purpose and conducive to learning.	Audit all learning environments in LM. Ensure corridors/classrooms fit for purpose and conducive to learning. Provide resources for display. Liaise with site team if necessary. Encourage celebration of student work and promote high achievement.	TIG research to be shared on learning environments. Continued monitoring of areas in LM.	HODs to implement research findings from TIG. Continued monitoring of environments through LM. Sharing of good practice.
Metacognition			
Exceptional Teaching and Learning			
Develop ITT/SCITT partnerships	Liaison with Portsmouth Uni/SCITT to continue re ITT/SCITT students.	Liaison with Portsmouth Uni/SCITT to continue.	Liaison with Portsmouth Uni/SCITT to continue.
New staff/NQT support.	New staff induction programme delivered.	New staff induction programme delivered if required.	New staff induction programme delivered if required.
	NQTs assigned mentors/Professional tutor. Timetabled regular meetings. Close support required as did not complete full training.(Focus on teaching standards being met) All NQTs/mentors enrolled on Hants NQT online site. Report 1 to be completed. NQTs attend Hants new staff courses.	Continuation of regular meetings and feedback. Complete report 2. NQTs attend Hants new staff courses.	Continuation of regular meetings and feedback. Complete report 3. NQTs attend Hants new staff courses.
	All new staff enrolled on 8-week coaching programme to learn the 'Warblington Way'.	Graduation from coaching programme or continued support provided if required. Targeted support in place if NQT fails term 1.	Targeted support in place in NQT fails term 2.
	Organise mentor training if required. Support mentors on writing of NQT report 1.		



Consistency of approach – Planning/assessment / feedback.	Updated planner provided to all staff. Detailed section on expectations for planning, assessment and monitoring and feedback. Continued use of planner throughout year and in briefing/CPD sessions.	Share good practice. Continued reference to planner in briefings/CPD.	Planner evaluated and updated if required. Share good practice. Continued reference to planner in briefings/CPD.
	Introduction of Professional pride. Data files reintroduced for all.	Monitored through drop ins/ observations.	
	CPD programme devised to address T&L priorities.	CPD adapted to address any issues that arise in T&L.	CPD adapted to address any issues that arise in T&L.
	Termly book monitoring – focus on presentation and application of assessment and feedback marking policy to be conducted at department and SLT level. Shared with staff and discussed at LM.	Termly book monitoring – focus on presentation and application of assessment and feedback marking policy to be conducted at department and SLT level. Shared with staff and discussed at LM.	Termly book monitoring – focus on presentation and application of assessment and feedback marking policy to be conducted at department and SLT level. Shared with staff and discussed at LM.
	Conduct staff T&L audit. Organise schedule for drop ins. Identify any staff that require support. Amend CPD to support as required. Place on coaching programme or more formal support if necessary.	Organise paired observations. Identify any staff that require support. Amend CPD to support as required. Place on coaching programme or more formal support if necessary.	PM observation schedule organised. Identify any staff that require support. Amend CPD to support as required. Place on coaching programme or more formal support if necessary.
	Introduction to flipped learning and new initiative addressing remote provision for students not in school.	Liaise with attendance/LCN re students that require access to remote learning. Monitor this.	Liaise with attendance/LCN re students that require access to remote learning. Monitor this. Evaluate and adapt provision.
Excellence is an expectation.			
TIGs are research led to improve T&L.	Calendared TIG CPD. SLT to meet with TIGs to oversee progress and offer support. Staff to research specific area of interest and trial ideas/ approaches in lessons.	Teach Meet – All TIGs to present research findings to staff. Invite governors.	Evaluate TIGs. Creation of new research groups. Finalise for 2021-22.
	All staff to evaluate progress towards PM target 2.		



Develop excellence in monitoring and evaluation of T&L and challenge where it falls short of the standard.	Heads of Core REM pack provided. HODs to complete termly report to ERS.	HODs to complete termly report to ERS.	HODs to complete termly report to ERS.
	ERS/CGY to collaboratively devise a rigorous monitoring/evaluation calendar. (Drop ins/Book looks etc)	Timetabled meetings to discuss collaboration with T&L and SEND.	Timetabled meetings to discuss collaboration with T&L and SEND.
	ERS to compile and share termly teaching evaluation with SLT, Staff and governors.	ERS to compile and share termly teaching evaluation with SLT, Staff and governors.	ERS to compile and share termly teaching evaluation with SLT, Staff and governors.
	Informal/formal support provided for staff not meeting expected standards. Develop opportunities for 'excellent' staff. – NPQs etc	Informal/formal support provided for staff not meeting expected standards. Develop opportunities for 'excellent' staff. – NPQs etc	Informal/formal support provided for staff not meeting expected standards. Develop opportunities for 'excellent' staff. – NPQs etc

