



Warblington School

Case Studies 2021-22

September 2022

"Create the highest possible operating standards, develop the character of your players, develop the culture of your team and, as the title of Walsh's book proclaims, The Score Takes Care of Itself." (from "Legacy" by James Kerr)



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Introduction

Mr M Hartnell

Headteacher

Welcome to the third of our Warblington Case Studies. The idea of these documents is to case study the journey of school improvement, detailing the evidence of progress we have made against our school improvement plan.

Whilst this year was closer to being a return to 'normal', in many ways it was still anything but!

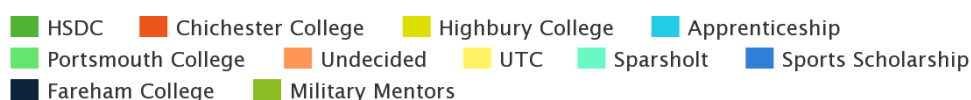
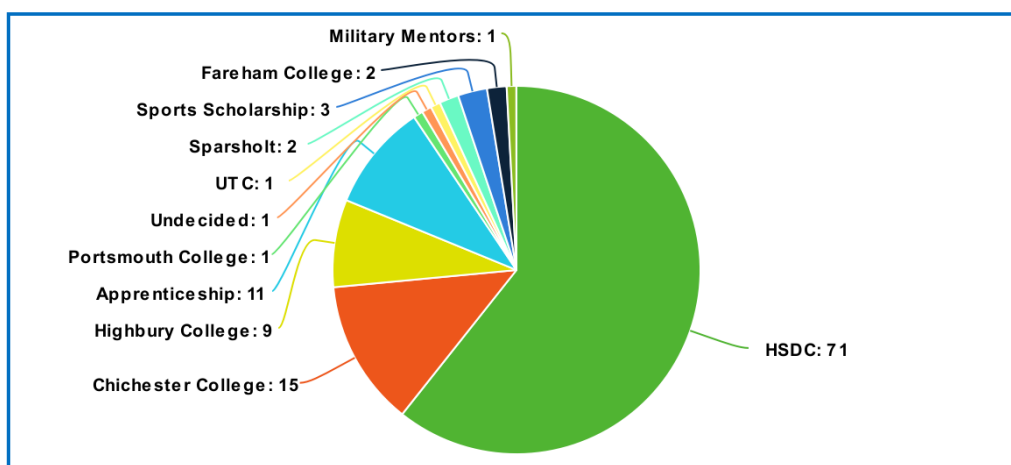
Indeed, for me this was captured when I was absent with Covid during our annual Hampshire Inspection! However, it served as great example of how the distributive leadership across the school performs. This was an area of focus for us in 2021-22 and the report highlighted just how strong the leadership team were in my absence.

“In the absence of the headteacher all the activities conducted in the school were led by the senior leaders’ team. Leaders were able to respond to the external challenge and were able to professionally challenge back with robust evidence and clear concise narrative. This demonstrates the strength in the distributed leadership model implemented across the school, which was also evident at middle leadership level and verified through discussions with staff who commented very positively about leaders at the school.”

Hampshire Inspectorate and Advisory Service, March 2022

Outcomes Improve

This year saw a return to public examinations for the first time since 2019, albeit in a slightly different format with an extended exam season and detail given to students regarding the areas being tested. I am pleased to report that Warblington students performed well, with the core subjects performing strongly and the options subjects performing well above expected in a number of places! Again, both of these were key foci for the school. We know grades in English and Maths give students access to the widest range of options post-16 and the cohort of 2022 continued with the trend of choosing a vast number of different post-16 destinations, depending on need and choice. The final destination data of Cohort 2021 is below and a fuller analysis of 2022 outcomes is available on page 5.



Final destination data of Cohort 2021, collated by the Warblington Careers Dept. For Hampshire Activity Survey results which compare Warblington with Hampshire data, please see <https://bit.ly/3RkS9uM>.

Teaching and Learning

Our continued focus on improving the quality of teaching and learning has been tangible this year – partly down to the fact we have had a full school year, but also down to the use of research to help us improve practice. We have continued to work in partnership with our Federation Schools to draw upon best practice, and some of our work was showcased in a Hampshire ‘Sharing Good Practice Seminar’ in July. Being involved in projects with the Education Endowment Foundation (EEF) in

“There have been significant improvements in teaching and learning, as seen through the learning walk and through the staff surveys. Staff surveys extol the positive aspects on the continuing professional development (CPD) and coaching”

HIAS Inspection Report, March 2022

Science and utilising the work of the Great Teaching Toolkit has upskilled all of our practice in the classroom. Dr Lansley’s section on page 7 details this. Continuing Professional Development (CPD) is valued by staff and we ensure opportunities for professional development are available for all. Aside from the benefits of being part of the wider Havant federation and

the subject meetings across the federation of schools, six teachers will start (National Professional Qualification) NPQ programmes with four teachers having already completed NPQML (for Middle Leaders), two completed their NPQSL (Senior Leaders) and one completed their NPQH (Headship). There are two core middle leaders also completing masters through the apprenticeship levy.

In July, we were also part of a research visit from Ofsted, looking at CPD in schools post-pandemic. Whilst the research findings are not available yet and the researcher was unable to give any specific feedback, they were able to say that staff valued the CPD and it was clear it was “unique and personal” and had been “well thought through” and was “appreciated by staff”.

‘The CPD is often very innovative and enthusiastic (passion is key word for Warblington I feel) and the content is really worthwhile. The new coaching teams and processes are exciting and so far delivered great experiences and learning.’

Quote from a Member of Staff, April 2022

Other events to note

There is more about the school achieving its Eco-School status on page 16, which saw us raise the green flag in April. This was welcome, since the Union Jack which had occupied the space was damaged in Storm Eunice – the first storm which had raised a Met Office red alert and as a result forced a county wide school closure in February. The school was also closed again in June as we came together as a nation to celebrate the Queen’s jubilee.

As trips and visits began to enrich the curriculum once more, July saw us take two hours off timetable to complete the Race for Life – an event which saw almost 500 students run and walk in pink T-shirts around the local community and raise over £4000 for Cancer Research. Auditions also took place for the School Production and we saw a welcome return of Sports Week, The Sports Awards and The Performing Arts Oscars. Picture of these can be found at the back of this booklet. We also saw Mr Chate nominated for the ‘Newcomer of the year’ at the Hampshire Education Awards this year.



Increasing Numbers

I am also pleased to see the number of students on roll increase over the course of this year. Many students have become part of our community: some successfully completing a managed move after finding Warblington to be the right school for them; others having moved into the area and we saw our year 7 become the first year group in a long time to take up all available places! We are continuing to work with the Hampshire Travel Planning Team to ensure our students have a safe journey to and from school and we have been part of a project mapping out the journey routes to the school in the local area.

Improvement Priorities

Whilst coaching and staff wellbeing will continue to remain key areas for us in 2022-23, we must continue to be mindful that groups of children will have gaps in knowledge as a result of their lockdown experience. Now our curriculum roadmaps are embedded, staff can now use planning time to ensure the content meets the needs of the students in their class, instead of focussing on the what and when to teach. We will use the work around SEN both from national and local documents to ensure we adapt or teaching to meet the needs of all learners. We will also continue our work on behaviour, but working with DfE Behaviour Hub programme to continue to make the school a safe, quiet, calm and orderly place to be. The full school improvement plan is on page 18.

Sit Together And Read (STAR) time was introduced in 2021-22 and it has been pleasing to see the number of students who enjoy taking 20 minutes out their day to read. However, alongside this, we know that there are some for whom reading does not come easy and Mrs Richards, in her review of STAR time on page 14, shows how the intervention programme that went alongside the reading for pleasure programme has had a real impact for those students.

Finally, as the scaffolding begins to go up around the school, we look forward to finally making our 1950's listed building fit for the 21st century as we fit double glazing, new ventilation systems and air conditioning units to ensure the working environment for the staff and students is the best it can be.

Parent Survey Outcomes 2022

All results based on 125 respondents from July 2022 – 26% of the school population at the time.

(Figures in brackets are 2021 figures based on 145 respondents, national figures are taken from Jan 2022 - [link](#))

	Strongly agree/agree		National Average*
My child is happy this school	88%	(91%)	87%
My child feels safe at this school	92%	(95%)	89%
My child does well at this school	88%	(91%)	88%
The school makes me aware of what my child will learn during the year	62%	(64%)	71%
The school makes sure my child is well behaved	88%	(88%)	83%
My child has been bullied and the school dealt with it quickly and effectively	(56%) (71% said their child had not experienced bullying)	(77%) (70% said their child had not experienced bullying)	83% (either not been bullied or been dealt with quickly)
The school is well led and managed	89%	(90%)	83%
When I have raised concerns they have been dealt with properly	86%	(91%)	82% (Either not raised or been dealt with properly)
The school lets me know how well my child is doing	82%	(92%)	82%
The school has high expectations for my child	91%	(92%)	84%
Would you recommend this school to another parent	86%	(90%)	86%

What went well...

Brilliant school, my child is thriving, best school in the area, so happy I moved my daughter here

I am a very happy mum and my son is so much happier now he's moved to Warblington. Thank you

The pastoral care has been second to none and we value that highly. My son has had mental health issues which were flagged up quickly by the school and he has received excellent support. All his teachers are genuinely invested in his progress and success and he has become a different person and grows in confidence daily. I cannot thank the staff enough.

I have been truly impressed with the commitment and care that my daughter has achieved.

Just thank you to all the amazing staff who have made this year so good. I was really nervous about my child in secondary school but from day one everyone has been amazing.

The school have always been very quick to respond to any concerns I have - there have been some issues with communicating via Weduc but this appears to now be resolved.

Thank you for all your hard work. Great school with great staff! My child loves it!

My three children have attended or are currently attending Warblington school. I feel the school improves year on year.

Even better ifs.... (we're working on them!)

I would like to have more information about how my child is doing. The report I am given gives very basic information and is not very informative. There is no information about what my child needs to do to improve.
This is something we would agree with and as a result have made it part of our School Improvement Plan for 22/23.

My only negative is that there have been very few trips or residential, whilst I understand Covid is still having an impact on staffing etc, one trip would have been beneficial!

We are certainly looking at increasing this. We do need to keep a careful balance on educational visits, time out of school with the added pressures of rising costs.

There were a number of comments round options and the options process. Please be assured we will review all of these comments and aim to improve this over the course of the year.

I believe detentions are handed out for a lot of ridiculous reasons, & certain staff are not welcoming or helpful, others are particularly good!

I think communication can be improved and more timely, whilst additionally applying common sense when it is needed.

We are constantly reviewing our communication to ensure it reaches all stakeholders through the correct channels and in a timely manner.

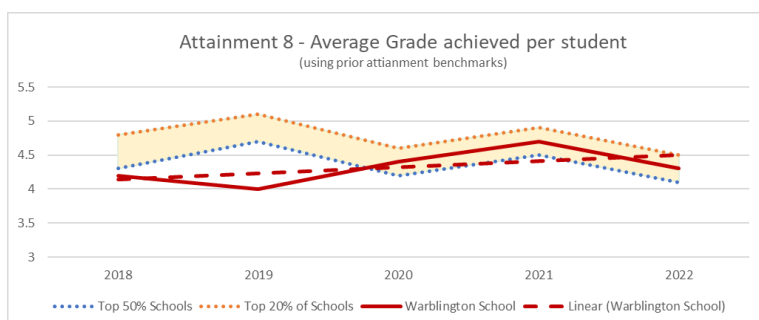
KS4 Outcomes 2022

Firstly, we want to send our congratulations for the Class of 2022 for their final outcomes. This was clearly a result of hard work over some very difficult times. Some students battled Covid during the exam period, others had missed a significant amount of face-to-face schooling during the year for the same reason. But the key message is simple: No year group that has ever been externally examined has achieved this well – that is their legacy!

When looking at outcomes this year, it is going to be more difficult than ever to make comparisons, with the DfE already stating, “We recognise the uneven impact on schools and colleges of the pandemic, and will ensure clear messages are placed on performance tables to advise caution when considering the 2021/22 data. This will include strongly discouraging all users of the data from drawing comparisons with performance data from previous years. We will also advise caution when comparing a school’s performance with national or local authority averages, or with other schools.”

Attainment 8

With that in mind, I will compare results with previous cohorts of Warblington students, to give some background of the results obtained.



The first thing to note is that when comparing 2019 and 2021 data, the average grade has increased from 3.9 to 4.3 – meaning every child in the 2021 cohort has improved by 4 grades compared to the 2019 cohort. Results for 2022 are similar to that of 2020 where results were teacher assessed. The overall

attainment trend is an increase. Whilst this is only looking at attainment, our progress over this time is much stronger, with the 2022 cohort having a lower KS2 scores than their 2019 counterparts – so **2022 students scored higher in their GCSE’s despite having lower KS2 scores**. That is why their achievements deserve to be celebrated!

Ebacc

English and Maths continued with their improvements, with over 60% of students passing both their maths and English. Our Ebacc percentage (those students passing English, Maths, Science, a language and a humanities subject) was again high at 21% (up from 9% in 2019) showing that these improvements go further than just English and maths.

Option Subjects

We saw notable good results in a number of the option subjects too. Computer Science saw almost half achieving a grade 7 or better, with 80% achieving a grade 5 or better. An amazing achievement. Art and Photography performed well again, both over achieving based on the targets set. Music,

childcare, Food and PE also sit with the same accolade. Infact, music and childcare saw close to 90% of students achieving a grade 5 or better.

Other notable points

Having looked at the results in more depth, it was clear that those whose attendance was below 85% saw a dip in their attainment compared to their peers – not wholly unexpected, however in this year it seems that those who fell ill were severely disadvantaged. (Average grade for those with less than 85% attendance was 3.1).

Students with an EHCP performed significantly better than their peers nationally, as did those students who were eligible for Free School Meals.

Finally, it was pleasing that teacher accuracy had significantly increased with final projected grades matching the final outcomes in most cases. Producing Teacher Assessed Grades for the last two exam seasons has clearly helped staff have excellent knowledge of the syllabi they teach.

So whilst comparisons may be challenging, from our perspective these results are to be celebrated and the analysis used to ensure Cohort 2023 continue to raise the bar and achieve greater again.





Developing a Strong Core

Dr F Lansley

Assistant Headteacher

English, Maths and Science

For the first time, this academic year saw the introduction of joint Line Management meetings for the leaders of the English, Maths and Science departments. With the leaders in these subjects being of varying experience and offering different approaches in their leadership, the rationale was that there was much that they could potentially learn from each other in having a designated period of time for discussion. Across the year, meetings have focused on their curricula, recovery from the COVID-19 pandemic and the legacy it has left behind, the use of data to inform practice, preparation for examination periods and leadership practices.



Feedback from the leaders has been positive and the initiative is to be continued into the current academic year. As each of the departments has another member of staff with a designated responsibility, the opportunity to join the session will be extended to include those colleagues at specific points in the year, therefore broadening the sharing of expertise further.

Quality Assurance

Quality assurance of the Quality of Education across the school, strand A of our School Improvement Plan, consisted of two contrasting structures this year. The first round, during the Autumn Term of 2021, consisted of a generic teaching & learning based review including observations of lessons, student work scrutinies, analysis of subject data and a review of student attitudes within the subject.

Lesson observation criteria were adapted to comply with both Ofsted criteria and the dimensions of the Great Teaching Toolkit, the evidence review upon which our Teaching & Learning foci for the School Improvement Plan have been formulated. This led to the ability to generate quantitative data around teaching across the school, giving a unique insight into both individual teacher's strengths and weaknesses as well as identifying trends across the teaching body as a whole.



Learning is all about Thinking Hard

Miss C Blundell

Associate Assistant Headteacher

The Great Teaching Toolkit

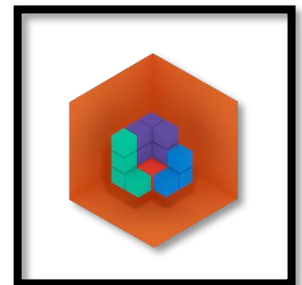
A large body of research indicates that what teachers do, know and believe matters more to the achievement of students than anything else we can influence. The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. "Raising the quality of teaching within schools is probably the single most effective thing we could do to promote both overall attainment and equity." (Dylan William, 2018).

"During the learning walk all pupils were engaged in their lessons. It was evident that teachers had a stronger presence and command within the classroom environment, with subtle cues to engage pupils who may be off task or unsettled following a transition. These 'behaviour of learning' techniques were evident across the school, with teachers skilfully using eye contact, hand gestures and body language, without interrupting the flow of the lesson. This ensured any low-level disruption was addressed swiftly and meant behaviours did not manifest into something more.

HIAS Inspector Report, March 2022

With this in mind, our ongoing development of Teaching & Learning turned to the Great Teaching Toolkit Evidence Review (June 2020) which provides a comprehensive review of research around the premise of 'what makes great teaching?' In summary, the review determined that Great Teachers:

1. Understand the content they are teaching and how it is learnt
2. Create a supportive environment for learning
3. Manage the classroom to maximise opportunity to learn
4. Present content, activities and interactions that activate their students' thinking



Whilst all of our teachers have been focusing on aspects of the toolkit that they themselves would like to develop, as a collective, we chose to focus on the final dimension, that of activating students' hard thinking.

Thinking Hard

Dimension 4 of the Great Teaching Toolkit is broken down into 6 elements; structuring, explaining, questioning, interacting, embedding and activating. Whilst all six elements were deemed important for us to focus on, the 'activating' element was the concept that we felt best aligned with what we were trying to achieve. The rationale for this was the focus that it places on the students' engagement with their own learning. In line with our overall aspirational ethos, the aim was to convey to the students that to really get to grips with each of their lessons, they do actually need to think, hard.



A series of logo's developed by another of our partners, PiXL, were chosen to be used in class to help signpost to students when they would be required to partake in deeper thinking, helping students to understand what it was that we were aiming to achieve and raise their consciousness around their own learning. These were introduced to students through a series of assemblies and the use of student ambassadors, who visited lessons other than their own to gauge where they could see hard thinking in action.

The beauty of the overall concept, coupled with the logo's, was that it highlighted to the students where hard thinking could be taking place in every subject, but in different fashions. By raising awareness of the different ways of thinking in each of our academic disciplines, students are beginning to understand themselves as learners better.

Moving forward, we aim to continue engaging students in understanding how and why they are taught in the way that they are through a series of assemblies entitled "Why do teachers do what they do?" Coupled with the explicit teaching of study/revision skills, we are hopeful that feedback from the students will demonstrate that they have a much greater awareness of themselves as learners – along with regularly being exposed to 'Great Teaching'.





Professional Growth – Coaching for Excellence

Mrs C Gregory

Assistant Headteacher

Over the 2021/2022 academic year, as part of our School Improvement Plan (SIP), we have really focussed on our teaching and learning strategy. This has included the initiation and implementation of our coaching team to not only improve the quality of education but also in a bid to embrace and embed our new focus of professional growth.

Our coaching team consists of 8 lead coaches, who are from a variety of department areas and have varying roles and responsibilities within our school setting. We also have a separate coaching group for our Early Career Teachers (ECT) who also receive weekly mentoring. Each coaching group consists of five members of classroom-based staff including our teachers, cover supervisors, HTLAs and LSAs. We think it is imperative to include all members of our classroom-based staff body in all our Continued Professional Development

(CPD) work to gain buy-in from all stakeholders. We do this through creating our vision together whilst maintaining our core values, ensuring we are consistently working towards a shared common goal to gain maximum impact.

The coaching groups meet half-termly and also work together more informally on other school-based initiatives. The CPD programme is very comprehensive and directly linked back to the selfevaluation form (SEF) and SIP, with leaders asking themselves the question ‘why are we doing what we are doing?’
HIAS Inspector Report, March 2022

It was crucial when introducing and organising the groups, in terms of both lead coaches and coaching groups that time was then given over to enable the groups to meet and form working relationships. This was initially achieved by setting coaching questions as reflective and discussion based activities to initiate thought-provoking, open and honest coaching conversations. Future CPD sessions developed these working relationships further by ensuring staff worked within their coaching groups for various meetings and activities, including game-related and staff well-being sessions, maximising opportunities for team building. The coaching teams are now an integral part of all CPD sessions.

The coaching team have solely focussed on introducing ‘Activating Hard Thinking’ (AHT) devices and strategies to all staff so they are incorporated in to all lessons ensuring there is stretch and challenge across the curriculum, promoting pupil progress. This has been successfully achieved by presenting and leading CPD sessions; this has included one per term, focussing on introducing four of the twelve devices each time along with a member of the coaching team leading an activity, demonstrating the device, thus providing other staff with the knowledge and understanding,



as well as inspiration and ideas to empower them to apply the strategies within their department or faculty areas.

The twelve AHT devices covered over the year are; reduce, transform, deconstruct, derive, prioritise, practise, categorise, criticise, connect, compare, extend and create. The expectation is for all staff to display the logo related to the device on their activity PowerPoint slide so both staff and students are informed of which strategy is being used. This also provides the opportunity for us all to continually familiarise ourselves with the logo along with informing internal and external visitors. The coaching team have designed a poster displaying the twelve logos which can be found in every classroom. It has been and continues to be crucial to continually monitor the standards and expectations we have

The form is titled 'Pop-in' in red cursive. It features the Warblington School crest and a logo of a woman with an umbrella. The form includes fields for 'Teacher', 'Date', and 'Class'. Below these are two large columns: 'What did I learn?' and 'Possible use'. At the bottom, there is a section for 'Area of Expertise' and a row of twelve small icons representing different AHT devices.

initiated through our AHT work focussing on the quality of education. Therefore, the coaching team have introduced the idea of a 'pop-in'; a non-judgemental visit to lessons and consequently created a pro forma which is used to communicate with all staff. This focuses on areas of strengths as well as potential areas for development whilst highlighting the AHT strategies being used within the lesson.

Whilst starting this journey with staff, it has and continues to be imperative to include all students alongside us. This is to ensure their knowledge and understanding surrounding the AHT devices is also secure, to maximise their progress thus having the utmost impact. This has been achieved by leading termly assemblies introducing four devices whilst recapping and reinforcing the previously learnt devices. Student questionnaires have also been circulated through ClassCharts and subsequently analysed to check understanding of the AHT devices, and to also inform future planning so students know what they can do, and what they need to be able to do to continue to make further progress, ensuring they continue to fulfil their individual potential.

Student Ambassador Programme

Finally, we have recently introduced a student ambassador programme and are currently working hard to train our students. Twelve Year 7 students, who successfully completed the application process for the position are conducting pop-ins across the school to ensure the AHT continues to be embedded. They have worked hard on developing their own knowledge and understanding of AHT, in terms of recognising them in differing subjects and age groups, completed tallies to see where AHT occurs most across department areas and are working alongside staff to help identify which activities are enjoyed and valued



most by students with a focus on making progress. This will eventually ensure students help shape our future curriculum.

A considerable amount of work has been completed this year and we must make sure this continues as we enter our 2022-2023 academic year. This means a large focus has to be on our AHT journey to ensure, we are confident it is successfully and consistently embedded within our school environment.

At Warblington School we believe our greatest asset is our staff, therefore we realise the value of investing in them and are very passionate about providing professional development opportunities. This year we have introduced the idea of professional growth alongside our performance management to ensure a robust tracking and monitoring process is in place, ensuring clear accountability. Professional growth focuses on the individual member of staff, wanting to be the very best that they can be, by recognising that we can all grow and continue to develop, we are always learning and will never be the finished article. We strongly believe that all staff now aspire to be experts in their areas and we support this through targeted, specific and bespoke CPD which takes place both within the school and with outside networks and bodies, for example PGCE Apprenticeship and National Professional Qualifications for Leading Teaching, Leading Teacher Development and Senior Leaders.



Reading – For Pleasure and Progress

Mrs E Richards

Assistant Headteacher

Reading has been a key priority this academic year with a focus on ensuring students are able to read widely and often, with fluency and comprehension appropriate to their age. For students struggling with reading, these ‘gaps’ have been quickly and effectively addressed.

“My daughter has really grown in confidence since reading every day at school – I’ve noticed a change in all of her work and homework”

Parent of a year 8 student

Warblington’s approach to developing reading across the school has been conducted using a two strand approach; Reading for Pleasure, and Reading for Progress. Both strands run alongside the other. Reading for Pleasure has seen the introduction of STAR - (Sit Together and Read) to the curriculum. This involves the whole school reading for twenty minutes every Monday to Thursday during the afternoon Tutor period. These sessions allow the member of staff to model good reading habits and students to read a both of their choice independently. Feedback from staff, students and parents has been extremely positive since the introduction of this initiative. Student engagement in reading has also improved across the school.

“Now that XXX is in a STAR reading group, they’re actually reading at home. They’re even in their bedroom now, trying to finish a book”

Parent of a year 10 student



Students are tested twice a year to determine their reading age and if they are reading at Age Related Expectation (ARE). From initial testing in September, to the second test in June, reading ages have risen in all year groups. This year we have moved to a new assessment system for the second reading test, which does mean that the data is not totally comparable, however the data does show an average increase in reading ages across all year groups.

Results

Year 7 – average increase of 2 months against ARE, with 63% making progress over the year.

Year 8 – average increase of 6 months against ARE, with 70% making progress over the year.

Year 9 – average increase of 3 months against ARE, with 62.5% making progress over the year.

Year 10 – average increase of 7 months against ARE, with 73% making progress over the year.

Students identified in September with reading ages below ARE, take part in small year group guided reading sessions for a six-week period. This enables those students to be supported closely by teachers and allows them to build their confidence and reading skills. Students in these groups are

tested every half-term to assess whether progress has been made and if ARE has been achieved. If it has, students graduate from the intervention programme and if not, they remain there for an additional 6-week intervention. This academic year 57 students have been involved in these groups and every student has made progress, however some still remain under ARE.

Additional Reading for Pleasure initiatives this academic year have included; A shared Story each



half-term. This involves students being exposed to quality literature in the form of a short story. The story is broken down into equal parts and read at the start of each lesson over the course of a day. Students then discuss the extract and make predictions on how the plot may develop. The shared story initiative has generated excitement across the school each time it has taken place. It has initiated many discussions about reading and authors between staff and students.

All school staff also display a poster, on their classroom or office door, promoting 'What they are currently reading'. This again generates discussions around reading, whilst again modelling good reading habits to all.

Furthermore, our Reading for Progress approach has focused not only on the guided reading intervention groups but on initiatives such as 'Guided Reading' Do Nows within subjects. Once a month, each subject area generates a resource based on an article/ extract relating to a topic relevant in their subject. Students are expected to read the article and respond to a variety of comprehension questions assessing understanding of what has been read.



Finally, staff training has focused this year on promoting strategies to promote vocabulary and oracy, within the classroom. The WORM acronym is used to remind staff and students of the strategies that can be used in the classroom to help students engage with reading and continue to make progress.



WORDS
COMPREHENSION
READING
MODEL

guided READING

5 How many people who play exclusively on smartphones or tablets consider themselves 'gamers'?

6 What did the WHO recognise in May 2018?

7 What sections of the text suggest that gaming is being taken more seriously as a popular hobby and past time?

10 What gamers are kids or teenagers? Is this true?

The Statistics of Gaming

The gaming industry has expanded immensely since the days of Pong and Pacman or even Mario and Sonic; now everyone with a smartphone has immediate access to a world of games in their pockets. More than two thirds (67%) of people in the UK have played a game on a smartphone over the past year. The ways in which people buy video games have also evolved with more than a third (36%) of gamers saying they have purchased a gaming subscription and 30% using a game key or token within the last three months. Gaming is no longer a niche pastime. Overall, the majority of the UK population have played a game of some kind over the past year, and although 17% of Brits agree with the statement that "most gamers are kids or teenagers" the data demonstrates that this is categorically untrue. In the UK, 86% of people aged 16-69 say they have played computer, console or mobile games in the last year, 54% play "on most days". Of those people, 50% of them are female and 50% male, and of those people 46% are aged over 40 years old. Among women who say they play most days, only a third (33%) would identify as a "gaming hobbyist" compared with 58% of men who play the same amount. This may be due to perceptions that only certain types of video games "count" as gaming. Only 11% of those people who play exclusively on smartphones or tablets actually think of themselves as gamers, compared to nearly half of those people who play on consoles or PCs. This is despite mobile gaming making up 40% of the global market, more than any other method – and being worth over a billion dollars (US) yearly. Over the last few years, esports has become a global billion-dollar phenomenon with events such as the Fortnite World Cup making mainstream headlines and the International Olympic Committee considering whether to make it an official Olympic event. In May 2018, the World Health Organisation (WHO) officially recognised "gaming addiction" as an illness. "Gaming disorder" will enter the International Classification of Diseases and Related Health Problems in 2022. Fig 1 Fig 2

8 What does the circular graph Fig 2 represent?

9 8-16s are aged over 12 years old, what percentage is aged under 12 years old?

Becoming an Eco-School

Mrs G Rason

Head of the Eco Group

Warblington School has a relatively large Eco-Committee supported by three staff members that really demonstrates whole-school buy in to the Eco-Schools programme.

There had previously been a group of students who had formed part of the Eco-Committee and these students have been fundamental in driving the programme forward with the staff and student body. These students produced an Eco-Committee Assembly which was shown to tall tutor groups and was really appreciated by the panel judging our Eco-School status. They stated how it was “...well-researched, engaging and contained real highlights of your Eco-Schools work so far, it must have been really inspirational to view the assembly and see the positive impacts your Eco-Committee have created.”



The group have focussed on litter around site and using the global impact of litter as a starting point before becoming more localized and displaying photos of litter in Warblington School Grounds. From this, the group then led a campaign to reduce the amount of litter on site. Again the Eco-Schools team were impressed, stating that the campaign and it's impact was “one of the best pieces of ‘Informing and Involving’ the Eco-Schools Team has seen this academic year!” Litter is an issue which really needs tackling and the group are continually innovating and working with the leadership team to improve the conditions around the

school.

On top of that, the committee also ran a very successful ‘Switch It Off’ campaign, which saw students using stickers on light sockets and power sockets to remind staff and students to not waste energy. They were also happy to challenge staff that left projectors on when not in use... The group also produced energy-saving leaflets for students and staff to save energy at home, meaning the work of the group was not just in school but also reaching wider into the community.



Any projects which involve improving the school grounds are always hard work, yet often prove beneficial to all students and the introduction of the gardening club, which went on to produce a pond, and an outdoor classroom amongst other projects has impacted so many students in the school. This has also extended to inside the classroom, with some teachers now adopting plants in classrooms or on desks which not only brighten the classrooms but will lead to a greater appreciation of nature.



The group have worked with subject areas to develop curriculum links, to ensure the message is taught. In Science for example, the advantages and disadvantages of different energy sources, teaches young people that in the environmental world there are nuances and sometimes we are forced to choose the best, rather than perfect option.

Particular highlights of the year also included hosting the mayor, inviting your feeder schools to participate in your Eco-Schools work and working so closely with environmentalists in your local community – including delivering a talk to the Havant Climate Alliance. The production of the Warblington Environmental Society Newsletter contained articles such as sponsoring a fruit tree, sharing recycling tips and promoting No Mow May.



Finally, the Big Green Week served as way to demonstrate that everyone at Warblington is committed to empowering young people to engage with environmentalism and protect our planet.

The Eco-School report concluded with “Your Eco-Code is concise, with plenty of practical information for your school community to live more sustainably, it’s a really nice way to end an absolutely stunning Eco-Schools Green Flag journey. It has been very

inspirational reading through your application – congratulations on achieving your Eco-Schools Green Flag with Distinction.”





School Improvement Priorities 2022/23

Detailed below are the School Improvement Priorities for 2022/23. Following a constant self-evaluation process, here are this years' priorities to continue to develop excellence. Full details of the 3 year development plan can be found on our website at <https://warblingtonschool.co.uk/keyschooldocuments/>

A Excellent Quality of Education

Adaptive Teaching
All teachers adapt their teaching to ensure that the needs of every student are met and that all students are both challenged and supported. Assessments are meaningful and robust. **1**

The routines of teaching
Teachers follow the GTT dimensions to develop teaching that is of the highest standard. AHT and retrieval practices are embedded into planning. Curriculum planning ensures consistency. **2**

Reading and writing
All students read for progress and for pleasure. Students are exposed to higher level vocabulary across all subjects. Writing for purpose in all subjects. **3**

B High expectation learning culture

Trauma Informed Practices
All staff are trained in and employ TIP in their interactions with students. Exclusions are reduced and students progress increases due to improved relationships in classrooms **1**

Building for capacity
Assemblies, displays and practices lead to students have an aspirational work ethic. Engagement with challenging classwork, self-directed study and home learning is recognised and rewarded. **2**

C Exemplary Ethos

Safeguarding
Safeguarding practices retain impetus. Attendance levels for all students are restored to pre-pandemic levels through robust tracking, monitoring and swift interventions. **1**

House System
The house system is fully embedded across the school. House Leaders drive a positive ethos and community of practice. Opportunities for student leadership are plentiful. **2**

D High Expectation Leadership

Ethical Leadership
Opportunities for leadership across the staff body are encouraged. Middle and Senior Leaders model the qualities of Integrity, Respect, Compassion and Honesty. **1**

Parent Pledge
Student progress in Math and English is regularly monitored so that timely interventions prevent falling behind. Communication with parents is timely and clear. **2**

Professional Growth
All staff are encouraged and equipped to continue to develop professionally. ECT's are provided with a comprehensive programme of support. **3**

Coaching

Staff wellbeing

2021-22
In Pictures



excellence in the Expedition

SOUTHAMPTON FOOTBALL CLUB
BY MARINE SCHOOL

Colours
White and Blue
White and Black

U13 Girls Football
Region: South
Age: 13-14
Week: 24
Match: 24
Points: 24

Markfield School

GLOSSARY OF EDUCATIONAL TERMS

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

	EHCP	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
F	FEIPS	Framework for Enhanced Individual Pastoral Support
	FGM	Female Genital Mutilation
	FSM	Free School Meals
G	GCSE	General Certificate of Secondary Education
H	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
I	IDSR	Inspection Data Summary Report: Ofsted report available for each school
	INSET	In-Service Education and Training of Teachers
J	JCQ	Joint Council for Qualifications
K	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
L	LA	Local Authority
	LGBT	Lesbian, Gay, Bi-Sexual, Transgender
	LLP	Leadership and Learning Partner

	LMT	Leadership and Management Team
	LSA	Learning Support Assistant
M	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
N	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
O	OFSTED	Office for Standards in Education
P	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

Q	QCA	Qualifications and Curriculum Authority
	QTS	Qualified Teacher Status.
R	RE	Religious Education
S	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
T	TLR	Teaching and Learning Responsibilities
	TIG	Teacher Improvement Groups
U	UCAS	University and Colleges Admission Service
	UPN	Unique Pupil Number
	URN	Unique Reference Number assigned to the school by the DfE
V	Vertical Groups	A group of mixed aged students
	VI	Visual Impairment
W	WBL	Work Based Learning
X		
Y	YOT	Youth Offending Team