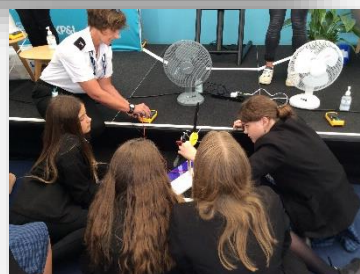




Warblington School

Case Studies – 2020/21



@warblingtonsch



@WarblingtonSchool

[Link to the Case Study Booklet 2019/20](#)



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Introduction

Mr M Hartnell

Headteacher

This is the second of the Warblington Case Studies, designed to show you the work that has taken place in school (and remotely!) this academic year. Without wishing to repeat myself from last year, this case study booklet serves to act as a reminder that despite all the challenges presented during 2020-21, the Warblington School community responded superbly. The resilience and determination showed by all comes across throughout this booklet, be it with on-site testing, to remote learning, to adapting back to life in school right through to the outcomes that year 11 left us with. Dr Lansley details much of this work on pages 6 to 8.

I am pleased to include the outcomes of the Parent’s Survey we conducted in April on page 5. With 145 respondents, it gives us a good gauge as to how we are doing and areas you would like to see improved on during the next year.

School improvement did not stop throughout the year, and we all determined that Warblington School continues to deliver an excellent education to all who attend. Our work with Hampshire Inspectorate and Advisory Service (HIAS) continued, with subject visits and whole school visits ensuring that our improvement journey is robustly evaluated and documented. Some quotes from these visits are scattered throughout the booklet and demonstrate our journey to excellence is well on the way! The Chair of Governors, Mr Swettenham, has written a section on Governance on pages 16 to 17 to explain how they have developed the rigour in holding senior leaders to account over the last 18 months.

“The headteacher drives the school with integrity and passion. The trajectory of improvement is on an upward incline with the strategic oversight regarding teaching and learning is stronger than previously seen. A curriculum strength in the school is English.”
Hampshire Inspectorate and Advisory Service, April 2021

We have also been pioneering in many adventures – collaborating with the NfER (National Foundation for Educational Research) as part of their project to create a ‘Winning Start’ in science lessons, and creating a virtual tour of the school where students and parents can virtually walk around the school site, listening to key snippets from staff as they do so. If you haven’t seen it, it is well worth a look and is available here:

<https://www.whatsitlike.co.uk/user/37>



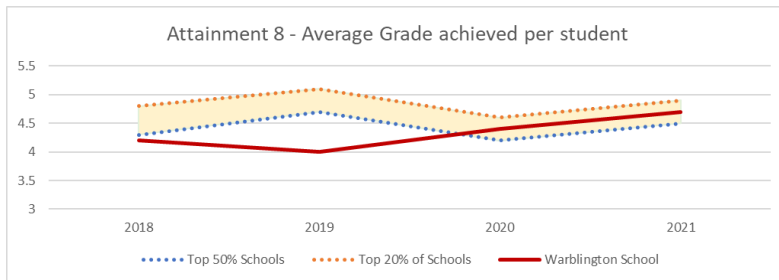
GCSE Grades – Cohort 2021

This year the government and the exams regulator Ofqual replaced exams with a process based on Teacher Assessed Grades (TAGs), which were quality assured at several stages by the exam boards. This was an incredibly challenging time for the students and staff as we adapted to a fundamentally different form of assessment. Students had greater opportunity to perform across different pieces of evidence, resulting in a more holistic grade. We are incredibly proud of the achievements of all of our students, during what has been a challenging and unpredictable year.

The process of awarding grades this year ensured that students were only assessed on content they have been taught; and this will be different across different schools and colleges, even within the same area. Our approach to assessing students was approved by the exam boards. As a result of this, comparing schools' performance will not happen this year, however I want



to show everyone how well the cohort of 2021 achieved! I have included some graphs, showing the improvement over the last 3 years as I feel it is an important part of the work we do.



Mathematics:

English:

KS4 Attainment 2021

111 pupils

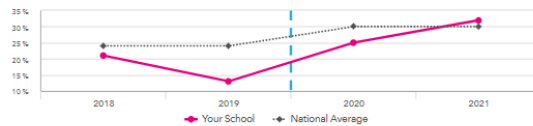
% Ebacc (Grade 4+) ▼

32%

FFT Rank



In line with the national average (30%)



KS4 Progress 2021

108 matched pupils

% Ebacc (Grade 4+) ▼

+9% +↑

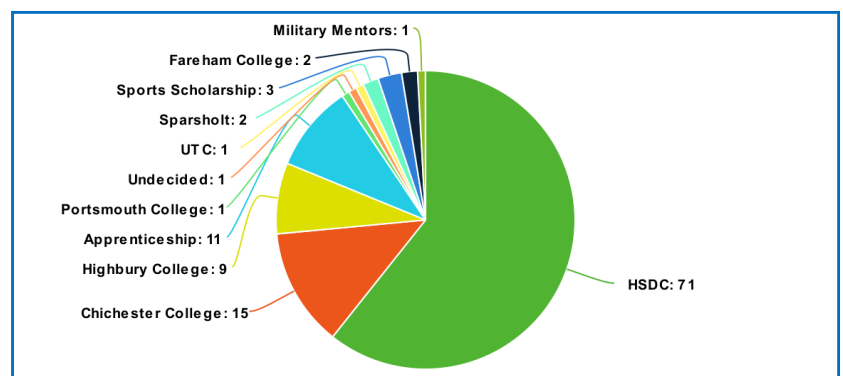
FFT Rank



Significantly above the national average (0%)

**It is difficult to compare 2020 and 2021 results with national percentages since there are no official figures released by the DfE. Instead, in order for you to compare the outcomes, I have included the 2021 targets for you to baseline against, since these are the results that would have put us in the top 20% of schools nationally and are the figures we are using in our school improvement journey. These targets take into account the outcomes that cohort of children would have achieved if they attended a school in the top 20% of schools nationally and gives you an indication of the progress students are making. Data for the English Baccalaureate (Ebacc) are taken from FFTAspire.org and consist of how students performed in English, Maths, Science, either History or Geography and a modern foreign language.*

Where 2021 leavers are intending to go
Warblington School - Careers Department



- HSDC
- Chichester College
- Highbury College
- Apprenticeship
- Portsmouth College
- Undecided
- UTC
- Sparsholt
- Sports Scholarship
- Fareham College
- Military Mentors

As you may have read in last year's Case Study booklet ([Available here](#)), a big focus of ours surrounds ensuring that all students are prepared for life 'post-Warblington', and for this cohort we saw the number of intended destinations significantly increase (up to 10 from 3 in 2018) as well as over 65% moving onto level 3 qualifications – the highest we have ever been. The graph to the right highlights students intended destinations. This year, ensuring aspirations remain high has been key and as we begin 2021/22, let's hope this one is significantly closer to normal so that students can continue to chose pathways post-16 that allow them to achieve their life ambitions.

Eco-project

Whilst still in its early days, the school has begun an eco-project, looking at sustainability and converting areas of the site into more environmentally friendly areas. We welcomed the Mayor to see the work so far in what was one of our first visitors on site after reopening.

The new house ties (which Mr Chaplin talks in more detail about on pages 14 to 15) are sustainably sourced, made from recycled plastic bottles and are also part of our drive to ensure we plan for future generations.

“Please can I just say how impressed I’ve been with the home learning. Working in [education] myself, I can appreciate the amount of hard work and effort that the staff have put into all the changes that have been made. Through the live lessons and the amount of work that is being set, I feel as though the school is doing a good job in trying to manage what is undeniably a hard (for all) situation. Thank you for all your hard work!

Parent Quote, April 2021



Constant School Improvement

Despite this year being less than normal, school improvement remains a priority to ensure that we are pushing to become one of the top 20% in the country. Some key documentation is now on our website so everyone can follow this journey together. A Self Evaluation document (SEF), School Improvement Plan (SIP) as well as other key documents can be found here:

<https://warblingtonschool.co.uk/keyschooldocuments/>



A curriculum strength in the school is English. However, this relatively new and whilst teaching and leadership is strong, the outcomes are from the legacy within the department. As each year group experiences the quality of teaching currently on offer, gradually the outcomes should reflect the rest of the evidence base. The middle leader of English is passionate about her subject and has excellent subject knowledge which translates into an impressively well-sequenced curriculum.”

LLPR Report, April 2021

Let's hope in the 2021/22 Case Study booklet, I am able to write about how the school operated 'normally' for the year!

Parent Survey Outcomes 2021

(All results based on 145 respondents from April 2021 – 26% of the school population)

	Strongly agree/agree	National Average*
My child is happy this school	91%	92%
My child feels safe at this school	95%	92%
My child does well at this school	91%	88%
The school makes me aware of what my child will learn during the year	64%	--
The school makes sure its students are well behaved	88%	83%
My child has been bullied and the school dealt with it quickly and effectively	77% (70% said their child had not experienced bullying)	66% (Don't know 22%)
The school is well led and managed	90%	83%
When I have raised concerns they have been dealt with properly	68% (a further 25% said they had not raised a concern)	80%
The school lets me know how well my child is doing	92%	84%
The school has high expectations for my child	92%	--
Would you recommend this school to another parent	90%	86%
Remote parent's consultation evening was easy and more convenient than face to face	88%	--

What went well...

The Covid response has been exceptional from most of the teachers and school leadership.

We would like to thank staff for all their hard work through the differing changes Covid has brought to our children's education to make these changes easier on them and the support they have given.

My children really enjoy school, and the school is excellent

Having friends whose children go to other schools, it is clear the school is aiming high for it's students and the work the teachers have done in lockdown is incredible and shows they are willing to go the extra mile. I would more than recommend Warblington to another parent.

All staff are very approachable and my child is confident to speak up to them with any issues.

All of the teachers have been supportive during lockdown and helped reintegrate my child back into school when they were very worried about returning. Some children in her class can be disruptive but they are dealt with by the teacher.

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

Don't wait until parents' evening to tell us that behaviour is an issue. Contact us if an incident occurs that we should know about. Thank you for your continued hard work in such difficult times.

This is something the leadership team agree on and will action immediately.

The communication around options and course choices this year has been sub-standard and appears rushed.

We would agree. The communication here wasn't good enough and we weren't able to offer the same bespoke conversation we had previously. It is certainly something we will address for next year.

I felt the first time options were mentioned during a live with head of year, it was very rushed and left me and my child confused. However speaking to all the teachers at parents eve helped my child to make up his mind on which subjects to study.

5 mins was too short for parents evening

Whilst many were in favour of the remote evening a number expressed concerns regarding the length of time. We will adapt the set up for 2021-22 and review how consultation evenings are conducted.

Although the parents evening was efficient there wasn't enough time to discuss subjects where more support may be required. Perhaps going forward there could be a blend of both. So, where the child is consistently performing with no issues the five minute segment is enough. However if there is more to discuss a longer time is allocated.



Covid Response

Dr F Lansley

Assistant Headteacher

Over the past 18 months, as a school, we have found ourselves in a position of having to respond, rapidly and repeatedly, to significant changes in the way in which we normally function as a school, in all aspects. Merely the change in language and terminology that has become so familiar to us in such a short space of time, as can be experienced in this short overview, speaks volumes of the lived experience of this period. The process has exhausted the decision making reserves of our senior leadership team but has made us all incredibly proud of the adaptability and resilience of our school community.

Blended/Remote Learning

With the first lockdown and enforced school closure, in March 2020, declared with just 48 hours' notice, a rapid response to moving to some sort of remote teaching & learning was required. At this point, student access to devices and internet access upon which to study at home was hugely varied and somewhat of an unknown entity. Therefore, a hybrid model of work being set on an already existing Classcharts system, alongside the production of printed workbooks for students to use came to fruition. As time progressed and government funded laptops became available, successive

closures and periods of lockdown became more IT driven and students were able to enjoy being able to see and hear their teachers through the wonder of 'live lessons'. Once school had re-opened, this facility remained in place for those students who may have been isolating at home, enabling them to continue to access learning at the same time as their peers physically in school. The progress and development of the process and the ability of teachers to adapt their way of working has been nothing short of miraculous given the timescales involved.

"I wanted to let you and all the staff at Warblington know how impressed I've been with the provision of on-line learning for Year 11. [My child] worked extremely hard over the Christmas holidays in preparation for her mock exams and it was a huge disappointment to her (and I believe many others) that they were not able to take the exams. She was really de-motivated after the announcement that she would not return to school after the break but the level of support and provision of virtual lessons has really engaged her and she is now much more positive about the period between now and the end of year 11.

I have been really impressed with the delivery of a full timetable of lessons for the year 11 students and the quality of those lessons. [My child] is really enjoying the lesson content and the routine of learning within the usual school timetable."

Email from a parent, February 2021



A COVID Safe Environment & School Day

In preparation for the full re-opening of the school campus to our students and staff, a wide range of directives needed to be met in order for the operation of the school to be as COVID-safe as possible. And so one-way systems, carefully measured classroom desk layouts, teacher technical zones, increased ventilation (the reality being open windows and doors throughout the winter), hand sanitising stations, compulsory face coverings and our very

own track & trace system were born. In addition, the school day underwent significant changes, particularly around break, lunch and starting and finishing arrangements, in order to minimise students mixing with others outside of their year group 'bubble'. Our over-riding feeling in relation to these changes was an incredible sense of pride with the way in which our staff and students, in particular, responded. Demonstrating maturity beyond their years and a common sense of responsibility towards each other, they adapted to the new demands without question, many even expressing a preference for the more structured approach to operations.

Mass and Home Testing

The re-opening of school after the second period of lockdown in March 2021 introduced yet another requirement into the mix, with all students and staff expected to conduct regular 'lateral flow tests'. In the first instance, this included all students needing to complete

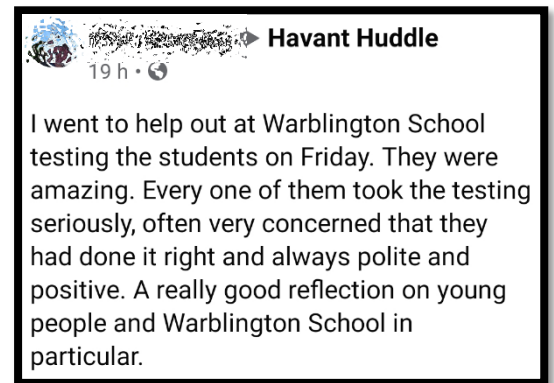


three of those on-site in a designated 'covid testing centre'. The logistics of this involved many hours spent in webinar training sessions, managing deliveries of vast quantities of testing kits and associated PPE and the set-up of a testing centre where volunteer staff and governors became well versed with a genuine medical testing process. Once again, we were overwhelmed by the response of both the volunteers, who gave up many hours of their time in addition to their normal working roles, and the students, who took the whole process in their stride and responded incredibly. This

continued once the students were provided with testing kits to conduct at home, with the level of engagement and sense of responsibility towards the rest of the community enabling us to contain the spread of the virus through early identification.

CAG's/TAG's

The summer examinations during both 2020 and 2021 were cancelled and the responsibility for the generation of grades for both cohorts of Year 11 students fell to the school. 2020 grades were called Centre Assessed Grades (CAG's) and were deemed to represent 'what the students would have achieved, should they have sat the actual examinations', in other words, a prediction as to how well we thought they would have done if the exams had gone ahead as normal. In 2021, this became Teacher Assessed Grades (TAG's), which were expressed as an actual representation of 'what the students know and can do' based on genuine evidence of work that they had completed in lessons and internal assessments. Both sets of grades saw an incredible amount of work, time and deep thinking by all teaching staff, with a collective desire to



ensure that the grades generated best reflected each individual student. We are delighted to say that both sets of results were well received by the respective cohorts and have enabled them to progress on to their Post-16 progression routes with a genuine sense of pride in what they have achieved, under extremely challenging circumstances.

Wellbeing & Safeguarding

In addition to facilitating the continuation of academic study for our students, the need to ensure their ongoing pastoral care and safety was a key priority. Through the use of a 'keep in touch' email address, wellbeing features on our Classcharts system and relentless contact home, including COVID-safe 'doorstep' visits with some of our identified vulnerable students, the Inclusion Team achieved exactly that, ensuring that *every* student was included and cared for. This was recognised as a particular strength in our practice during our weekly updates to the local authority. The increased use of the functions of Microsoft Teams as each period of closure progressed also enabled us to focus on the wellbeing of our staff, facilitating easy 'chat' access and limiting screen time for those teaching multiple live remote lessons each day. The introduction of virtual parents evenings once school had re-opened has also been welcomed by both teaching staff and parents as an effective way forward whilst reducing workload.

The future

We have already spent time as a staff body reflecting on what we have learned from the last 18 months and are proud of the way that the Warblington community, including all of our staff, our students, our families and our governors have repeatedly adapted to new ways of working. There are lessons that we have learned and even some changes that we are keeping. We are, however, hopeful that the forthcoming year might resemble something akin to a normal way of working and for a period of stability to enable high quality teaching and learning to happen inside our classrooms.



The Importance of Performing Arts

Miss C Blundell

Associate Assistant Headteacher / Head of Year 11

Performing Arts is about expression, collaboration and plays a vital role in encouraging and inspiring individuality within students. The subjects within the Performing Arts department allow students to have a well-rounded education, helping students to build on their creativity as well as their critical thinking, problem solving and listening skills.

At Warblington School we pride ourselves on having a successful and thriving performing arts department. The curriculum is created and written to help build upon our student's culture capital as well as improving their confidence and self-esteem. Students have 4 hours of Performing Arts on their timetable in KS3 and 6 hours in KS4, these timetabled lessons allow students to explore and embrace their self-expression. We teach students open mindedness; all options and opinions can be discussed, explored and encouraged, in turn developing student's creativity and ideas as well as essential life skills such as good communication, empathy and leadership.

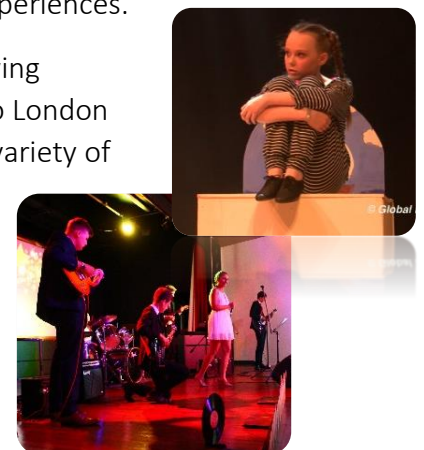


Cultural Capital

We understand that Performing Arts is a gateway to allow our students to increase their cultural capital. We teach a variety of different genres and styles in our curriculum to enrich our students, however we are also aware that the most effective form of cultural capital in Performing Arts is through experience. Therefore various trips and workshops are put on throughout the year to enrich our students and help them experience new and exciting experiences.

Theatre trips are run annually for both KS3 and KS4 students, allowing students to experience both local theatre as well as travelling up to London and visiting West End Theatres. Students are able to experience a variety of different performances; musicals, pantomime and stage plays.

As well as taking students to experiences outside of school we also run projects in school to allow students to broaden their experiences. In 2019 we ran a project called 'This Girl Can', initially the theme for our Rock Challenge performance but we any students who had signed up to the project had the opportunity to take part in workshops with industries promoting



'This Girl Can'. Students were able to work with local companies such as the Air Ambulance and IT Allaincare as well as attend workshops with local colleges that promoted courses such as Engineering to encourage and inspire the girls.

Instrumental Lessons

Despite there being a reduction nationwide for music provision in schools, we are proud that here at Warblington we are able to offer the opportunity for students to learn instruments in small group or individual peripatetic music lessons.

Here, our music provision thrives with instrumental lessons taking place nearly every day of the week and with students across the school learning different instruments. Students taking instrumental lessons have the opportunity to sit ABRSM and RSL instrumental exams, as well as ABRSM Music Theory exams. Over the past 7 years we have had a 100% pass rate in all instrumental and Music Theory exams and with some of these students going on to study Music in further education; such as college and university.



Extra-Curricular Opportunities

Over the past 5 years Dance, Drama and Music have worked collaboratively together to ensure a successful culture of performance thrives within the department area. Students who are interested in the Performing Arts are encourage and invited to attend afterschool clubs and to take part in whole performances.

Performing Arts Extra-Curricular Timetable	
Dance	Live at the Guildhall
	KS3 Club
	KS4 Dance (p6)
Drama	KS3 Club
	KS4 Drama (p6)
Music	KS3 Rock Band
	KS4 Rock Band
	Keyboard Club
	RSL Twilight Class
	Portsmouth Music Festival
Performing Arts Combined	The School Show / Production
	Performing Arts Awards



The school production is always the largest event on the school calendar for the Performing Arts department. With each production recruiting 10% of the school population work on and produce the show, bringing it together for the final performances. In order for the production to be a whole school success, the performing arts team work alongside other subjects; Drama and Art work together to design and construct the set. Drama and Food Technology work together designing, making and selling the production 'produce'.

Drama, English and IT collaborate together to make the theatre programs, including photographs and the front of house work.

Gateway students work with Mrs Crockford to help support set construction, backstage support and create puppets.

Transition Events

The Performing Arts department also prides itself on the involvement in transition events. It is important that students can start to explore their creativity and individuality in their early years, and can explore these pathways and mould their confidence ahead starting with us in year 7. We allow students in transition events to explore the techniques and skills we would teach our students in KS3.



Summary

The Performing Arts department allow our students to develop creative passions, teach our students language and communication skills, acquire empathy and grow their confidence. It is an important part of a student's well-rounded education journey that we champion here at Warblington.



Teaching and Learning – ‘The Return to face to face teaching’

Mrs E Richards

Assistant Headteacher

“I just wanted to say a massive thank you to yourself and the rest of the teaching staff; you have made a massive difference with the home learning in this latest lockdown. All the lessons I have overheard have been really well delivered and engaging.”

Parent of a year 8/11 student

This academic year has proven to be an interesting year for teaching and learning at Warblington School. Having to switch between face to face teaching and remote/ online learning has been a challenge for both staff and pupils. I can commend all pupils and teachers for their commitment and resilience as to how quickly they adapted to this new method of teaching and learning.



Throughout the numerous lockdowns, staff and students used both Microsoft Teams and Classcharts as the platforms to deliver teaching and learning. During the autumn term, INSET was delivered to all, including parents/carers, on how to use these platforms.

Over the weeks in lockdown, staff delivered a combination of both live and narrated/recorded lessons, which resulted in high levels of engagement, increased numbers of work submissions and students continuing to make progress despite not being in school. Over 170

laptops, and a number of WIFI dongles, were distributed to our most disadvantaged and vulnerable students so that they could access the remote learning from home. In school, key worker numbers were high and staff continued to support students face to face. Staff continued to deliver lessons using the GROWTH teaching and learning structure to ensure consistency. All work submitted was commented on and feedback was provided to students via Classcharts, enabling them to continue to improve their work and make progress.

On the return to school, our key focus was to re-establish our expectations and structures, quickly refocussing students back into learning. Staff identified areas of learning that still needed to be taught or revisited, ensuring that all students had the essential knowledge required to make progress. Curriculum maps were adjusted in order to do this and support was provided for students that required it.

Our key priorities for teaching and learning focussed on: Retrieval practice – ensuring that knowledge is stored in the Long-term memory: Modelling – showing students what good looks like: Questioning and Thinking Hard – enabling all students to be challenged in lessons. All lessons were encouraged to begin with a retrieval practice activity. This enabled staff to quickly identify and assess areas which students either knew really well and could move on from, or alternatively, identify areas that needed revisiting as key knowledge had been forgotten. CPD sessions allowed pedagogy to be delivered to staff throughout the year, sharing a variety of retrieval strategies, affecting students being able to retain key information in all subject areas. Low stakes testing (LST), Picture prompts, Roulette wheels, Expand and Elaborate and retrieval grids are all examples of strategies used.



Student voiced highlighted how helpful these strategies have been with their learning and assessment preparation.

Modelling this year has focussed on showing students what good looks like. This has proven essential if we want students to produce work of high quality and aim for the top grades. We teach using the 'I do', 'We do', 'You do' approach which supports all students at each stage of writing, culminating in them being able to produce high quality work independently.

A focus on improving questioning within the classroom has allowed students to become more confident in sharing and discussing ideas. Deeper and probing questions, along with a 'no hands up' and 'cold-calling' approach, allows staff to check for understanding whilst ensuring that all students remain focussed and ready to contribute to learning. Post lockdown, questioning and discussion proved vital in addressing what students know and need to know. Oral confidence has improved in the classroom.

The use of the Thinking Hard strategy continues to be evident in lessons, encouraging students of all abilities to be challenged. All Do Nows display the Thinking Hard icons related to the activities that will take place throughout the lesson. Activities such as 'Think, Pair, Share', quizzing, deconstructing ideas and Ranking Pyramids are used to name a few. These enable students to remember key ideas, make connections with ideas and see their significance across a series of lessons. Encouraging student to 'Think Hard' has seen an increase in challenge in lessons and a positive impact on in class assessments.

Finally, all subject areas have created Knowledge Organisers for every individual unit of work that students will study. These knowledge organisers contain all the


essential knowledge for a student to be able to complete work in that subject to a good standard. All assessments focus on this knowledge. At the beginning of each new unit, a student is provided with a knowledge organiser. This is used in lessons and forms part of revision for homework. Students are encouraged to revise specific sections of the organiser over the weeks as homework, in preparation for LST/ quizzing at the start of lessons. This enables the class teacher to assess where students may require additional support in certain areas as well as being able to offer additional/ desired knowledge to enrich students understanding further. Student feedback here has been positive; they like the idea of having the basics of what they need to know all together in one document. They are able to revise from it and learn it over time. Staff have also commented on how this strategy has improved student retention of knowledge and in turn outcomes.

KEY SKILLS

TRAVELLING: A method of moving across the floor on or apparatus
FORWARD ROLL: A simple forward tumble where the body is rotated along the floor
BACKWARD ROLL: A simple back tumble where the body is rotated along the floor
LOG ROLL: A simple dish rotation along the floor
BALANCE: Maintaining the base of support over a fixed position
HANDSTAND: Hands act as a base whilst body is upright, legs are straight and toes are pointed
CARTWHEEL: A sideways rotation of the body, from a standing position the body is to rotate with hands on the floor and legs in a split position with a continual rotation until standing
JUMP: Jump from two feet to two feet landing (Leg positions and rotations can be applied)
SUPPORT: To be able to aid a peer safely whilst they performing a movement

KEY TERMINOLOGY

BODY TENSION	'Body tightness'
CANON	The same movement performed at different times
LEVELS	The vertical distance from the floor
MIRRORING	Copying the action/movement of a partner
PIKE	Legs are brought up to hip level while straight with knees touching each other and toes pointed
SPLIT	Legs are in line with each other and extended in opposite directions
STRADDLE	A position in which the body faces forwards and the legs are split apart to the side, ideally 180 degree split or more
TUCK	A position in which the knees and hips are bent and drawn into the chest; the body is folded at the waist
TWIST	The body rotates around the longitudinal axis
UNISON	The same movement performed at the same time



WARBLINGTON SCHOOL KNOWLEDGE ORGANISER

PHYSICAL EDUCATION: GYMNASTICS



GET INVOLVED

Denise Rosvall: Keel Gymnastics Waterlooville
 enquiries@keelgym.co.uk
www.keelgym.co.uk
 Beverly Such: Portsmouth School of Gym
 gympsg@gmail.com
www.Portsmouthgymnastics.com

INSPIRATIONAL ATHLETE



SIMONE BILES



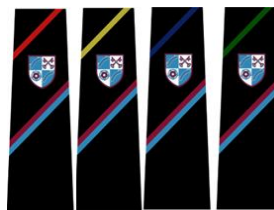
“Thank you for your understanding. It’s such a difficult time for them all. I wanted to add that I think the learning provision has been brilliant from Warblington School! Admittedly, there is quite a lot but I don’t have any concerns that [my child] will be behind academically when she starts back. Stay safe and thank you all once again 😊”

Parent of a year 9 student



The House System

Mr G Chaplin



Having looked through the Warblington archives, it was found that back in 1955, shortly after the school was built, a very successful house system was set up. Somewhere over the following years, the system was lost, and alongside the opportunity to drive healthy competition or to provide extra opportunities for students to engage in had gone too.

Despite (in normal years!) students enjoying competing in events such as sports day in their tutor groups, this has provided numerous issues. For instance, some tutors only had 5 or 6 boys/girls in and as a result they were expected to compete in almost every event! Leadership has been mainly limited to the year 11 prefect team. It was felt now would be a good time to change this and introduce a house system. In researching this, one quote stood out:

First	House	Points
Crook	Achilles	11
Peters	Pegasus	4
Keast	Achilles	2
Charman	Achilles	16
Riding	Achilles	13
Keast	Mercury	26
Cousins	Achilles	36
Clark	Mercury	5
Crook	Pegasus	13
Crook	Achilles	35
Spittles	Mercury	35
Clark	Pegasus	60
Clark	Achilles	52
Total:	Pegasus—104; Achilles—107; Mercury—134; Leander—7	

“A house system will allow schools to provide even more opportunities for students to realise their true potential. The house system will provide our school with a caring environment where everyone, both students and faculty has a place and belongs”

We used student voice was used to elect the new house names. These are based on War veterans from the Warblington area, extending the community link. This goes beyond our current students, this enables the house system to reach students that have passed through the school already and re-visit as well as parents/relatives that our still living within the community.

Our four houses: Mitchell, Norris, Paxton & Stowe

Every member of the school is now allocated to the house – all students, staff and governors – with one exception – Mr Hartnell. He will not be allocated, in order to remain impartial. After an initial request, four members of staff stepped forward to head up each house.

Unfortunately, we had another lockdown which hindered our ability to complete certain competitions. Despite this, we still managed to run numerous virtual competitions such as maths’ code breaking, MFL’s treasure hunt, Sciences international Women and female scientists competition as well as our “Race to Tokyo”. We are also designing the new house badges in Art and have languages assisting with developing house motto’s. We are also hoping to complete a skipping challenge where money raised by each house will go to charity (British Heart Foundation).

Maths Code Breaking House Challenge!

Well done and thank you to all of the students and staff that took part in the Maths House Challenge! Here are the results:

1st - Norris 196 Points	 ‘Special congratulations to the following students for their amazing work on the Code Breaking Challenge!’ Miss Horne
2nd - Paxton 145 Points	
3rd - Mitchell 98 Points	
4th - Stowe 51 Points	

Cailen A, Mariam B, Georgia B, Chloe B, Ruben B, Lucy B, Cerise C, Aimee F, Francesca H, Savannah J, Matthew J, Sophie J, Luis M, Darcey-Mai M, Rebecca N, Ronnie P, Evie P, Leah S, Luke S, Leyla S, Irina U and Matthew W.

Top Staff Participant: Mr Doe
Mrs Jacob, Maths

Finally, to really embed the house system we have adapted the school uniform to reflect the colours of each house. We have done so by changing the school tie to better match the rest of the uniform whilst giving students a sense of belonging to their house. These ties are not only made from recyclable materials, but also slightly cheaper than the previous ties.

The vision for the house system is to use it as a vehicle to inspire and engage students to take as many opportunities as they can during their time at Warblington school. This will only happen through varied and regular events which cater to the needs and desires of our students. This is why the recent CPD has allowed staff to spend valuable time thinking about what opportunities they can offer in order to create an exciting house calendar.

Further to this, we plan on using student voice regularly to engage the students and develop what is offered. An example of this is that students have already been involved in the naming of houses, house badges and the house motto's.



With the above in place, I am confident that this will contribute positively to the culture of our school, developing healthy competition whilst maintaining an inclusive nature. The house captain structure seen above will further enhance our ability to engage students in the house system and decisions taken to expand or improve it. This will not only improve student leadership and communication skills but the entire house system as well.

The inclusive nature of the house system extends beyond the students. Regular house assemblies with Staff on a rota to allow voices from all departments and publicise events will further strengthen links between each department and their houses.

Finally, we are now planning a celebration event at the end of each year which shows that we value the students' contributions and efforts in school. This would include a variety of rewards from maximum house points to particular acts of excellence or even kindness. The overall house trophy is something which the school would like to recognise the contribution of one of our previous members of staff, Nigel Brown. Nigel taught at Warblington School for around 30 years and was not only an outstanding practitioner but a superb man who absolutely embodies the values and behaviours which we would like to instil in our students. In 2021/22, we look forward to awarding this trophy for the first time.



Governance

Mr C Swettenham

Chair of Governors

The three main roles of the governing body are:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and.
- Overseeing the financial performance of the school and making sure its money is well spent.

Governors are ultimately responsible for the high standards of education and achievement of the school and have a duty to promote and monitor the performance of the school in all aspects, supporting it and, if necessary, intervening in its management. A good governing body will take a

strategic view, determine policies, plans and targets, and monitor and evaluate results.

The competencies required for effective governance have been set out by the Department for Education and provide a template for our key roles, tasks, accountability, performance and recruitment.

Of particular importance is the composition of the Governing Body, which here at Warblington has changed significantly over the past year with 6 new governors.



Our constitution stipulates the type and number of Governors that we can recruit:

- Headteacher
- 1 x Staff Governor
- 1 x Local Authority Governor
- 4 Parent Governors
- 9 Co-opted Governors

Our mix of backgrounds include education, military, business, legal, marketing, management, HR, social services, civil service, finance. The vast majority of governors are in full time employment and there is a good mix of ages.

Each Governor serves for a term of 4 years after which they may apply to serve a further term. When vacancies arise, the post is advertised within school, local media and Governor agencies such as Hampshire Governor Services. All new governors receive comprehensive induction training, and we encourage all governors to undertake some form of training each term, whether a specific course, or a forum, or an update on an aspect of education or governance.

Over the past year the whole governing body did a refresher in safeguarding and individual governors have completed courses on induction, performance management, school finance, leadership, remote learning, and COVID testing in preparation for supervising the initial student programme in September 2020. Webinars have provided a useful source of training during the lockdown period and enabled governors to update themselves on various aspects of governance.

Evaluation of performance is key to ensuring effectiveness and at the beginning of the academic year the Governing Body undertook a self-evaluation from which a development plan has been created to enable us to constantly improve our practice. An advisor from Hampshire Governor Services has been monitoring our progress and providing appropriate guidance. As a result, we have seen an improvement in the way we conduct meetings, in particular with regard to the format of the meeting and facilitating the submission of questions ahead of the meeting. The style of questions has also become more challenging and strategic.

Obviously, the pandemic has meant having to rely predominantly on virtual meetings and whilst initially this was a challenge as we tried to ensure that all governors could participate, it has now become the norm and enabled an increased attendance. The medium used, MS Teams, is gradually becoming the main medium for conducting our business even outside Full Governing Body (FGB) meetings. When face to face meetings resume, we hope to move to a hybrid model with remote participation for those unable to be physically present for whatever reason.

Despite the constraints of the pandemic, the governing body has been able to continue its important monitoring role through 'deep dives', where 2 or 3 governors will visit the school to speak with staff and students and seek evidence both material and oral of performance. These visits are fundamental to our understanding of what is being reported by the Senior Leadership Team at FGB meetings. Governors have also been able to visit to participate in adhoc events such as the presentation of badges of office to students, careers interviews, CPD sessions with staff, and supervise COVID testing.

The last year has been challenging, interesting and satisfying. We have learnt a lot and we have changed a lot but we all feel extremely proud and privileged to be able to serve our staff and students as school governors.



Inclusion & Safeguarding Update

Mrs J Fletcher

Senior Assistant Headteacher / DSL

At Warblington, we keep the needs of the child at the forefront of everything we do and we have a positive culture and ethos where safeguarding is embedded in everyday school life. With this in mind, we are proud of the excellent provision we have in place to support our students and their families. We have robust systems in place to safeguard our young people and our whole school community (adults and children) is regularly reminded of their role within safeguarding via our assemblies, our tutor sessions, our enrichment curriculum and from our daily practice. Across the school, there is an actively promoted culture where all individuals feel able to talk freely about their concerns, believing that they will be listened to and that they are valued.

Know Your DSL
Designated Safeguarding Lead
 Any Safeguarding concerns, please contact a member of the following staff:

 Mrs Fletcher Assistant Headteacher DSL	 Dr Lansley Assistant Headteacher DSL		
 Mrs Stairs Safeguarding & Child Protection Administrator Deputy DSL	 Miss Ison Matron & Education Welfare Coordinator Deputy DSL	 Mrs West Student Support & Guidance Manager Deputy DSL	 Mr Knight ICT Network Manager Deputy DSL

Hampshire Children's Services
 Monday to Friday 8:30am to 5:00pm
 0300 555 1384
 At all other times, contact the out-of-hours
 service 0300 555 1373



We have six staff as who are trained as designated safeguarding leads (DSL's) three of whom are on the Senior Leadership Team (SLT). Two Assistant Head teachers, Jane Fletcher (JFR) and Fran Lansley (FLY), lead safeguarding and the Head teacher, Mike Hartnell, provides overall supervision of safeguarding. The lead DSL's (JFR & FLY) both have operational and strategic overview of safeguarding, outlined in the schools overarching strategic plan.

Alongside the SLT, there is a lead within the support staff - Jorjina Stairs and two additional deputy designated safeguarding leads (DDSL's) School Matron Naomi Ison and our IT Manager Carl Knight. Both DSL's and Deputy DSL's are given the same level of training and this means there should always be someone on site to support any safeguarding decisions that may need to be made. Out of hours, there is a designated email address for the DSL team which staff and governors are aware of and the Hampshire out of hour's team contact details

are made aware to staff in our Safeguarding Handbook, on our safeguarding DSL posters around the school and on the staff notice board.

Staff have regular safeguarding training, with the main training session taking place in September or whenever a member of staff starts their employment at the school. Staff are provided with links to the latest update of Keeping Children Safe in Education (KCSiE) and are expected to read, understand and act upon the guidance within Section 1 and Annex A and annually sign to say that this request has been understood. The inclusion team are expected to extend their knowledge of KCSiE by reading the whole document each year and applying the knowledge within their roles. Staff safeguarding knowledge is developed alongside the guidance of the Hampshire Safeguarding Children's Partnership, delivered by the two Assistant Heateachers and is checked regularly throughout the year following the Safeguarding Network



training materials. Within the schools policies, there are annually updated Child Protection and Safeguarding policies. These follow the Hampshire model template and are presented to the governing body annually.

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

Our young people start each day with a tutor session, which enables a daily check on their wellbeing and enables us to monitor any changes in their welfare, from September 2021 we will have an additional session on a Friday afternoon to enable a “check-out” with tutees before the weekend. We use ClassCharts for the majority of our monitoring for well-being as well as academic and behaviour monitoring and intervention. We are active in our use of the safeguarding aspect of ClassCharts to ensure that all small pieces of information are recorded to help us be proactive in keeping children informed about their safety and bringing in expert support from external agencies when necessary. Staff who raise matters on the system are “tagged” into the entry so that they are able to see the action taken and how the matter was resolved. If staff are not happy with the action taken with regards to the matter they raised, they are encouraged to take this further with the DSL’s on the SLT. If necessary, they should raise the matter further with the Chair of Governors and/ or the Local Authority Designated Officer (LADO), details for whom are included in the schools safeguarding handbook and staff safeguarding noticeboard in the staffroom.



We are very proud that our last Ofsted report reported “The school’s work to keep students safe and secure is good. Safeguarding is given a high priority and is overseen rigorously by senior leaders and governors.” (September 2014) Since then we have taken part in a thorough Hampshire safeguarding audit in February and November 2019, which again signed off our safeguarding procedures. Each year we also complete the Hampshire Safeguarding Audit, which is signed off by the Governing body and submitted to Hampshire.

Student voice regularly reinforces our views that we provide a safe environment for students and that the young people in the school are educated in how to keep themselves safe. Our Inclusion team meet students’ regularly, both in planned meetings and adhoc meetings when student need is paramount.

We have systems in place to monitor internet and key board use with all of IT equipment in school so that we receive alerts if students are searching for inappropriate sites or typing up worrying things on their keyboards. These systems have helped us to support the students and help them to understand many different aspects of internet safety during day-to-day experience as well as through our classroom based teaching sessions.



Throughout the Covid lockdowns, we found our current systems were easily adapted to support the students and families we had already identified as needing support and those that arose during the lockdown periods. The Inclusion Team were able to support our young people with weekly phone calls home and home visits when necessary to ensure that they feel as safe and supported as possible. We improved our inclusion system with a year email for each year group so that students could easily contact their Year Leader and we set up a specific safeguarding email so that any student or parent could let us know of any worries they may have had during the lockdown period. As an outcome of this extension to our school-based inclusion work, we have kept our “keepintouch@warblingtonschool.co.uk” email open so that the inclusion team can be contacted at any time.

The DSL’s and DDSL’s take part in a weekly meeting to discuss the updates made to the safeguarding system on ClassCharts. These sessions are supervised by the Headteacher to enable an opportunity for questions to be raised amongst the team should there be areas which need more detail or discussion.

Across the school, there is a culture of safer recruitment. Safer Recruitment training is completed by all SLT and at least one of which is involved in every new appointment. References are always requested and followed up for potential applicants to all job roles within the school. All interviews contain safeguarding questions and we follow the Hampshire recruitment guidance at all times. The school completes a single central register, which is regularly updated and checked.

Warblington School chair the Havant Federation DSL forum, which meets half termly throughout the year. It is attended by DSL’s from all local secondary schools and colleges, in addition to the Local Authority Designated Officer (LADO). This enables information to be shared across the group of professionals. Updates of services from Hampshire Safeguarding Childrens Partnership (HSCP) and DfE are also utilised by the DSLs within this group. This meeting enables a further layer of support and supervision for the DSLs.

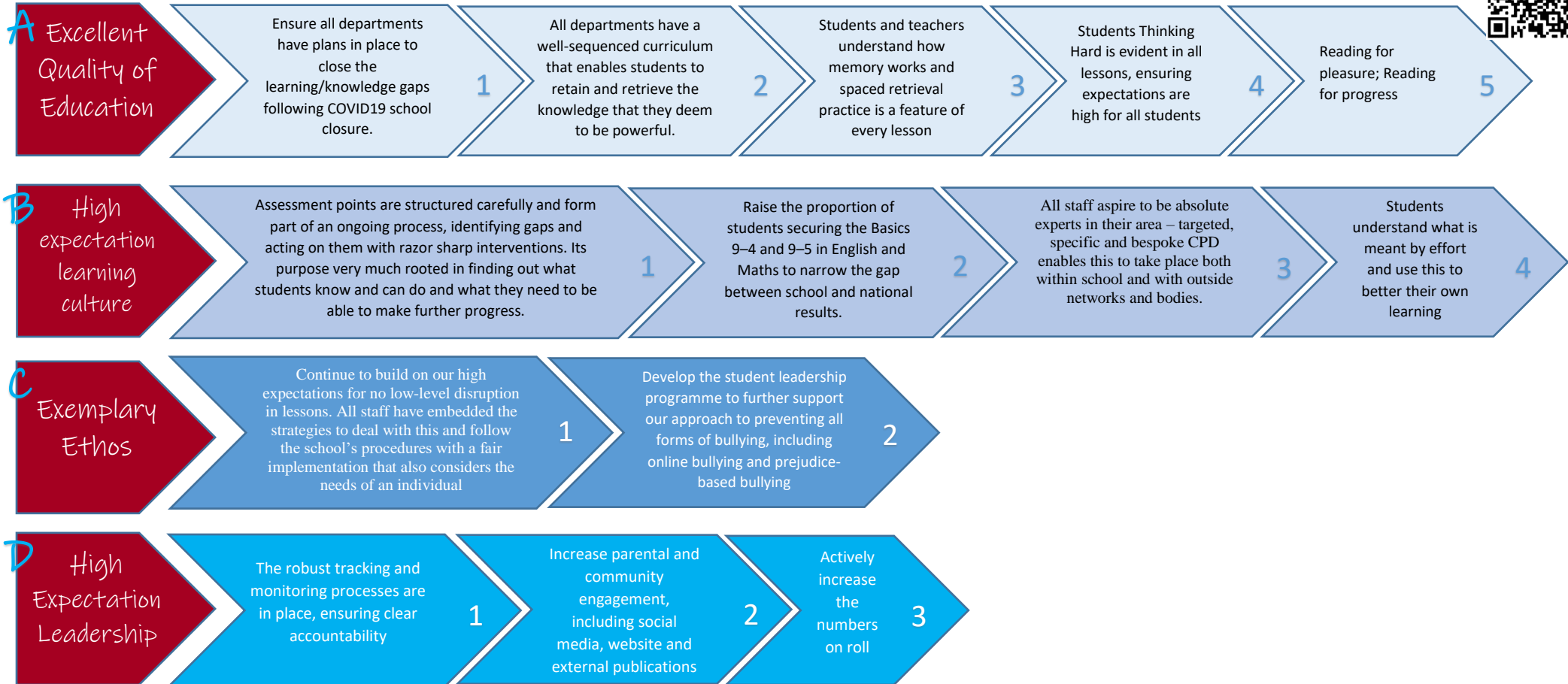
“Please could you pass on our sincere thanks to all the teachers and all support staff for their hard work in these ever changing times – nothing is too much trouble. We really appreciate the effort and planning that has gone into make the pupils safe within school when they were in and particularly now for providing live lessons as well as the blended learning. Both our children are enjoying and benefitting from live interaction with their teachers.

Parent Quote, January 2021



School Improvement Priorities 2021/22

Detailed below are the School Improvement Priorities for 2021/22. Following a constant self-evaluation process, these 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/>





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



2020-21

