



Warblington School

Case Studies 2022-23

September 2023

"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

“I've been at Warblington nearly two years now and it's changed my life, and brought out a side to me that I've never seen – I no longer feel weak and vulnerable. Warblington took me in, gave me a chance and provided me with the help and care that I needed and they are still putting up with me now! I guess school is a reason I haven't given up on myself, so I just wanted to say thank you.”

Taken from an email sent to the Headteacher from a student, September 2022

Welcome to the fourth edition of our Case Studies series – designed to give all stakeholders a way of following our journey of school improvement. I am writing this introduction in the September where we have just welcomed 180 new Warblington students into year 7. This has seen the number on roll grow from 542 in September 2019 to 738 in September 2023. Following a busy period in recruitment, we have also seen 13 new staff start! This is an exciting time to be a member of this kind and caring community and as the main building enters it's 70th year, on page 21 you can read about all the work that has gone into making our Grade II listed building a candidate for Channel 4's 'Grand Designs' programme!

We also received a letter from Buckingham Palace, thanking us for joining in the coronation celebrations!

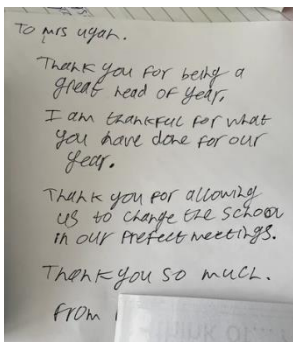
The Year 11 Legacy

The Cohort of 2023 shared the same start date as myself and so I was delighted when their results came through in August to show that they had set new highs. With record breaking results in maths, (10% above the national average and the highest percentage achieving grade 7 or better) and 70% of subjects now performing at or above national average, the outcomes of this year groups were a result of their hard work, resilience, and determination. Full analysis can be found on pages 7 to 11

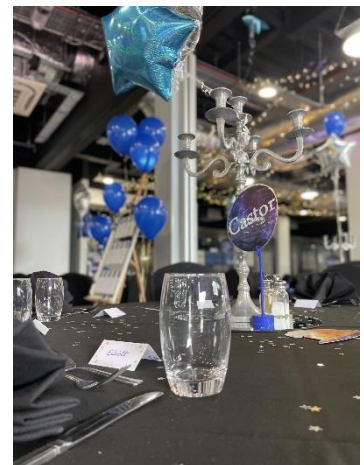


We were deeply touched by your most kind and thoughtful message following our Coronation. We are enormously grateful to everyone who took part in the celebrations, and particularly appreciate that you so generously took the time to write to us on this very special occasion.

Channel 4 Council



But it was more than that. Whilst some may have said Miss Uguen constantly said the same message in assembly, their mantra of 'Be Kind' was never more evident that at their Prom where a great evening was had by all, and acted as a great celebration of that year group. Indeed, this was just one element in our focus on mental health which you can read more about on page 13.



Pleasingly, and for the third year in a row, every member of the year group left to go into some form of education, employment or training and we look forward to hearing of their continued successes in the future. Full destination details can be found on page 12.

Professional Growth



We have continued in our drive to ensure that the quality of teaching and learning across the curriculum is excellent. The Great Teaching Toolkit (GTT) has provided a framework for this, with all of our teaching staff able to access bespoke Continuous Professional Development (CPD) on elements of pedagogy and practice. The GTT also now forms the basis upon which new teachers entering the profession are trained, ensuring that our new teaching staff are

already aligned with our vision for what teaching and learning in our classrooms should look like. The culture amongst the teaching staff is that of continual development and we are proud that the feedback from both them and our students is positive about the impact that this is having.

Restructuring for Capacity to Grow

This year has been challenging in a number of ways for staff as work began on restructuring the workforce to build for our growth in numbers. Whilst there was a need to appoint some great new staff into the school, there was also a focus on ensuring the leadership was in the correct positions in order to drive through school improvement at a faster rate. Starting in September, we have newly appointed subject leads of: Humanities, Creative and Technical; Performing Arts; and PE. This new layer of middle leadership was appointed to improve consistency and accountability across the school. We also welcomed our first non-teaching Head of House!

Creating the right culture

As our house system continued to develop the culture of belonging (read more on page 17 about how this has led to a complete re-write of our attendance policy), one noticeable change was the competition to produce the House Crest. These were the winning entries for each house:



Esme Fuller

Bobby Gregory

Daphne Roff

Ella Wedlake

...which have been immortalised into the following to produce the House Crests!



Improvement Priorities 2023-24

The School Improvement Plan (SIP) for 2023 is very much about embedded the work we have been involved with over the last 3 years. As a result, you will see the word consistency being the main focus for 23-24.

The target for this year is to ensure that every student experiences Great Teaching in every classroom, every lesson; where learning is adapted to meet individual needs and where every rule and policy is consistently implemented. This is broken down as follows:

SIP 23-24	
A: Great Teaching <i>Every dimension, every lesson</i>	
B: Ordinarily Available Inclusive Practice <i>Every student, every lesson</i>	
C: Consistent Applications <i>Every system, every day</i>	

I would also encourage you to look at the Parent View Survey on page 6, where parents were really positive of the education their child was receiving – with results well above the national average – however the point that came across on a number when asked how we could improve was around communication. This is something we will also be constantly looking at as the year progresses, particularly around the way we communicate what will be taught, how well children are progressing and how parents can help. Indeed, we already have introduced a ‘Parent Information Booklet’ for each year group as part of the return to a face to face meet the tutor evening in September.

Parent Survey Outcomes 2023

All results based on 53 respondents from July 2023 – 26% of the school population at the time.
(Figures in brackets are 2022 figures based on 125 respondents – 26% of the school population, national figures are taken from Jan 2022 - [link](#))

	Strongly agree/agree		National Average*
My child is happy this school	94%	(88%)	87%
My child feels safe at this school	94%	(92%)	89%
My child does well at this school	98%	(88%)	88%
The school makes me aware of what my child will learn during the year	55%	(62%)	71%
The school makes sure my child is well behaved	96%	(88%)	83%
My child has been bullied and the school dealt with it quickly and effectively	90% (74% said their child had not experienced bullying)	85% (71% said their child had not experienced bullying)	83% (either not been bullied or been dealt with quickly)
The school is well led and managed	98%	(89%)	83%
When I have raised concerns they have been dealt with properly	85%	(86%)	82% (Either not raised or been dealt with properly)
The school lets me know how well my child is doing	64%	(82%)	82%
The school has high expectations for my child	96%	(91%)	84%
Would you recommend this school to another parent	96%	(86%)	86%

What went well...

Supports the mental health of my daughter and provides her with a well rounded education.

We are pleased with the levels of discipline and that the school has high expectations of the pupils in terms of behaviour. We feel extremely lucky to have Warblington as our local school. It's a very special place.

Thank you for all you do. We think Warblington is a great school and really am glad we chose there. Everyone is so approachable and really knows my child well.

Very kind and friendly environment. Love how passionate the teachers are about their subjects.

Well being support of pupils is exemplary. Excellent transition. The school always listens to our views and requests. Staff have gone over and above to support my child during tricky times. Senco and team are fantastic.

Staff are always willing to go the extra mile and he loves being at school!

Looks after every child and it is clear they are trying to really improve. The school listens to parents and children

Moving my daughter to Warblington from xxxx in year 9 was the best decision we ever made. She has been so happy and we are so grateful to all the teachers who have helped her.

The SEN department have been amazing and proactive for my daughter. I never dreamt that she would still be in mainstream education in year 8 and having a ball!

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

Better or more clear progress reports from teachers. More information on what our children will be learning and doing in school. More detailed school reports, even if just one sentence on each subject rather than just the codes of what level they are at.

This is clearly an issue we urgently need to seek to address this year. Maths trialled a system which has worked well and we will look to roll this out wider this year.

Communication is patchy. Weduc keeps missing messages as a result my child missed out on Christmas Meal and a Matilda trip. The IT team do resolve it but it keeps happening and is frustrating.

Communication is one of our biggest areas to improve. Weekly planning meetings between senior teaching and support staff should aim to tighten this up quickly.

Bring back the end of year pupil awards ceremony like in previous years.

This is definitely something we can look at, if parents want it!

Would also be good for the school to enter the sports teams (football for example) into proper matches, leagues and cups like other local schools do.

Teachers are late to lessons with no consequence.

I can assure you we have a strict code of conduct for staff, and this forms part of our School Improvement Plan, which impacts staff's Performance Management.

KS4 Outcomes 2023

Firstly, we want to send our congratulations for the Class of 2023 for their final outcomes. This was the first year group where no adaptations were made for Covid, and therefore the expectation was that results would 'dip' nationally and return to levels pre-pandemic (eg in Summer 2019). Therefore, when comparing data, it seems fair to compare to the levels of 2019 outcomes to see if the quality of education has improved.

Whilst exam boards made no adaptations for students missing a year of education because of Covid, at Warblington we fully utilised the National Tutoring Programme funding to appoint a maths tutor and, for some, a Science tutor to help plug gaps found during the PPEs.

2023 outcomes showed that in 14 of the 20 subjects taken had results at or above national average. Equally pleasing is the statistic that in 11 of the 16 qualifications that are comparable to 2019 saw the average grade increase.

Maths was a subject which saw significant grade improvement, with outcomes at all measures well above the national average. The department work hard to create a culture of belonging, and also ensured that careful analysis was not only actioned in school but details sent home to allow parents and carers to support the learning or revision at home.

As a headline, the average grade for the 2019 Cohort was 3.9, and in 2023 we have moved this to 4.2. Meaning every student had improved by 3 grades each across their 8 subjects. When looked at in more detail, this improvement was seen across all groups:

- There was little difference across genders, with both male and female students averaging 4.2;
- There was a smaller gap between the disadvantaged and non-disadvantaged (The gap was 1.2 grades in 2019 compared to 0.8 in 2023).
- Our high prior attaining students have improved again, with 108 grade 7-9's awarded in 2023.





Warblington School

2023 Examination Results *P8 figures yet to be released

Students who sat exams at Warblington and joined before year 11

No in Cohort: **107 (94%)**

Male: **59 (55%)**

Female: **48 (45%)**

SEND: **19 (18%)**

FSM: **37 (35%)**

HPA: **26 (24%)**

MPA: **41 (37%)**

LPA: **35 (32%)**

	Male	Female	All
Attainment 8	4.2	4.2	4.2
Progress 8			

	Disadvantaged	Non	Gap
Attainment 8	3.8	4.6	-0.8
Progress 8			

	High Prior Attainment	Middle Prior Attainment	Low Prior Attainment
Attainment 8	5.7	4.1	2.9
Progress 8			

Eng & Maths 4+: 58% (↑from 54% in 2019)

Eng & Maths 5+ : 38% (↑from 31% in 2019)

Ebacc 4+: 26%(↑from 16% in 2019)

Ebacc 5+: 12% (↑from 8% in 2019)

Students who joined Warblington in year 11

No in Cohort: 1 (1%)



	Male	Female	All
Attainment 8	3.2	-	3.2
Progress 8			

For the student who joined us in year 11, their achievements should be celebrated. They have gone on to post-16 options, following advice and guidance from the School.

Students who sat exams in The Key

No in Cohort: 3 (3%)



	Male	Female	All
Attainment 8	2.1	1.9	2.0
Progress 8			

Those students who sat exams at The Key sat iGCSE examinations and Functional Skills qualifications. These do not count in DfE attainment 8 figures, however give access to post-16 options

Students who found it challenging to return post covid

No in Cohort: 2 (2%)



There were two students for whom returning post Covid was challenging and they did not complete any qualifications. Whilst we kept them on roll, our work with them consisted of finding places for their post-16 route.

The students engaged in the 'Future You' scheme, run by Hampshire County Council and was supported by our careers team.

It is impossible to tell the impact Covid absence, both in staff and students, has had on these results. Whilst these results show a considerable increase in all measures from 2019, drawing comparisons is challenging and has been discouraged. We can however say with certainty that students gained access to college or their post-16 options, and where these were in doubt, the school worked with the post-16 provider and student to find a solution.

Find my school data: 113 students – Official Data to be released Oct 23

Attainment 8:

Eng & Maths 4+:

Ebacc 4+:

Progress 8:

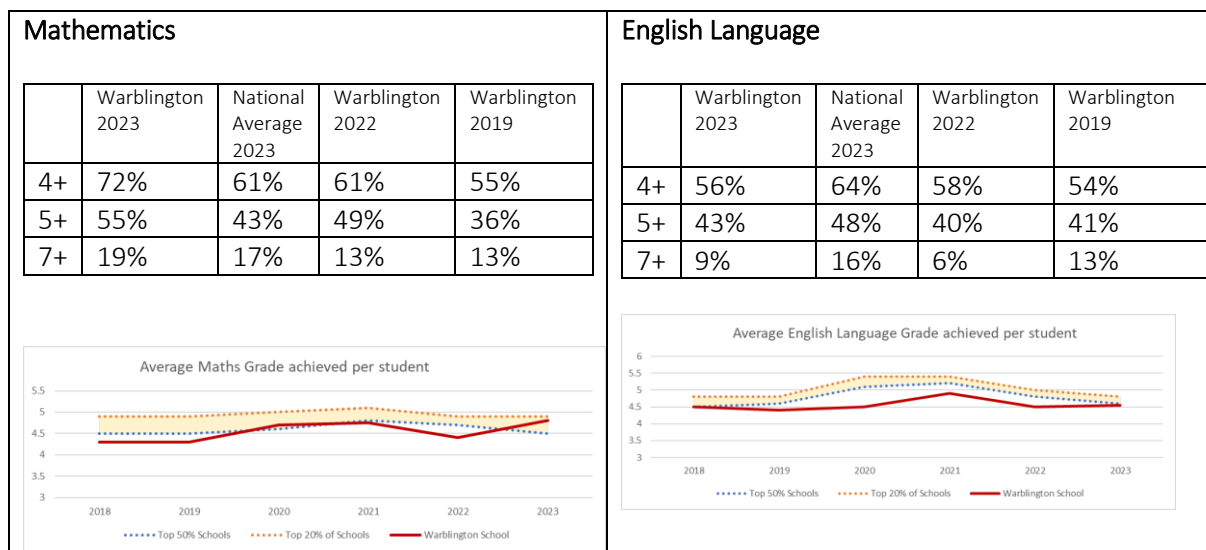
Eng & Maths 5+:

Ebacc 5+:

Core Subjects

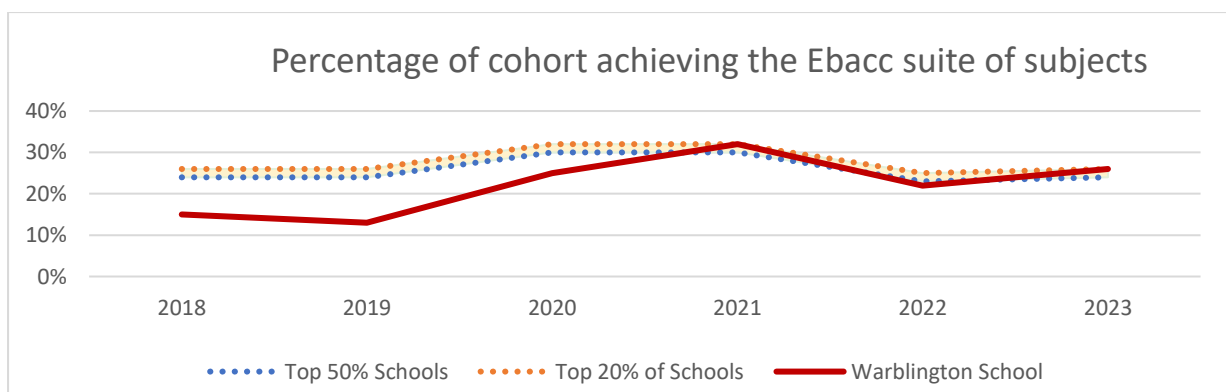
These are the results in Maths and English. (We are currently awaiting the outcomes of some reviews of marking and therefore these are likely to be different from the final outcomes). Results are compared to national percentages achieving that grade¹.

Maths results are now approaching the levels we are aiming for, with 72% of the cohort achieving a standard pass in maths. Many of the students who achieved a grade 7+ also achieved an Additional Maths Qualification. In English Language, results are improving, with the average grade now in line with national averages – however analysis has found that whilst the marks awarded in the writing element are now in line with the national marks awarded, our vocabulary use is meaning too many children achieved a Grade 3 and did not make it to the band above. The curriculum lead is addressing this and work has already begun to address this element of the examination in time for summer 2024.



Other Subjects

Ebacc average points score risen from 3.6 in 2019 to 4.3 in 2023, with the percentage achieving a grade 5 in all of the Ebacc subjects rising from 9% in 2019 to 12% in 2023. Our Ebacc entry figures remain high. Indeed, this year's results indicate the school is performing above national average with the number of students achieving the Ebacc suite of subjects at grade 4 or better.



¹ Taken from: [GCSE National subject grade percentages \(bstubs.co.uk\)](https://www.bstubs.co.uk/gcse-national-subject-grade-percentages)

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.

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.

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.

Individual Subject Results

Here are the subject results. Comparisons with the average grade have been made to 2019 outcomes. A number of reviews of marking are in as of September 23 and figures will be updated accordingly.

	Average Grade (2019 comparison)	4+ (2023 Nat Ave) ²	5+	7+
ENGLISH AND MATHS				
English Language GCSE	4.5 (↑ 0.4)	56% (64%)	41%	9%
English Literature GCSE	3.4 (↓ 0.6)	44% (74%)	28%	5%
Mathematics GCSE	4.8 (↑ 0.7)	72% (61%)	55%	19%
EBACC SUBJECTS				
Biology GCSE	5.4 (↓ 0.2)	94% (89%)	72%	10%
Chemistry GCSE	5.3 (↓ 0.2)	94% (89%)	72%	14%
Computer Science	5.3 (↑ 1.7)	88% (65%)	73%	19%
French GCSE	2.9 (↑ 0.5)	23% (70%)	12%	0%
Geography GCSE	3.8 (↑ 0.3)	56% (63%)	35%	10%
History GCSE	2.8 (↓ 0.6)	37% (63%)	28%	8%
Physics GCSE	5.4 (↓ 0.3)	96% (90%)	66%	17%
Science Double Awd GCSE	3.5 (↑ 0.4)	53% (56%)	27%	4%
Spanish GCSE	3.5 (↑ 0.1)	57% (68%)	35%	9%
OTHER SUBJECTS				
Art & Design (Photo) GCSE	4.9 (↑ 0.1)	88% (76%)	54%	8%
Art & Design GCSE	3.5 (↑ 0.8)	84% (75%)	54%	8%
Catering NonGCSE	2.6	48% (66%)	7%	0%
Childcare Skills NonGCSE	5.4	100% (66%)	77%	0%
Drama GCSE	3.3	42% (75%)	29%	0%
Multimedia NonGCSE	2.1	61% (62%)	17%	0%
Music NonGCSE	7.5 (↑ 3.5)	100% (76%)	100%	80%
PE/Sport Studies NonGCSE	5.1 (↑ 0.7)	70% (72%)	61%	26%
Statistics	6.7	100% (74%)	88%	50%
Textiles	4.9	73% (65%)	44%	18%

² Taken from: [GCSE National subject grade percentages \(bstubs.co.uk\)](https://www.bstubs.co.uk/gcse-national-subject-grade-percentages)

Post-16 Destinations

The school's Career Programme runs in all years, 7 through to 11 and is supported by a range of activities that inform students about potential opportunities and careers post-16 education. As well as delivering statutory obligations we aim to engage, motivate and to raise student aspirations.

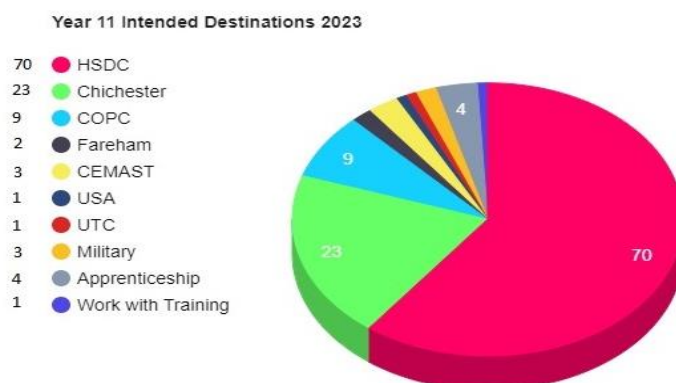
At Warblington School there is real importance placed on Career Information Advice and Guidance (CIAG) this is not only because the Government has placed increased importance on the delivery of CIAG via the Guidance of 2019 BUT also because the school knows that by delivering quality CIAG students can be motivated, and their levels of engagement and achievement also raised. The school in March 2019 appointed two Career Leaders to oversee the delivery of CIAG. The schools CIAG programme has been reviewed and amended. A team of teachers now deliver the CIAG programme, in the academic year 2022-23 thirteen staff delivered the programme. Every student receives seven career lessons of one hour. The Career Leaders write and provide the resources for the lessons, which staff who deliver the lessons are encouraged to evaluate. The CIAG lessons are supplemented by:

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

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

- We are currently auditing the CIAG delivery in the wider curriculum and once this is completed will work with curriculum areas to develop and support any opportunities for CIAG.
- Good, effective CIAG also depends on good partnership working. To this end we have partnerships with; Hampshire Futures; the Education Business Partnership; Southern University Network; the Local Enterprise Network; local employers and numerous local colleges and training providers. We are always seeking opportunities to work with any partner who can support our career programme and students.

We are seeing a rising trend in the number of students going onto level 3 qualifications once leaving Warblington. This year, 63% intended to go in at this level – a figure in line with Hampshire averages. More significantly perhaps, is that fact that 61% of students intended to go into STEM (Science, Technology, Engineering and Maths) based subjects. Almost double the figure from 2019. For the 3rd consecutive year, EVERY student went into some form of Education, employment and training.



Here is the graph of intended destinations for the Cohort of 2023.



The Importance of Wellbeing and good mental health – becoming more trauma informed

Mrs J Fletcher

Assistant Headteacher

Inclusion Team at Warblington

We are very lucky at Warblington to have an excellent Inclusion team. Alongside Miss G. Uguen (Head of Stowe), Mrs L. Elvy (Head of Mitchell, Mr M Whitlock (Head of Norris) and Mrs E. Slocombe (Head of Paxton) and Mr R. Barnard (Head of Year 7 and Transition), and our excellent tutors we have an excellent team of support staff. They consist of Mrs J. Stairs (Pastoral Support Manager/DDSL), Miss E. Gamble (Pastoral Mentor), Mrs L. Marshman (Pastoral Mentor), Mrs R. Timson (Attendance Officer), Mrs A. Kelly (Medical), Mr C. Knight (Network Manager/DDSL) and Ms V. West (Student Support Manager). Together this team provides excellent wrap around care and support for the mental health of our students.

“My child suffers with anxiety and she has been well supported with this. The mental health and well-being of children at Warblington is very important. The staff who have been involved with my daughter have been fantastic and I can’t thank them enough - especially her form tutor!”

Quote from Parent Survey Feedback, July 2023

Trauma Informed Approach

Children and young people face many challenges in life ranging from stress and anxiety about exams to complex, serious and debilitating long-term mental health conditions. However, good social, emotional and mental well-being can create the foundations for healthy behaviours and educational attainment.

Emotional health and well-being (EHWB) is crucial in cognitive development and learning, as well as physical and social health. Psychological and emotional distress can manifest in behaviour (such as anxiety and depression or aggressive and disruptive behaviour) and has an impact on the child’s successful learning at school. Hence poor mental health undermines educational attainment.

At Warblington all staff have been trained in a trauma informed approach and three staff have specific training in mental health and young people.

We work with our Mental Health in Schools Team (MHST) who are a school based CAHMs service who are able to support students with low-level mental health concerns that can be improved via a cognitive behaviour therapy (CBT) approach.

Warblington School is also taking part in the #BeeWell campaign which will survey children in selected year groups within school to provide information which will help us to support our students’ specific needs within their mental health.





Languages for all – How British Sign Language is forming part of the Communications Curriculum

Mrs K Whiteley-Fuller

Head of Communications Faculty

When I became the Head of the Communications Faculty at Warblington School, one of my priorities was to provide a curriculum across all three subjects (English, Spanish and French), which would engage and inspire all students to succeed academically and as global citizens.

One of the biggest challenges I faced was re-engaging a small percentage of students, a significant proportion of whom were identified as SEND, with the importance of learning a language.

When Miss Lewandowski arrived at the school I saw an opportunity to use her experience of different languages, including BSL, to explore this more deeply. I tasked Adelaide with creating a curriculum for a group of Year 9 students, many with SEND needs, who previously would not be continuing with a language beyond Year 9.



Her mission was to re-engage these students with learning a language in a way that suited them. Not only has this been achieved, but the work done around Deaf Awareness and BSL has raised awareness of the importance of meeting the needs of these students within the school community.

In achieving this, Adelaide was supported in class by one of our LSAs Michelle Norman who has been a great help to this project.

From the classroom

My ambition to take part in a project of this kind, which involved building a curriculum that provided for all students of modern foreign languages (MFL), began when I first stepped into teaching during a language assistantship in a school for the deaf. It was obvious to me then, that there was a need to offer alternative provision in order to cater for the needs of students with SEND and with lower prior attainment if we wanted all students to engage with, and be successful at, languages during their time at secondary school.

Therefore, when I was asked by Mrs Whiteley-Fuller to take charge of a small Year 9 class in which a significant number of students have SEND challenges, it was the

“I think BSL is the best language to learn because it is a form of communication that everyone can benefit from learning, not just the deaf. I really enjoyed BSL because it was so much more fun. Before we learned it, I had no idea how many people can use it. If I could choose it as a course I 100000% would. BSL is one of the best things I have learnt and I would love to know more! I think that everyone should be taught BSL basics to help communicate with many different people. I think that if I were able to do BSL I would maybe learn even more outside of school.”

opportunity to make a difference. This provisional course aspired to promote the school ethos of inclusivity and high expectations, especially the expectations of our students with SEND.

The project aimed to do this through challenging these students to learn languages but in a different way; while still providing them with academical success through adequate qualifications as per the article 28 of the Right Respecting School chart, “every student has the right to an education”.

The first step was to create a whole new scheme of work which has been designed to take students on a journey around the world by focusing on different cultures. We started our journey by focusing on a community close to us, the deaf community.

Firstly, it was crucial to raise awareness by learning more about the deaf culture and what it means to have a hearing impairment, this included: the different types of impairments, some strategies to support people with hearing impairment as well as misconceptions that the general public can have about deafness.

Growing up as a member of the deaf community

Michelle Norman was especially important to this learning; as a child of deaf adult (CODA) she was able to share her own experiences and give a valuable, real-life insight into the challenges faced by the deaf community as well as helping to develop conversations with students to raise their level of awareness.

Part of this aspect of the project was to try to put ourselves in the shoes of hearing-impaired persons by practising speaking with different access to sounds as well as discussing the importance of the environmental settings when wanting to ensure that an environment is suitable for inclusive communication. What was noticeable in this part of the project is how much work needs to be done in schools to raise awareness of these factors in the classroom and social spaces.

Further to an introduction to deaf awareness, students also learnt about the differences between BSL, Makaton and sign supported English, which are different means of communication and are too often confused.

Students then went onto learn some basic BSL; words and phrases that would be useful when communicating with hearing impaired people. This element of the course was especially effective, with students seeking out other teachers to show them what they had learnt. Mrs Norman was thrilled when several students came to her to demonstrate their learning:

“The biggest sense of pride I have felt is when students have sought me out throughout the day to show me what they have learnt in their lesson and continued to practise in their own time to improve. Knowing that there is a group of students that, without realising, at some point will be able to make such an impact on someone else’s life when they leave school just by being able to do even basic sign language brings me so much joy.”

In addition, even learning basic signs, was effective for students within the group who have speech, language and communication (SLCN) needs and I found that one student in particular was able to express his emotions well through the use of signs.

On another occasion, one student used their time in our inclusion provision to teach a member of senior leadership team (SLT) and other members in the room some of the signs she had learned. It is particularly powerful to see a student with their own SEND challenges leading so effectively.

One of the biggest impacts for me was the realisation that being deaf aware was not only beneficial for our wider community but also for our school community and even our classroom community. Through this learning we have been able to recognise and understand each other's needs better and be mindful of them.



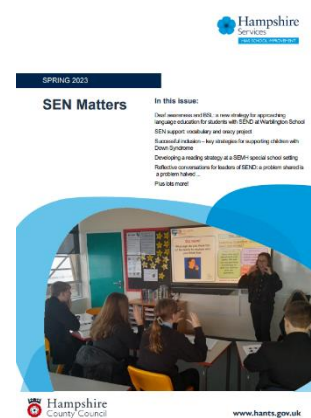
Further impact of this aspect of the project can be seen through the responses of the students. One student told us, through student voice that: **“I did not know any BSL before learning it. I learned so many new things and it was very helpful in a way. I think that it is quite important to learn BSL because we can communicate with deaf people in case something happens.”**

This project, of course, was simply an introduction, a snap shot of what we want to achieve. Seeing the impact we have already had, we are eager to take the next step towards providing an BSL education for all students at Warblington School.

I have conducted further research on how we could move forward in making BSL and other language provision permanent, to ensure that students with SEND are offered more formal courses to boost their confidence and qualifications.

We are looking into how this could benefit the whole school through staff CPD on Deaf Awareness and how we can use this to support our students and our students' families who might be part of the Deaf Community.

This has been adapted from an article published in Hampshire's SEN Matters publication in Spring 2023





Being here and belonging – our attendance strategy

Dr F Lansley

Assistant Headteacher

The Ethos

As a school, we are united in our belief that regular school attendance is the key to enabling students to maximise the educational opportunities available to them. We also know that for students whose attendance is below 90%, the impact of that missed time in school equates to an average of more than 1 grade lower per subject across their GCSE's than students who maintain higher than 90% attendance.

To support good attendance and safeguarding we:

- Ensure the school is welcoming and every student feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is complete by every tutor and class teacher each day. This further supports our approach to safeguarding within the school.
- Take safeguarding seriously and always contact home on the first day that a student is absent from school.

Persistent Absence

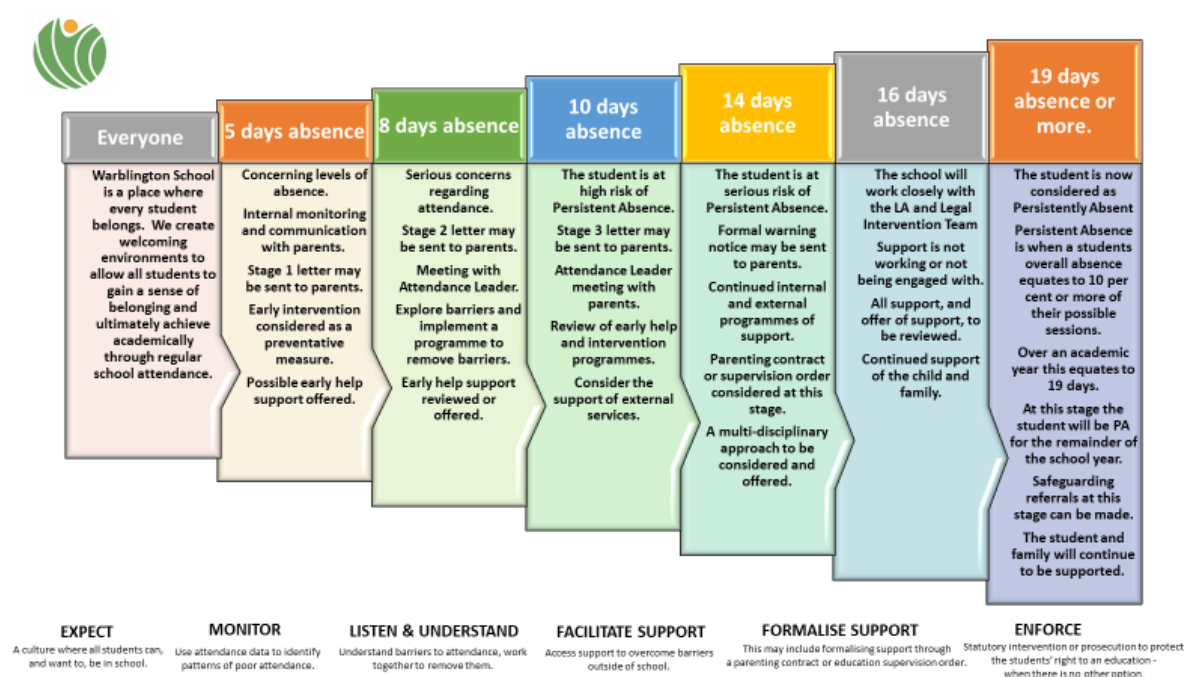
We have had a particular focus on reducing Persistent Absence, which has been a national concern since the return to face to face education following the covid pandemic. The Persistent Absence threshold for students is currently 10% and Ofsted uses this in its inspection of schools. This means that any student will be classed as Persistently Absent when they have missed 38 or more sessions across an academic year. This equates to 19, or more, missed days. We have been using a 19-day tracking system to make parents/carers aware of the number of days a student has missed education. This has allowed us to work together to reduce the number of days and attempt to prevent students from reaching this threshold.

Support

We recognise that a drop in or period of extended poor attendance is often an indication of difficulties in a students' life and their lived experience. This may be related to problems at home or in school and we seek to provide support through this in whatever way we can,

whether that is through home visits from members of our own team or through signposting for help from external support agencies. Building trusting relationships with pastoral staff (tutors, pastoral support team) helps parents/carers to keep us informed of issues that may impact on their child’s attendance. This then helps us to identify any additional early help that may be required. Safeguarding is always our priority.

Some students are more likely to require additional support to attain good attendance, for example, students who are vulnerable, have a medical need or EHCP plan. We aim to proactively identify and follow up on a students’ non-attendance and gather information about them. This then helps us to take early action to prevent non-attendance developing and monitoring the impact of targeted support.



This past year has seen some intensive support work with some of our families, leading, in specific cases, to re-engagement with examinations and Post-16 education or extended and personalised support for families where mental health has been a genuine barrier to accessing school. We are proud of the relationships that our attendance and pastoral team build with members of our community to facilitate this kind of support on an individual basis.

Celebrating Success

Whilst we will challenge failing attendance and seek to provide the support required to improve, we also feel it is important to reward students who have sustained good levels of attendance or who have demonstrated significant improvement over a period of time. Incentives such as competition between Houses and tutor groups, plus a weekly 95% attendance challenge allows tutor groups to celebrate their collective attendance successes.



Being part of the DfE's Behaviour Hub – lessons learned

Mrs J Fletcher

Assistant Headteacher

How would being part of the Behaviour Hub help us?



Behaviour HUBS

We were invited to join the Government Behaviour Hub in

September 2022 and at this time we had made

key changes moving from 6 to 7 expectations, thus separating punctuality to class from our uniform

expectation. The “A to G” expectations were explained to our students with the reasons behind the expectations. Students were reminded of the links to work life, and these were presented to our students as their preparation for being effective members of society when they leave school.

Our first visit to our Partner Hub School (Maiden Erleigh) was potentially the most invigorating aspect of our whole journey. It was as if we were able to see our existing policy several years down the journey and see its potential impact. We saw similar systems to our own, many with the same terminology and expectations, firmly entrenched into the ethos of the school. We grew in confidence that our systems and procedures were secure, but that we needed to embed them further and our small changes in 2022/2023 gave us the rationale for a further “re-set” of system after the October half-term following our visit. The visit to our Hub school provided us with tighter actions to produce a clearer impact and/or consequence. We established clear “Triggers” within our system which we were able to explain to our students, alongside a “re-set” of behaviour points at the start of each half term. The “triggers” were based around the number of behaviour points that were accrued and each trigger of ten points was allocated a clear consequence and set of actions, with a parallel set for SEND students who would need further ‘re-sets’ across the system.

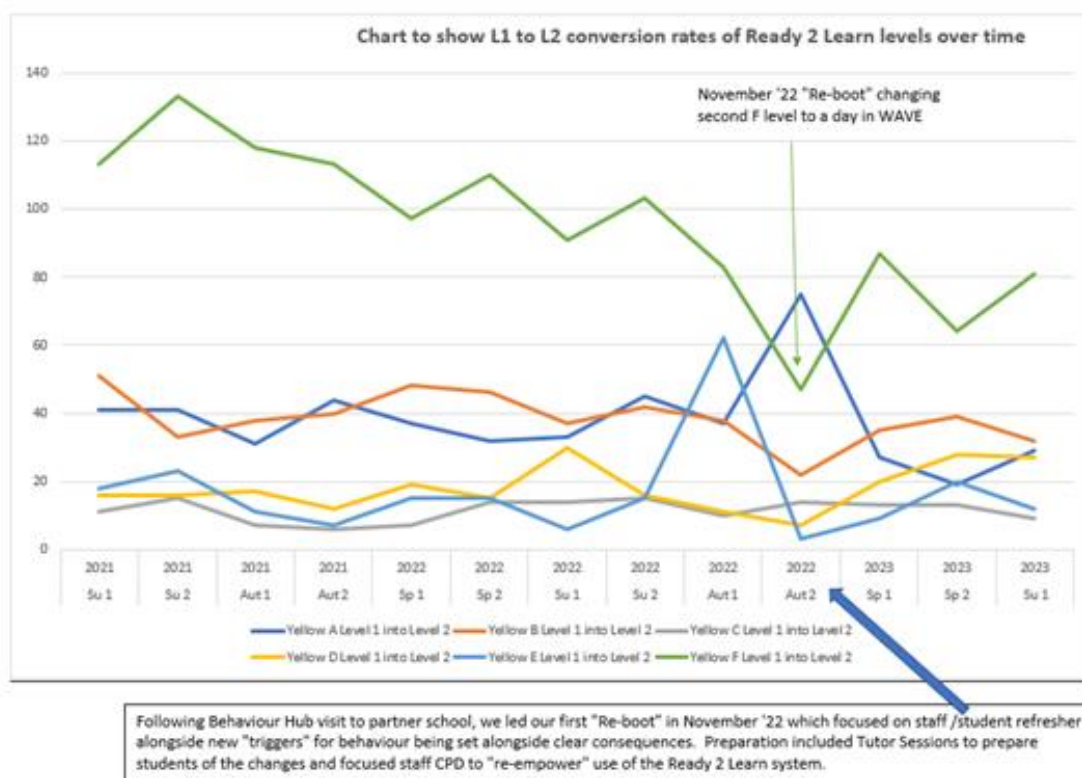


“During the learning walk all pupils were engaged in their lessons. It was evident that teachers had a stronger presence and command within the classroom environment, with subtle cues to engage pupils who may be off task or unsettled following a transition. These ‘behaviour of learning’ techniques were 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.”

Hampshire Inspectorate and Advisory Service

In support of our new “G” ‘Get to lessons on time’, we introduced a late bell three minutes after the bell to signify the end of lesson. Although this was hindered by our building works during the year as routes around school became blocked at different times, this initiative has improved lateness to lessons considerably. Staff and students are all aware of the expectation to get to lessons and learning swiftly and promptly.

Outcomes and the way forward



The impact of these changes can clearly be seen within our data. The conversion of our first warnings (yellow 1's) to our "red" level (yellow 2's) has significantly reduced over the four terms we have carried it out. Autumn term 1 in 2021 saw that behaviour had increased significantly from the previous year, -1036 points accrued, against -1724 in the same term in 2022.

2022 data was at -1276 compared to 2023 data at -1010. In fact, the transfer of level 1's to level 2's across the year since our work with the behaviour hub showed an improvement each half term. The journey is not over, but we are confident that we are supporting our students to make better learning choices each day by applying "every system, every day".

We proudly 'graduated' from the programme in July 2023, having really reflected on the work we had already begun both pre and post Covid, and to ensure that we continue to develop further to ensure that we create the best learning environment possible for the students of Warblington School.



Bringing our Historic Building into the 21st Century

Mr M Hartnell

Headteacher

The Past

Built in 1955-56, Warblington School was designed by Richard Sheppard and Geoffrey Robson who were engineers at the Bristol Aeroplane Company (BAC) and at the end of the second World War used the aircraft industry to diversify their operations into constructing schools. Designed in 1953, Warblington School was built using a construction of pre-fabricated steel frames with corrugated aluminium sheeting and aluminium framed windows.



Move forward to June 2019 and Warblington School's construction becomes quite unique – described by Historic England as a “rare survivor of a BAC-type secondary school” and leading to a designation as Grade II listed.

However, whilst there is no doubt some architecture that deserves to be recognised in the design of the school, functionality of having over 800 panes of south facing glass, many of which had been securely shut over many years due to health and safety or the lack of replaceable items was an issue. And all this was before the need for increased ventilation in public places became paramount during a pandemic!

The Planning

During the initial scoping of building works, it was found that only two of the classrooms in the building would pass tests of heat and ventilation for school buildings (one of those was a computer room we had air conditioning installed in the summer before!). So, a clear need had been identified to make the school a place to enjoy coming into each day. Due to the Grade II listing, any changes also had to ensure that the history of the building remained intact, so the aluminium window frames would have to stay and the challenge to fit double glazing into them began.

The Now

September 2022 saw the students return to a school that had been wrapped up and supported by scaffolding. Students soon adapted to the fact they would often have workmen walking past the windows, classrooms moved for weeks at a time and routes around school changed overnight as the project to re-glaze and install mechanical ventilation to the school began.

The project itself had run fairly smoothly. Whilst there were some hold ups in the hi-tech glazing arriving from China due to ships being stuck in shipping canals



or dock strikes, in the main, when the students returned in September 2023 the School had been unwrapped, ventilation and air conditioning had been installed, new libraries built, reception revamped, but most importantly, classrooms that were finally fit for purpose.



As I write this, there are a few more things to do – the middle section needs to be reglazed in dark glass to replicate the original balcony; a new fire door is to be installed in Maths to go alongside the fire safety improvements made during the works and we have yet to test it with the heating on... with the equivalent of triple glazing now installed, we are hoping it will have a significant impact on our heating bills this winter! Although the patterns created by condensation on the new windows is something we really weren't expecting!





Gateway Provision – the impact of a good transition programme

Mrs D Crockford

Nurture Room Coordinator

At Warblington School we recognise that some students need additional support transferring into the secondary environment. Following the six principles of the nurture group ethos we have established the Gateway Room to help meet the learning, social and emotional needs of a group of year 7 cohort to help remove their barriers to learning. These principles are;

- 1. Student's learning is understood developmentally.*
- 2. The classroom offers a safe base.*
- 3. Recognising the importance of nurture for the development of self-esteem.*
- 4. Language is a vital means of communication.*
- 5. All behaviour is communication.*
- 6. The importance of transition in children's lives.*

The Gateway Room

The Gateway room is an intervention that encourages students to build their emotional resilience and social skills with the aim of raising their attainment in English, Maths and Science. Students in Gateway receive their core subjects along with the additional subject, Learning to Learn, in this small group environment with two adults that are versed in the nurture ethos allowing them to flourish. The students work on exactly the same curriculum as their non-Gateway peers ensuring they are ready and prepared to transition back into the mainstream lessons later in the year.

The learning to learn curriculum looks at developing social skills, confidence, growth mindset and equips students with the learning skills to help them in their journey to post 16. Topics covered in the Learning to Learn scheme of work consist of; myself, other people, pair work, teamwork, behaviour for learning, study skills, transition and philosophy for children.

Students are identified during the summer term in liaison with Primary/Junior schools, class teachers and SENDCos. A Gateway place is not promised as there is quite a rigorous selection process, there is no final decision until the second half of the summer term. Even if a child is not selected for our Gateway intervention you can be sure that Warblington School will support each child and do our utmost to meet their needs.

Since its inception in 2013 the Gateway intervention has helped, nurtured and supported over 140 students to access their secondary school journey.

For students who are not selected to be part of our Gateway Group, we will offer Gateway Access at break and lunch times. This offers a safe space to students so they can feel supported in these unstructured times. Gateway Access will also give them a chance to socialise with other students and practice social skills through peer modelling with the discreet observation of the Warblington School Student Hub team.

“The transition process has been amazing. The school prepared well for year 6's and all my concerns were soon put to rest thanks to the staff”

Quote from Parent Survey, July 2023

2022-23 - In Pictures



Borrowing the moon



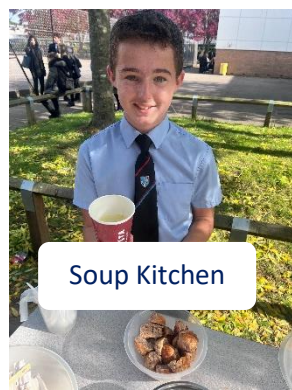
Creativity Day



Geography field work



More clubs than ever!



Soup Kitchen



The School Production



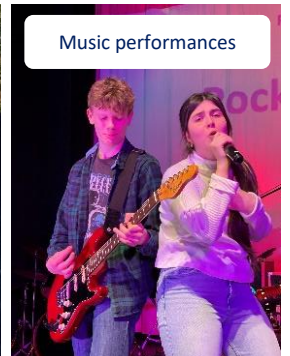
Sign Language Assembly



Sporting Success



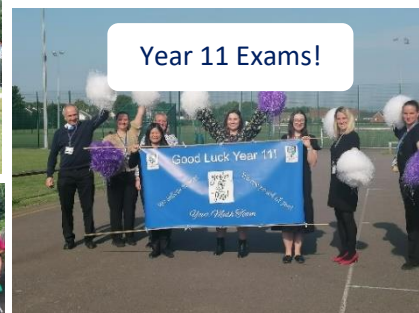
Holocaust Memorial



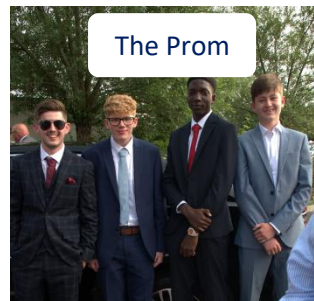
Music performances



Sports Day



Year 11 Exams!



The Prom



The Tech Truck



Outdoor classrooms



Race 4 Life